

**Gender Based Violence on Female Cadets: Prevalence and Contributing Factors in  
Ethiopian Police University College**

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This is to certify that the thesis prepared by Felegush Nigatu entitled: *Gender Based Violence on Female Cadets: Prevalence and Contributing Factors in Ethiopian Police University College* and submitted in partial fulfillment of the requirements for the degree of Master of arts in counseling psychology complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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## **ACRONYMS AND ABBREVIATIONS**

GBV	Gender- Based Violence
VAW	Violence Against Women
UN	United Nation
CEDAW	Convention to Eliminate Discrimination against Women
RHRC	Reproductive Health Response in Conflict Consortium,
UNHCR	United Nation High Commissioner for Refugees
UNFPA	United Nations Fund for Population Activities

## **Abstract**

*The major objectives of this research was to investigate the prevalence and contributing factors of gender based violence against female cadet officers in Ethiopian police University College. Both qualitative and quantitative study has been used to identify the experiences of one- hundred eighty female cadet officers with regard to gender based violence (GBV). A structured questionnaire was distributed to female cadet officers to examine the data with descriptive statistics such as frequency, percentage and chi-square. Sequential explanatory design, has been also employed the data are collected over the period of time in two consecutive phases. Furthermore, in-depth interviews with key informants have been conducted. The outcome of the research confirmed that, different sorts of GBV are committed against female cadet officers in Ethiopian police University College which include; physical violence, psychological & emotional and sexual violence. Contributing factors for such types of violence were identified as opportunities during military training which exposes female cadet officers to violence such as lack of implementing rules and regulations, negative attitude of community toward female cadets in Ethiopian police University College, use of substances, drinking alcohol, chewing chat, lack of awareness on GBV, managers use of coercive power, preference of cadets to get, gift, money, information related to training, military training conditions do and don't do, foot walk training at night out of compound, guarding compound by pair, searching bedroom at night. As result the researcher recommends that, Ethiopian Police University College should be give special attention to physical, emotional & psychological health of female cadet officers during military training.*

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## **Chapter One**

### **Introduction**

This paper contains six chapters, chapter one contains background of the study, statement of the study, research questions, objective of the study, specific objectives, significance of the study, delimitation of the study and operational definitions of variables, chapter two incorporates literatures of the study whereas chapter three contains design of the study, study area, sample size and sampling technique, instruments for data collection and procedure, data analysis and ethical considerations to make the research more acceptable. Chapter four contains result findings of the study, in chapter five discussions on prevalence of gender based violence, types of gender-based violence and contributing factors of violence. Finally chapter six contains summery, conclusion and recommendations.

#### **1.1 Background of the Study**

Gender-based violence is the most common problem on females across the world especially in developing countries (Krantz, (2002). Different researchers and organizations define the term gender-based violence (GBV) in different ways. The most common definition is article 1 of the 1993 United Nations General Assembly Resolution Declaration on the Elimination of Violence against Women (DEVAW) Violence against Women is: “Any act of gender-based violence that results in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty of individuals”. According to WHO, (2013) the prevalence of gender-based violence of physical and/or sexual intimate partner is highest in Africa, Eastern Mediterranean and South East-Asian countries. The regions of America are the second highest. (WHO 2013) also reported that lower prevalence in the Europe and Western Pacific regions and also in regions where are high in income. As Garcia-Moreno, Jansen, Ellsberg, Heise & Watts, (2006) the study did by population in 1999 within 35 countries indicate that women who faced intimate partner violence that is 10 to 52 percent and 10 to 30 percent for sexual intimate partner violence. In addition to this international percentage of Violence against Women respect to the age revealed that 35 percent of women from the age of 16 experienced physical and sexual violence (Kabeer, 2014).

Violence against female students is the most serious problem that affects overall aspects of female students in Ethiopian universities (Mengitab, 2012). In Jimma University revealed that 38% of female students admitted that sexual harassment is and 26% of students believed that rape is a challenge to university students' (Asresash, Shinebaun and Melese, 2002). The contributing factors for this problem are lack of facilities, workload, and academic performance. According to (Helen 2010) sexual harassment against female students in Addis Ababa University is very high. According to Sadler, Booth, Cook, & Doebbeling, (2003) risk factors for rape included both on-duty /on delivering military service/ and off-duty/on leisure time/ or out of military service delivering.

Contributing factors of gender based violence on females could be intrinsic or extrinsic factor. According to Mithani, Premani, & Kurji, (2014) extrinsic factors of gender-based violence on females are male dominance and control and power hierarchies. The most initiator of gender-based violence is men. For Mithani, Premani, & Kurji, (2014) intrinsic factors of gender-based violence on females are as follows: personal characteristics like age, education, income, the influence of personality, witnessing marital violence as a child, being abused as a child and acceptance of violence. Different situations are contributing factors for gender-based violence for instance, religion, occupation, level of education, residence, alcohol use and Chat chewing (Semahegn & Mengistie, 2015). Livings with partner's family contribute for GBV (Abate, Wossen, & Degfie, 2016). According to Allen & Raghallaigh, (2013), extramarital sex, suspected infidelity (Abeya, Afework, & Yalew, 2012) financial and power inequality between men and women that promote men's superiority over women.

## **1.2. Statement of the Problem**

The issue of gender-based violence is the global problem especially in developing countries. Many studies conducted on the problem of gender-based violence across the world as well as in Ethiopia. Some studies conducted in Ethiopia are Domestic Violence against Women: The Case Study at Kolfe Keranyo Sub-City studied by Sosen Mulatu, 2007, the impact of traditional gender role socialization on gender inequality in primary Education, a case study in bati woreda/oromia special zone, Amhara region by Wendmagegn Baye , 2008 Addis Ababa, Getachew Mullu, Ayu Gizachew, Desalegne Amare on the Prevalence of gender based violence and associated factors among female students of Menkorer high school in Debre Markos town,

Northwest Ethiopia. A study conducted among female University Students in Northern Nigeria showed that the prevalence of GBV was 58.8%. From these, 22.8% experienced physical violence, 22.2% sexual violence and 50.8% experienced emotional and verbal violence. A study conducted on sexual violence among female high school students in Debarik also showed that sexual violence is still a common phenomenon among young girls. In addition the common complications due to rape were pregnancy, suicidal attempt, vaginal discharge and abortion.

The World Bank (1993) has recognized gender based violence (GBV) as a heavy health burden for women aged 15 to 44 similar to the risk posed by HIV, tuberculosis, infection during childbirth, cancer and heart disease. Globally, at least one in every three women is beaten, coerced into sex or otherwise abused in her lifetime (Guedes, 2004). Victims report the case to police or for female affairs but in case of Ethiopian police University College, both victims and abusers are police. Law enforcement agencies need to develop clear policy guidelines for the investigation of and intervention in cases of violence when the abuser is a member of the law enforcement community (Feltgen, 1996). Generally there is no conducted study on gender-based violence on female cadet officers in military campaigns in Ethiopia.

Therefore, still the problem has not been eliminated or reduced everywhere, based on this the researcher has been initiated by her own experience and, the records from gender and law office in the college. In Ethiopian Police University College female cadet officers are vulnerable for gender-based violence when they are going to Adama for one month training. Night foot-walk training, during endurance out of the compound, during searching bed rooms at any time even at mid-night, do and don't do's, during guarding at night by pair (male & female) and other non-identified situation may contribute to emergence of gender-based violence. The records on gender office and law office in Ethiopian police University College have initiated the researcher to conduct the research on this topic. So, this research will be conducted to assess the prevalence of gender based violence and its contributing factors for gender- based violence in female cadets at Ethiopian police University College.

### **1.3 Research questions**

The researcher questions of this study are as follows:

1. What is the prevalence of GBV on female cadet officers in Ethiopian police University College?
2. What are the types of gender-based violence's committed against female cadet officers in Ethiopian police University College?
3. Is there significance difference on frequency of GBV on female cadet officers department, year level of study in Ethiopian police University College?
4. What are the contributing factors of GBV in Ethiopian police University College?

### **1.4. Objective of the Study**

#### **1.4.1. General Objective**

The general objective of the research is to examine the prevalence and factors contributing to gender-based violence on female cadet officers in Ethiopian Police University College.

#### **1.4.2. Specific objectives**

- ✓ To identify the most perpetrators of gender-based violence in Ethiopian Police University College.
- ✓ To identify the reasons why the victims didn't report the cases for assistance in Ethiopian Police University College.
- ✓ To examine the level of satisfaction on assistance from stakeholders in Ethiopian Police University College.

### **1.5. Significance of the study**

This study provides information on the issues of GBV on female cadet's for government and society and to find the solution. It's helpful to adjust policies related to GBV on female students on universities and colleges especially in military force where as for the society it creates awareness, this study also helpful for military campaign by identifying the contributing factors for GBV on female students/ cadet officers. This study may also serve as a base for further investigation in the area. At last the target population was adventitious and also it's helpful for researcher to explain prevalence & contributing factors of GBV on female cadets on the area.

### **1.6. Delimitation of the study**

This study delimited to Ethiopian police University College which is found in northern part of Addis Ababa special place named Sendafa faraway 40 km from Addis Ababa. This study delimited on the prevalence and contributing factors of GBV on female cadet officers in Ethiopian police University College.

### **1.7. Limitations of the study**

Major limitation of this study is amount and type of data generated related with female cadets during military training in context of Ethiopia. Since the research involve both quantitative and qualitative data as well as secondary sources, the researcher has faced with difficulty in adapting the instrument, translation of the Amharic data and triangulation. In addition because of the time constraint, the researcher has decided the respondent only female cadets. The word limitation in English (translation problem from the local language to English) is another challenge to show the whole experience. The researcher takes a long time in searching for victims/survivors in Ethiopian Police University College.

### **1.8. Operational Definitions**

Gender-based violence: is the occurrence of unethical behaviors such as physical abuse, emotional abuse, sexual harassment, verbal abuse, up to rape and any acts that suffer female cadet officers because of sex in Ethiopian Police University College.

## Chapter Two

### Review of Related Literature

#### 2.1. The Meaning of Gender Based Violence

Gender-based violence (GBV) is physical, psychological, or sexual violence perpetrated against an individual or group on the basis of gender or gender norms (cooper, Paluck, Fletcher, Ryan, Branscombe & Center, 2013). As European Institute for Gender Equality, 2014 gender-based violence (GBV) is any form of violence that is directed against a woman on the basis of gender (Buckley & Anderson, 1988). Gender based violence is any acts that harms physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty (UN WOMEN, 2009). As cited by Linos (2009) expanded definition of sexual and gender-based violence used by United Nations High Commissioner for Refugees (UNHCR) and Implementing Partners shall be understood to encompass, but not be limited to physical, sexual and psychological violence occurring in the family, at work, in educational institutions, and elsewhere including battering, sexual abuse, sexual harassment, rape and violence harmful to women wherever it occurs (UNHCR, 2003).

Historical, background about gender relations between men and women led to discrimination against women by men in the world especially in developing countries; this women's lack of social and economic power, accepted gender roles and the low value put on women's work perpetuate and reinforce this subordinate position (kishor & Johnson 2004).

According to the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) assigns women into the sphere of human rights, GBV against women as a violation of human rights. The Protocol to the African Human and Peoples Rights Charter on the Rights of Women in Africa Article 1 defined Violence against women (GBV) as, "all acts committed against women which cause or could cause them physical, sexual, psychological, and economic harm, including the threat to take such acts; or to undertake the imposition of arbitrary restrictions on or deprivation of freedoms in private or public life in peace time and during situations of armed conflicts or of war". Ellsberg and Heise (2005) stated that gender based violence against women and violence against women used interchangeably to "the full range of abuses listed by the UN Declaration".

## **2.2. Prevalence of Gender-Based Violence**

According to WHO (2013) the prevalence of gender-based violence of physical and/or sexual intimate partner is highest in Africa, Eastern Mediterranean and South East-Asian countries in the world. WHO (2013) also reported that there is lower prevalence in the Europe and Western Pacific regions and also in regions where are high in income.

More than 30% of women worldwide have experienced either or both physical and sexual violence. And 38.6% of all female murders worldwide are estimated to be perpetrated by intimate partners. Around 20% of women report being sexually abused as children and 7% of women worldwide are thought to have been sexually assaulted by some or other than partner. An estimated 11.4million women and girls are trafficked worldwide. About 70 million girls worldwide have been married before the age of 18 years, mostly against their will. In addition, several deaths of women and girls cited related to honor killing in Pakistan and North Indian states. Up to 140 million girls and women undergone genital mutilation and more than 3 million girls are at risk of genital mutilation every year in Africa. All these are consequent of gender inequalities that are deep rooted in almost all societies, and women mostly denied access to several services including health care (Kusuma, & Babu, (2017).

For Kabeer (2014) International percentage of Violence against Women respect to the age revealed that 35 percent of women from the age of 16 experienced physical and sexual violence. Research has identified norms supporting the acceptability of GBV across a variety of group settings, including workplaces (Fitzgerald 1993). A study shows that women veterans from Vietnam and all wars since, who were seeking help for posttraumatic stress disorder (PTSD), found that 71 % said they were sexually assaulted or raped while serving; about 26 % of active-duty women report experiencing military equal-opportunity violations on the basis of sex(Sadler, Booth, Cook, & Doebbeling, 2003).

About 38% of female students admitted that sexual harassment is and 26% of students believed that rape is a challenge to university students' (Asresash, Shinebaun, Melese, 2002). For Kassa & Abajobir (2018) Ethiopian women are experience all forms of VAW, either in isolation or in combination. That is, 73.3% women experience psychological and emotional violence, about 58.4 %, and 49.1% physical, and sexual violence, respectively (Semahegn, 2013). Similarly,

64.7% of women are affected by sexual and/or physical violence by partners (Deribe, Beyene, Tolla, Memiah, Biadgilign & Amberbir, 2012).

The study indicates that 60 minutes of moderate to intense exercise performed by women during menstruation caused exercise-induced inflammation (Van Den Hout, De Jong, Munneke, Hazes, Breedveld, & Vliet Vlieland, 2005). In addition to this exercise during period should not put additional stress on your body, cause additional pain or interfere with the normal process on the cycle. Exercise during period cycle used as a positive tool and there are certain things that should avoid doing. Strenuous exercise or exercise for a prolonged period of time could do harm to the body when at menstruating (Van Den Hout, De Jong, Munneke, Hazes, Breedveld, & Vliet Vlieland, 2005). This can cause the broad ligaments that support this organ to stretch and cause a partial collapse of the veins that carry the blood supply away from the uterus. By doing so, it can lead to vascular congestion and increased bleeding. This is due to the fact that the arteries that supply the uterus continue to pump blood into the area. If there is unusually fatigue, nauseous, or there is an increase in pain or discomfort, stop what you are doing and rest; if these symptoms continue stop completely. Study reported that 68% to 98% of cadets who had regular menstrual periods before training became irregular (Geum Joon Cho, Sung Won Han, Jung-Ho Shin, and Tak Kim, 2017,). In Ethiopian Police University College female cadets forced to do heavy exercise prolonged times for two and three hours.

### **2.3. Contributing factors of Gender-Based Violence**

The contributing factors for this problem are lack of facilities, workload, and academic performance. According to Helen (2010) sexual harassment against female students in Addis Ababa University is very high. However, many victims or female with problem of GBV are unlikely to go to police stations to report their cases due to the patriarchal attitudes of some police officials (Vetten, 2005).

The combination of individual, relational, and situational factors contributes to the occurrence of violence within different types of work environments (Sadler, Booth, CookDoebbeling, 2013) Workplace harassment and assault or gender-based violence appears highly for women in male-dominated occupations (Kauppinen-Toropainen & Gruber, 1993). In addition to this this resulted from organizational cultures that value characteristics traditionally given to men and with

attitudes that women are not efficient for many roles because additional need for physical strength and acceptance as an authority figure (Dekker and Barling, 1998). As cited by Sadler, Booth, CookDoebbeling, (2013) Military women are vulnerable for an occupational violence potentially at increased risk of violence; sexual violence during military service is frequently reported by women seeking care from the Department of Veterans Affairs (Murdock and Nichol, 1995).

Women exposed to harassment or gender-based violence during their military service also were more likely to experience rape (Sadler, Booth, Cook, & Doebbeling, 2003). Sexually harassed women or those who experienced unwanted sexual contact during military service had significantly elevated odds of in-military rape. According to Sadler, Booth, Cook, & Doebbeling, (2003) risk factors for rape included both on-duty /on delivering military service/ and off-duty/on leisure time/ or out of military service delivering. As cited by Sadler, Booth, CookDoebbeling, (2013) military women frequently identify military personnel of higher rank/grade as perpetrators of unwanted sexual attention (Martindale, 1990), and that this sexual harassment is associated with adverse conduct of fellow soldiers toward the female soldier (Martindale, 1990; Bastian and Lancaster, 1996). Gender roles are socially shared expectations about behavior that apply to individuals on the basis of socially identified sex (Eagly& Kite, 1987). As women are more likely to occupy roles as caretakers, individuals often expect and socialize women to be passive, communal, and responsive (Anderson, John, Keltner, & Kring, 2001). The American Psychological Association's Task Force on Male Violence Against Women claimed that all violence against women involves abuse of power, and that it is the types of power that may vary (Goodman, Koss, Fitzgerald, Russo & Keita, 1993). A greater authority in decision-making is a source of sexual harassment in many workplace settings (Fitzgerald, 1993). Because of power differences, the victims are unlikely to report the harassment or any violence.

According to Mithani, Premani, Kurji, (2014) extrinsic factors of gender-based violence on females are Male dominance and control and power hierarchies. The most initiator of gender-based violence is men. For Mithani, Premani, Kurji, (2014) intrinsic factors of gender-based violence on females are personal characteristics like age, education, income, the influence of personality, witnessing marital violence as a child, and also being abused as a child and acceptance of violence. Religion, occupation, level of education, residence and decision-making power, alcohol use, and Khat chewing (Semahegn & Mengistie, 2015); living with partner's

family, (Abate, Wossen, & Degfie, 2016) are associated with gender-based violence on women. According to Allen & Raghallaigh, (2013) Extramarital sex, suspected infidelity, Abeya, Afework, & Yalew, (2012) financial and power inequality between men and women that promote men's superiority over women.

## **2.4. Theoretical perspectives on gender-based violence**

A study has identified contributing factors associated with gender-based violence at different levels for instance the individual, situational (work environment, occupational), and societal levels. Some disciplinarians identify contributing factors of gender-based violence in their theories and the design of interventions. Clinical psychologists and legal scholars have often focused specifically on the pathological, personality traits of individual as a means to identify, counsel, or prosecute potential or previous offenders (Fischel, 2010).

### **2.4.1. Social psychological perspective**

According to social psychological perspective, societal factors will be most predictive of a GBV event when they are salient in the immediate social situation. Some societal factors are power iniquity, gender norms, and roles, societal representations of women, and armed conflict and so on. Across many different literatures, GBV is understood as partially arising from power inequity. Violence is a mechanism for the social control of the less powerful and serves to maintain male dominance and female subordination (Pratto, 1996).

### **2.4.2. Pathological Personality Traits of Gender-Based Violence Perpetrators**

Psychopathologist perspective partially explains sexual aggression; many perpetrators exhibit no extreme or abnormal personalities or social profiles (Malamuth, 2003). Men who gain gratification from controlling or dominating women or who are distrustful of women often display the following pathological personality traits: callousness, disinhibiting, narcissism, and antisocial personality disorder colored by impulsive behavior.

### **2.4.3. Feminist perspective**

Feminist accounts describe violence as a byproduct of motivation to maintain status and control over others.

Women claimed that all violence against women involves abuse of power, and that it is the types of power that may vary (Koss, Goodman, Browne, Fitzgerald, Keita, & Russo, 1993). Power

conceived of as greater authority in decision-making, is a source of sexual harassment in many workplace settings (Fitzgerald, 1993). As cited by Koss, Goodman, Browne, Fitzgerald, Keita, & Russo, (1993) because of power differences, the targets of harassment are unlikely to report the harassment, and in some experimental settings participants have reacted to harassment with polite smiles (Woodzicka & LaFrance, 2005).

## **2.5. Types of Gender Based Violence**

Article 2 of the Declaration on the Elimination of Violence against Women (DEVAW) and Recommendation 19 of the Committee has identified different forms of violence against women which can be grouped in to the following major categories.

### **2.5.1 Physical violence**

Physical violence is a form of GBV involves hitting, slapping, kicking, punching, pushing arms or cloth of the women. Materials such as weapons, knives and other sharp instruments are used during physical violence (Montle, Mogoboya, (2018). Physical violence includes actual, attempted or threatened, physical assault. Most of the time perpetrators of gender based violence is physical abuse of female/ women are present or former intimate male partner (Mengistab 2012). Studies from countries show that, one quarter to more than half of women report physical violence, and 40% of all female homicide victims are killed by their intimate partners in the United Kingdom (Johnson, 2004). In Ethiopia, 49% women experienced physical violence by an intimate partner, about 59% of women experiencing sexual violence (WHO, 2005).

### **2.5.2 Emotional and Psychological violence**

There is no simple definition of emotional and psychological violence. Generally, researchers and front line service providers define it as the systemic destruction of a person's self-esteem and/or sense of safety, often occurring in relationships where there are differences in power and control (Doherty, Berglund, 2008). Emotional and psychological violence are complex and hidden levels of violence which make these kinds of violence as the serious forms of violence to be analyzed through quantitative studies (Johnson, 2004). Emotional and psychological violence often involves verbal abuse, acts of embarrassment, threats of violence, insult and name calling, humiliation in front of others and disrespect for opposite sex, blackmail, cruel and degrading treatment, placing restrictions on liberty and freedom of movement and the threat of abandonment (zakar & qureshi (2013). Women and girls who are victims of GBV are subject to

sever stress leading to a high incidence of suicide and suicide attempt Chege, (2007). Suicide is 12 times as likely to be attempted by a woman who has been abused than by one who has not Chege, (2007). Emotional and psychological violence affects one's sense of self concept, self-esteem and self- confidence among females at whole (Ludsin & Vetten 2005).

### **2.5.3 Sexual violence**

Sexual violence is the most common form of gender based violence and may involve attempt to rape and actual rape, sexual harassment, sexual exploitation and trafficking females for sexual purposes within country and internationally (Montle & Mogoboya (2018). About 10-13 percent women have been forced by a partner to have sex against their will at some point (Bott, Ellsberg, Morrison, (2004). In educational institutions sexual violence involve seduction, sexual harassment, rape/attempted rape (Save the children Denmark and MoE 2008).

## **Chapter Three**

### **Research Methods**

#### **3.1. Design of the Study**

In the present study, mixed method approach was used specifically sequential explanatory design was used in order to support the quantitative statistical results with qualitative findings to get detail and diverse information on a single study. Recently employing the combination of both quantitative and qualitative approaches has gained popularity (Creswell, 2014). This popularity is because research methodology continues to evolve and develop utilizing the strengths of both qualitative and quantitative research.

#### **3.2. Study area**

This study was conducted at Ethiopian Police University College, one of the military higher education institutions of Ethiopia. It serves as the main police university college of the country and it is located 40 Km far from Addis Ababa, at Sendafa, in the special zones of Oromia. The original history of establishment of the University Collage was started during the regime of emperor H/Selassie while it was named Abadina Police College. Starting from that time up to present the university college contributes a lot for the countries security sector by providing diploma, post graduate diploma and degree program in police science to those coming from all Regions and City Administrations of the country. It also played a great role in order for upgrading the capacity of “both male and female front line police officers as a graduate of cadet and gained the rank called police Mekonnen.”

According to Ethiopian Police University College registrar, in 2011 EC, Currently there are three programs: health institute, forensic science and Staff College. Police University College has more than 513 cadets in all programs. About 333 trainees were male cadets the other 180 of trainees were female cadets those who were participants in this study. Ethiopian Police University College is currently undergone through a new structural change (Police University College 2011; Police University College Registrar Office 2011EC). The study area is Police University College which has been selected purposively because the researcher is an academic staff member of the Police University College that gave her chance to access to different institutional and practical set up. In addition the researcher in her stay for two years is well aware of the chronic problem of GBV against female cadet officers during military training.

### **3.3. Population, Samples and Sampling Technique**

#### **3.3.1 Population of the study**

Participants of the study were 150 cadet police female cadet officers from health institute, forensic science and staff college students) that were following their military and academic education from Ethiopian police University College.

#### **3.3.2 Sampling technique and procedure**

Data source was all available female police cadets/students who were in the university college of regular diploma, post graduate diploma and degree program. Total population was selected by purposive sampling technique that involves examining the entire population. The researcher choose to study the entire population because the size of the population was relatively small, to some extent the population shares an uncommon characteristic(s) because they came from different culture of Ethiopia.

During the data collection period in the month of April/2019, there were five hundred thirteen (513) Police cadets/students attended in the Police University College. From which one hundred eighty (180) of them were females. Thirty /30/ female cadet students were used for pilot test. Since the purpose of this study was to examine the prevalence of GBV and contributing factors of gender-based violence on female students in Ethiopian police University College, male students were excluded. So, all available female cadet students who were attending their education in regular diploma, post graduate diploma and degree program were selected. In order to gather qualitative data from victims of gender based violence, participants were selected purposively which is the non-probability type of sampling. According to Etikan, Musa, and Alkassim (2016) purposive sampling is the deliberate choice of a participant due to their experience or relevance to an issue.

#### **3.4. Instruments of data collection**

The researcher collected the data by using structured questionnaires, containing three parts; part I. the research demographic Information contains three questions, part II: questions to assess prevalence of gender based violence against female students in Ethiopian police University College which contains twenty one questions, Part III questions which helps to identify offenders contains (twenty one questions) and twelve questions to identify contributing factors of gender based violence in Ethiopian police University College. In addition to this in-depth interview and

administrative decisions, programs, and legislations is also one source of data for this study in Ethiopian police University College. In order to facilitate the processes of data collection, the researcher used Amharic as a medium of communication for all tools of data collection instruments (questionnaire and interview). Each of data collection method is briefly discussed below.

### **3.4.1. Questionnaire**

The researcher collected data from first, second and third year female cadet officers in different classes and departments. The questionnaire was adapted in terms of validity and reliability from which is developed in February 2004, by representatives of many organizations, including member agencies of the RHRC (Reproductive Health Response in Conflict Consortium, UNHCR (United Nations High Commissioner for Refugees), UNFPA (United Nations Fund for Population Activities). It was printed in the United States of America. In adapting and classifying questionnaire by types, the researcher has used different prior studies and information gathered from focal points and the case studies.

The objective of in-depth interviews was to verify and validate the information gathered through numerical information on facts and opinions. The questionnaire was also aimed at assessing the prevalence of gender based violence in police University College.

### **3.4.2. In-depth Interview**

In-depth interview is the tool which is more like conversations that allow the researcher to view and respect things from the participants' perspectives. Ritchie and Lewis (2003) indicated, in-depth interview is important because it brings people face to face and helps the interviewer to get core idea and, can the researcher ask questions that need further elaboration by the interviewee.

In-depth interview was conduct with five female cadet officers who were victims of GBV. They have been identified through the University's indoctrination (serve as guidance and counseling office) division and others female cadets.

The interview was aimed at gathering information on the types, contributing factors of gender-based violence in Ethiopian Police University College. In conducting the interview, the researcher used note taking with medium of communication Amharic.

### **3.4.3 Document Analysis**

Analyzing documents which are usually administrative decisions and legislations is also one source of data for this study. The decisions given to female students' complaints by concerned bodies such as the gender office have been taken as a source of data for this research. In addition Senate Legislation of Police University College was also one source of data for this study.

### **3.5. Pilot Study**

In order to check the feasibility of the study and adequacy of the instruments, a pilot study was conducted. The number of participants involved in a pilot study was 30. Those students participated in a pilot study were not involved in a main data collection process. The result indicated that the instruments that measures the prevalence of gender-based violence was realized to be reliable with a Cronbach alpha of 0.713 and an instrument which measures the contributing factors of gender-based violence found to be reliable with Cronbach alpha of 0.67. The reliability of instruments in a main study was 0.775 for prevalence of gender-based violence and 0.739 for contributing factors. Regarding to validity of the instruments content validity was checked by experts in the area.

### **3.6. Procedures of data collection**

Before data collection, the psychometric property of instruments (questionnaire) was checked; the questionnaire that was originally adapted in English was translated in to Amharic and back to English by language expert. This is basically to correct or avoid confusing items from the instrument. To realize the consent the written formal letter was send to the institution from Addis Ababa University School of psychology. Then the whole female cadets were informed about the purpose and the right to participate on the study or not. Next to this activity, the data was collected with the help of university college administrators.

### **3.7. Data Analysis Techniques**

After data collection, the next task was translating the data from Amharic into English without losing their original meaning with help of language expert. Quantitative data has been analyzed through SPSS software version 20 by used descriptive statistics such as frequency and percentage. In selecting the sample, the researcher selected total female cadet officers in the study area. Content analysis has been used to analyze qualitative data of this research. Content

analysis is the process of categorizing verbal or behavioral data to classify, summarize and to describe the phenomenon in a conceptual form Elo & Kyngas (2007).

### **3.8. Ethical consideration**

To make the research more ethical or acceptable, official letter was obtained from Addis Ababa University School of Psychology. When permission was obtained from Ethiopian Police University College, the purpose, and significance of the study was described to the study subject, and the data was collected from the respondents according to their willingness without forcing them. In this study, participants were informed their right to refuse filling the questionnaire at any time they want and their information will be kept confidentially.

## Chapter Four

### Findings of the Study

Data Analysis is the process of systematically applying statistical and/or logical information to describe and illustrate, condense and recap, and evaluate data. Researchers generally analyze for patterns in observations through the entire data collection phase (Savenye, Robinson, 2004). Data analysis tools make it easier for users to sort through enterprise data in order to identify patterns, trends, relationships, correlations, that would otherwise be difficult to understand. In this chapter both quantitative and qualitative data were analyzed. Frequency and percentage table is used to describe quantitative data. Qualitative Data Analysis used to analyze the data and provide some level or explanation, understanding, or interpretation.

*Table 1: Demographic characteristic of participants*

<b>Variable</b>	<b>Category</b>	<b>N</b>	<b>P</b>
Age	20-24	37	24.7
	25-30	87	58.0
	31-34	26	17.3
	<b>Total</b>	<b>150</b>	<b>100.0</b>
Department	Health Institute	34	22.7
	Forensic science	65	43.3
	Staff college	51	34.0
	<b>Total</b>	<b>150</b>	<b>100.0</b>
Years of study	1	59	39.3
	2	86	57.3
	3	5	3.3
	<b>Total</b>	<b>150</b>	<b>100.0</b>

As indicated in Table 1, highly frequent age group that is about 58% female cadet officers were 25-30 years old. About 24.7% and 17.3% respondents were the age ranging from 20-24 and 31-35 years respectively. As table indicates on the above 43.4% respondents are from forensic

science whereas other 34%, 22.7% respondents are from staff college and health institute respectively. Almost the number of female cadet officers from forensic science and Staff College were approximately tends to equal.

About 57.3% respondents were from second year cadet officers whereas the least number of respondents were from third year cadet officers. There is the fact that the number of third year female cadet officers in Police University is the least when we compare with second and first year female cadet officers because female cadets who attend degree program are few in number.

*Table 2: Frequency and Percentage Distribution of Female Cadets Gender Based Violence in Ethiopian police University College*

<b>Types of violence</b>	<b>N</b>	<b>P</b>
<b>Physical violence</b>		
Slapped or hit	31	20.7
Choked	6	4.0
Beaten or kicked	16	10.7
Tied up or blindfolded	3	2.0
Shot at or stabbed	6	4.0
Experienced physical disfigurement of your body	7	4.5
Forced to do heavy exercise during menstruation cycle	84	43.4
Penetrated with west materials in your vagina or anus	3	2.0
<b>Sexual violence</b>		
Subjected to improper sexual comments	65	43.3
Forced to remove or stripped of your clothing	17	11.4
Given internal body cavity searches	8	5.3
Subjected to unwanted kissing	21	14.0
Touched on sexual parts of your body	29	19.3
Forced or threatened with harm to receive sex	10	6.7
Completely engage in sex in order to receive food, water, protection for your family	3	2.1
<b>Psychological violence</b>		
Intimidating with a weapon of any kind	11	7.3
illegal punishment	84	56.1
Deprived of food, water, or sleep	54	36
Forced to watch someone being physically assaulted	3	2.0
Forced to watch someone being sexually assaulted	3	2.0

As Table indicates highest frequent violence 56.1% of female cadets experience illegal punishment in Ethiopian police University College. This point was best explained by one of the in depth interview victim participants aged 24 from female cadets as follow:

*After three months of my stay at the university college, one of the outdoor trainers told me that as he wanted to use my femaleness. Since I was fresh for that environment, I was confused day to day, he followed and controlled every act of mine, and even my dorm mates were understood, as he wanted me. One day, it was the outdoor training performed outside of the campus and since I was at menstruation (period) by the time, I could not work that outdoor but he wanted to use it an opportunity. Then without logical blot I had committed, he ordered military punishment for me and even to get imprisonment with in the campus prison that served to punish cadets who committed disciplinary problems. After that I have no words to say to him because I knew what he wants from me and I was simply crying. Then after I told him that other than getting imprisonment I will resign and started to go back to the dormitory. However he forced me not to go to dormitory and punish me there. After that he insulted me by using many dirty words needless to say, even he removed me out of the training and insulted me as dirty and “niftam” even he said that like I enjoyed weekends because I was sleeping here and there with different boys in front of other classmates. Continuously he punished me without a disciplinary fault for six months. Finally he was accused by his immediate supervisor and excluded from his work.*

About 43.4% are forced to do heavy exercise during menstruation cycle. This point was explained by one of the in depth interview victim participant aged 24 from female cadet. *One day, it was the outdoor training performed outside of the campus and since I was at menstruation (period) by the time, I could not work that outdoor but he wanted to use it an opportunity. Then without logical blot I had committed, he ordered military punishment for me and even to get imprisonment with in the campus prison that served to punish cadets who committed disciplinary problems. One informant said that, some female cadets were exposed for physical pain after doing heavy exercise during menstruation cycle, which during menstruation by itself is not GBV. All informants from gender office argued that, out-door trainers are the most perpetrators of such like violence.*

About 43.3% are subjected to improper a sexual comment. As indicated on qualitative data, *the violence against me was begun by calling my name and told me sexual oriented words and he said that “you have to minimize your weight since it couldn’t be for being police” and I said ok. In other day he came to the dining hall while I was eating my dinner and told me to communicate him after the dinner. Other interviewee also said that, he said that like I enjoyed weekends because I was sleeping here and there with different boys in front of other classmates. While about 20.7% are slapped or hit. 24 years old student experienced when she was a first year student. While I was a first year student, one male cadet officer gave me special attention that at first I didn’t understand. After three months other my boy classmates distanced themselves from me, as the cadet officer was showing them a clear boundary. One day he facilitates for security and guarding the compound with me. The time was starting from 6:00-8:00pm, no one was around us. After that he asked me to be his girl-friend. I insist, I already have my own boy-friend then he warned me, if I refused I would be “raped”. I remained rigid. Finally he tried to kiss my lip but I refuse him. As result he slapped my face and told to my classmates that he was forced to kiss at securing and guarding time. As female cadets’ report 19.3% female cadets are experience touched on sexual parts of their body and also 14% respondents are subjected to unwanted kissing, as qualitative data showed that, the time was starting from 6:00-8:00pm, no one was around us. After that he asked me to be his girl-friend. I insist, I already have my own boy-friend then he warned me, if I refused I would be “raped”. I remained rigid. Finally he tried to kiss my lip but I refuse him. One informant from military department argued that, female cadets were punished illegal punishments if they didn’t fulfill the interest of perpetrators. As informant’s report perpetrators used every activities as opportunity during out-door military training. As showed at quantitative data, 2% of female cadets were victims of penetrating west materials in their reproductive organ during military training. One informant from gender office reported that, three female students were dismissed from the training by themselves after they were forced to enter in hill full of water with west materials. As the officer report their complaint was that penetrating west materials in to their reproductive organ and exposed for infection.*

Almost all informants argued that the existence of GBV against female cadets during military training at some situations; informant from gender office argued that, *GBV against female cadets is really a violation of human rights and even some of them are crimes. Some cases were reported in our department such like out-door trainers forced female cadets to enter in hill with*

full of water and wet materials. As result wet materials interred in their reproductive organ and they were exposed for infection. One informant from military department argued that, female cadets were punished illegal punishments if they didn't fulfill the interest of perpetrators. As informant's report, perpetrators used every activities as opportunity during out-door military training.

Another informant from law office argued that, gender-based violence affects the girl's right to move, to express her and in overall affects her entire life. Therefore GBV is a violation of the girl's human rights.

*Table 3: Summery table for Frequency and Percentage Distribution of Female cadet Respondents on the Types of Gender Based Violence in Ethiopian police University College*

<b>Types of violence</b>	<b>Female cadet Officers</b>	<b>N</b>	<b>P</b>
Physical violence	Never abused	38	25.3
	Abused	112	74.7
	<b>Total</b>	<b>150</b>	<b>100.0</b>
Psychological violence	Never abused	51	34.0
	Abused	99	66.0
	<b>Total</b>	<b>150</b>	<b>100.0</b>
Sexual violence	Never abused	81	54.0
	Abused	69	46.0
	<b>Total</b>	<b>150</b>	<b>100.0</b>

As indicated on the table 74.7% of respondents experience physical violence in police university college. About 66% respondents experience psychological violence, whereas 46% experience sexual violence in Police University.

*Table 4: The Frequency and Percentage Distribution of Female cadet Respondents on the contributing factors of Gender Based Violence in Ethiopian police University College*

<b>Factors for GBV</b>	<b>Yes</b>	<b>No</b>
Lack of implementation of rules and regulations of University College	58(38.7%)	92(61.3%)
Negative attitude of community toward female cadets in Ethiopian police University College	27(18%)	123(82%)
Use of substances, drinking alcohol, chewing chat...	43(28.7%)	107(71.3%)
Lack of awareness on GBV	24(16%)	126(84%)
Managers use of coercive power	32(21.3)	118(78.7)
Preference of cadets to get, gift, money, information related to training...	80(53.3%)	70(46.7%)
Military training conditions do and don't do	89(59.3%)	61(40.7%)
Foot walking training at night out of compound	80(53.3%)	70(46.7%)
guarding compound by pair	79(52.7%)	71(47.3%)
Searching bedroom at night	58(38.7%)	92(61.3%)
Lack of female outdoor trainers	71(49.3%)	79(52.7%)

#### **4.1. Lack of Implementation of Rules and Regulations and Gender-Based Violence**

As the Table 5 indicates 38.7% respondents reported on gender-based violence the one contributing factor of gender based violence in Ethiopian police University College is lack of implementation of rules and regulations intended at protecting female cadet officers from violence. Though Ethiopian police University College is only and unique governmental higher educational institution university which trains military training and academic for cadet executive organs in the country; it surprisingly doesn't have clear policy on female cadet officers or female staff members. Even the existing Senate Legislation (2003) is very ambiguous to understand what the message is. There is no with regard to female cadet officers right to be secure from any type of violence. In general GBV is not sensitive issue in rather than co-existence of cadet officers with different nation and nationalities in Ethiopian police University College. It is possible to say that the legislation is blind towards the issue' of female cadet officers. Though the legislation doesn't mention GBV, some provisions are broad and ambiguous to understand

simply and to be interpreted. As a result, with regard to implementation of rules and regulations matters of the, university, incorporate contribute for gender-based violence.

With regard to students' disciplinary measures, theft and misappropriation of one's property, and positive sex relationship is stated in the legislation, but one of the major weaknesses of the University's legislation is the elimination sex as a major ground of discrimination for actions. The qualitative data and open-ended part of the questionnaire confirmed that, the absence of rules and regulations of the university rather than every manager or trainer governs by self-rules. As respondents said in relation to this the gender officers, university doesn't give attention for gender office even gender officers changed during monthly and yearly so they don't have information with regard to female cadet officers even two of main officers background is financial accounting and economics. The mandate and authority of gender office is not clearly stated. As they reported this is the implication of lack of implementation of rules and regulations in regard of gender-based violence in Ethiopian Police University College. Some interviewees recommend that absence of proportional punishment, and orientation on GBV leads female cadet officers being liable for any violence.

In addition, University itself has not its own specialized institutional clubs such as, Gender Club, Students Union, Campus Disciplinary Office, and Girls Union. This all weakness leads lack of implementation of the existing rules and regulations.

#### **4.2. Negative Attitude of Community toward Female Cadets in Ethiopian Police University College**

As quantitative data shows 18% respondents reported that less attitude of community toward female cadets in Ethiopian Police University College is the other contributing factor for gender-based violence. In similar way, qualitative questionnaire and open-ended question reports indicates that guards allow a male cadet officer who is late to enter into the campus gate at even he consumes more time would have a chance to get-in without reporting to disciplinary punishment, but guards would never allow entrance for a late girl because of the established cultural belief that; in the first place why a girl stayed outside of the campus like a boy, as result late female cadet officers punished disciplinary punishment. The participants further elaborated that, the surprising part of this belief is the fact that female guards and out-door trainers are stronger towards their fellow female cadet officers. *As some respondents saying civilian staff*

*members and communities attitude towards female cadet officers is negative. That is why based on our culture policing profession is male dominant occupation; even some cadet officers use rued saying after their interest is failed. For instance, for whom they have no boyfriend calling “kumoker” that means “anybody didn’t want to make marriage with female police women”. This saying is not applicable for male police officers. In addition to this one informant from law office argued that, some community members think that life will be died after policing profession, so we have to use all resources at the time, we have to make sex by using any opportunity and with any else. As two informants from gender office reported, University College didn’t give attention for gender office. As result female cadet officers are victims of any type violence.*

#### **4.3. Use of Substances, Drugs and Alcohol**

Though drinking alcohol and taking chat and other stimulant drugs is illegal, some cadet officers still chew chat, and come to the University while intoxicated. Based on quantitative data about 28.7%) respondents reported that; “One of the contributing factor of gender-based violence, is they were drinking alcohol”. The qualitative data shows that *drunken girl too has also an important impact in aggravating the incidence of GBV against herself. Students themselves are exposing themselves to physical, sexual and psychological violence.* According to respondents use of substance, drinking alcohol and chewing chat are rarely contribute for gender-based violence in Ethiopian police University College.

#### **4.4. Lack of Awareness on Gender-Based Violence**

As the quantitative data shows 16% of respondents argue that lack of awareness on gender-based violence is one contributory factor in Ethiopian police University College. Whereas, the qualitative data shows that *everybody is aware about gender-based violence but the absence of strong and proportional punishment towards perpetrator is the main contributory factor.*

#### **4.4.5. Managers (Team manager up to high level) use of Coercive Power**

The quantitative data indicated that 21.3% respondents argued that managers use of coercive power in the other factor for gender-based violence in Ethiopian Police University College. Some are perpetrators of any types of GBV as showed on above quantitative data. The qualitative data stated on qualitative questionnaires and open-ended questions respondents argued that *some managers use coercive power during training.* As result they facilitate

conditions and opportunities to commit violence at elsewhere. Case five at qualitative data is a good example for this point.

#### **4.5. Preference of Cadets to get, gift, money, information related to Military Training**

As indicated on the quantitative data 53.3% female cadet officers argued that preference of cadets to get, gift, money, information related to training is the one contributing factor for gender-based violence in Ethiopian Police University College. As qualitative data indicates respondents stated that *female cadet officers approaching to make relationship between a male trait and the probability of acceptance as a mating partner. For instance, for sexual selection, to get money or gift, preference of mate recognition, for communication on some issues related with military training. One respondent stated on open-ended question female cadet officers approaching to out-door teachers to get information about the presence of heavy exercise and to take sick leaf or rest from clinic.* Out-door teachers use as opportunities this conditions do something with her.

#### **4.6. Military Training Conditions do and don't do Command**

Military command do and don't do is the powerful rule in military training centers. It is very powerful command to change trainees' attitude at every aspects. There is no excuse when cadet officers break the command of their trainer (out-door teacher), higher level managers and other staff members command. But some police officers use this as opportunity to fulfill their personal interests. About 59.3% respondents argued that military training conditions such as do and don't do command is the main contributing factor for gender-based violence in Ethiopian police university college. As qualitative data provided from open-ended question the great opportunities are created by using do and don't do command during training. Case one explains about military training conditions or commands on GBV. As she stated the *perpetuator punish her without logical blot, he ordered military punishment for her and even to get imprisonment with in the campus prison that served to punish cadets who committed disciplinary problems by using opportunities.* Not only once she was physically violated by doing heavy exercise as disciplinary punishment during menstruation cycle. Some respondents on open-ended question stated that, *most of the time out-doors teachers and higher level managers use inappropriate command to facilitate conditions to their interest.* One informant from military department argued that, *female cadets were punished illegal punishments if they didn't fulfill the interest of perpetrators. As*

*informant's report perpetrators used every activities as opportunity during out-door military training.* There is the fact seen that do and don't do creates the great opportunity for who have misbehavior in Ethiopian Police University College.

#### **4.7. Foot walking Training at Night out of Compound**

As indicated on quantitative data 53.3% of respondents argued that foot walking training at night out of compound is the second contributing factor next to military training conditions do and don't do command for GBV in Ethiopian Police University College. As respondents report on open-ended question male cadet officers are the most perpetrators during foot walking training at night. In addition to this respondents stated that *it is not allowed to be absent from the training as result female cadet officers with menstruation cycle were physically violated.* Slight exercises are advisable during menstruation but they reported that they are forced to do heavy exercise during foot walk training, to do circuit sports, and three-day training at strategic place (silt) that means how to attack the opposite force. One respondent stated that *during get ready (tetebek) some male cadet officers touch the sexual parts of opposite sex such as buttock and breast by using the darkness as opportunity.*

#### **4.8. Guarding Compound by Pair (Male & Female) at Night**

As indicated on the quantitative data that 52.7% respondents reported that guarding compound by pair (male & female) at night has the third greater contributing factor for gender-based violence in Police University College. The qualitative data case five indicates that *the time was starting from 6:00-8:00pm, no one was under us. After that he asked me to be his girl-friend. I insist, I already have my own boy-friend then he warned me, if I refused I would be "raped". I remained rigid. Finally, he tried to kiss my lip but I refuse him. As result he told to my classmates that he was forced to kiss at securing and guarding time.* This is obvious darkness and the time is an opportunity for GBV. Respondents recommended that guarding with the same sex is the best solution to minimize the committed violence. The researcher had also its own experience on that guarding by pair increases the occurrence of gender-based violence in police University College.

#### **4.9. Searching Bedroom at Night**

About 38.7% respondents argued that searching bedroom at night is the one contributing factor. In military campaign searching bedroom at mid night is common responsibility of the day command or what we call it in Amharic (teregha mekonnen) for the sec of security for all. As well as military department has also the power to search bedrooms of cadet officers. Most of the time male police officers search female cadet officers' bedroom. As qualitative data indicates *some police officers use bedroom searching as opportunity to commit gender-based violence.*

#### **4.10. Lack of Female Outdoor Teachers**

As reported on quantitative data about 49.3% female cadet officers argued that lacks of female outdoor teachers were creates an opportunity for occurrence of gender-based violence in Police University. Whereas on the qualitative data on open ended question, some respondents reported that *female out-door teachers and female guards are against with female cadet officers.* In addition to this gender office members also reported that *female out-door teachers are against with female cadets.*

*Table 5: Frequency and Percentage Distribution of perpetrators of Gender Based Violence in Ethiopian police University College*

Types of violence	Who is perpetrator					
	male cadets	male class room teacher	male outdoor teacher	male manager	Support ive(guard, civil	others
Slapped or hit	25(16.7)	2(1.3)	1(.7)	-	-	-
Choked	8(5.3)	-	-	-	1(.7)	-
Beaten or kicked	19(13)	-	-	-	1(.7)	-
Tied up or blindfolded	5(3.3)	1(.7)	-	-	1(.7)	-
intimidating with a weapon of any kind	9(6)	-	1(.7)	-	-	1(.7)
Shot at or stabbed	5(3.3)	-	2(1.3)	1(.7)	-	-
Deprived of food, water, or sleep	2(1.3)	1(.7)	21(14)	26(17.3)	1(.7)	1(.7)
Experienced physical disfigurement	7(4.7)	1(.7)	2(1.3)	1(.7)	-	-
Unreasonable punishment	3(2)	1(.7)	75(50)	5(3)	1(.7)	-
Subjected to improper sexual comments	43(29)	3(2)	15(10)	-	1(.7)	-
Forced to remove or stripped of your clothing	8(5.3)	-	13(8.7)	-	1(.7)	-
Given internal body cavity searches	8(5.3)	-	1(.7)	-	1(.7)	-
Subjected to unwanted kissing	16(10.7)	-	3(2)	-	2(1.3)	1(.7)
Touched on sexual parts of your body	21(14)	3(2)	5(3.3)	1(.7)	1(.7)	-
Forced to do heavy exercise during menstruation cycle	1(.7)	1(.7)	103(68.7)	6(4)	1(.7)	-
Forced or threatened with harm to receive sex	6(4)	1(.7)	-	1(.7)	1(.7)	3(2)
Penetrated with an object in your vagina or anus	5(3.3)	-	3(2)	-	2(1.3)	-
Compelled to engage in sex in order to receive something such as food, water, protection for your family, or other reasons (describe	3(2)	3(2)	-	-	2(1.3)	-
Forced to watch someone being physically assaulted	5(3.3)	1(.7)	-	1(.7)	1(.7)	-
Forced to watch someone being sexually assaulted	5(3.3)	1(.7)	-	-	1(.7)	-

As the table shows about 68.7% respondents are forced to do heavy exercises during ministration cycle. As reported on qualitative data, *one day, it was the outdoor training performed outside of the campus and since I was at menstruation (period) by the time, I could not work that outdoor*

*but he wanted to use it an opportunity. Then without logical blot I had committed, he ordered military punishment for me and even to get imprisonment with in the campus prison that served to punish cadets who committed disciplinary problems. About 50% respondents are punished unreasonable punishment by male out-door teachers. Qualitative data shows that, then without logical blot I had committed, he ordered military punishment for me and even to get imprisonment with in the campus prison that served to punish cadets who committed disciplinary problems. As indicated above 28.7% female cadets are subjected to improper sexual comments by male cadets. As reported on qualitative data, one male cadet officer gave me special attention that at first I didn't understand. After three months other my boy classmates distanced themselves from me, as the cadet officer was showing them a clear boundary. As result he told to my classmates that he was forced to kiss at securing and guarding time. As the table indicates male class-room teachers are fewer offenders in any type of gender-based violence in Ethiopian Police University College. In the contrary male out-door teachers and male cadets are the most offenders in any type of gender-based violence in Ethiopian Police University College.*

*Table 6: The Frequency and Percentage Distribution of absence of report on incidents of Gender Based Violence in Ethiopian police University College*

<b>For whom you report the case for assistance and remedy?</b>	<b>N</b>	<b>P</b>
None	70	46.7
For gender office	3	2.0
For cadet's representative	8	5.3
For Program manager	-	-
For out-door teacher	11	7.3
For course coordinator	16	10.7
For classroom teacher	1	0.7
Others.....	41	27.3
<b>Why you didn't report the case for assistance and remedy from stakeholders?</b>		
Fear of absence of response	41	27.3
Fear of discrimination	3	2.0
To keep as a secret	7	4.7
Fear of other strong punishment/violence	38	25.3
Shyness	8	5.3
Others.....	8	5.3
<b>How you express assistance from stakeholders?</b>		
Very good	3	2.0
Good	4	2.7
Satisfied	7	4.7
Poor	35	23.3
No report	101	67.3

As the above table indicates the 46.7% of respondents didn't report for any else the incident for assistance or remedy whereas, 2% for gender office, 5.3% for cadet's representative, 7.3% for out-door teachers(trainers), 10.7% for course coordinator, 0.7% for class-room teachers and 27.3% respondents for others report the violence for assistance and remedy in Ethiopian Police University College. Most cases are reported to others for their friends and other persons. The reason why they didn't report the case indicates that 27.3% respondents fear the absence of the solution, about 25.3% fear of other strong punishment/violence and about 2% respondent's fears

discrimination. When we come to the level of satisfaction of the respondents the most 23.3% assistance from stakeholder is poor. About 2% of respondents are expressing the assistance at the very good label, about 2.7% answer good and 4.7% are satisfied on the response.

Table 7: Department of cadets and physical violence Cross tabulation

		<b>Never abused</b>	<b>Abused</b>	<b>Total</b>	<b>X<sup>2</sup> value</b>	<b>P value</b>
Department of cadets	health institute	4	30	34	5.058	.080
	Forensic science	17	48	65		
	Staff college	17	34	51		
<b>Total</b>		<b>38</b>	<b>112</b>	<b>150</b>		

As showed on the above female cadet officers from forensic science reported higher physical violence than the other two departments. Female cadet officers from health institute reported less frequent physically abused than other departments.

The Chi-square test of independence indicates that there is no statistically significant difference between department in the frequency of physical violence,  $X^2(6) = 5.058$ ,  $p = .080$ ).

*Table 8: Department of cadets and Emotional & psychological violence Cross*

		Never abused	Abused	Total	X <sup>2</sup> value	P value
Department of cadets	health institute	5	29	34	7.301	.026
	forensic science	26	39	65		
	staff college	20	31	51		
<b>Total</b>		<b>51</b>	<b>99</b>	<b>150</b>		

As indicated on the table female cadet officers from forensic science reported higher emotional and psychological violence than other two departments. Female cadet officers from health institute reported less frequent emotional and psychological abused than other departments.

The Chi-square test of independence indicate that there is a statistically significant difference between department in the frequency of emotional and psychological violence,  $X^2(6) = 7.301$ ,  $p = .026$ ).

*Table 9: Department of cadets and sexual violence Cross tabulation*

		Never abused	Abused	Total	X <sup>2</sup> value	P value
Department of cadets	health institute	18	16	34	.426	.808
	forensic science	37	28	65		
	staff college	26	25	51		
<b>Total</b>		<b>81</b>	<b>69</b>	<b>150</b>		

As indicated on the table female cadet officers from forensic science reported higher sexual violence than the other two departments. Female cadet officers from health institute reported less frequent sexual violence abused than other departments.

The Chi-square test of independence indicates that there is no statistically significant difference between department in the frequency of sexual violence,  $X^2(6) = .426$ ,  $p = .808$ ).

*Table 10: Year of study and physical violence Cross tabulation*

		Never abused	Abused	Total	X <sup>2</sup> value	P value
year level of study	1	20	39	59	3.772	.152
	2	17	69	86		
	3	1	4	5		
<b>Total</b>		<b>38</b>	<b>112</b>	<b>150</b>		

The finding shows that second-year female cadet officer's experienced higher physical violence than third and first-year female cadet officers. Relatively the highly frequent physical violence reported by second and first-year cadet officers respectively.

The Chi-square test of independence indicates that there is no statistically significant difference between year level of study in the frequency of physical violence,  $X^2(6) 3.772$ ,  $p = .152$ ).

*Table 11: Year level of study and Emotional & psychological violence Cross tabulation*

		Never abused	Abused	Total	X <sup>2</sup> value	P value
year of study	1	29	30	59	11.329	.003
	2	22	64	86		
	3	0	5	5		
<b>Total</b>		<b>51</b>	<b>99</b>	<b>150</b>		

The table shows that second-year female cadet officer's experienced higher emotional and psychological violence than third and first-year female cadet officers. Relatively the highly frequent emotional and psychological violence reported by second and first-year cadet officers. All third-year female cadet officers were abused emotional and psychological violence.

The Chi-square test of independence indicate that there is a statistically significant difference between year level of study in the frequency of emotional and psychological violence,  $X^2(6) 11.329, p = .003$ ).

*Table 12: Year of study and sexual violence Cross tabulation*

		<b>never abused</b>	<b>Abused</b>	<b>Total</b>	<b>X<sup>2</sup> value</b>	<b>P value</b>
year of study	1	32	27	59	3.772	.152
	2	47	39	86		
	3	2	3	5		
<b>Total</b>		<b>81</b>	<b>69</b>	<b>150</b>		

As indicated on the table that female cadet officer's from second-year reported the highest frequent sexual violence than third and first-year female cadet officers. Relatively the highly frequent sexual violence occurs on second and first-year cadet officers.

The Chi-square test of independence indicates that there is no statistically significant difference between year level of study in the frequency of sexual violence,  $X^2(6) 3.772, p = .152$ ).

## Chapter Five

### Discussion

#### 5.1 Prevalence of Gender-Based Violence in Ethiopian Police University College

This study demonstrates that the prevalence of gender-based violence in military environment and contributing factors associated with gender during military service, for instance situations and commands during military training do and don't do, foot walking training at night out of compound, guarding compound by pair (male and female) at night and lack of female outdoor teachers (trainers). Gender-based violence rate across eras of service indicate that violence towards military women remains an unresolved problem; Women entering male-dominated work groups at lower levels of authority are those most likely to be victimized in organizations (Cooper, Paluk, Fletcher, 2013). Policing has traditionally been a male dominated profession in the United States (Sadler, Booth, Cook, Doebbeling, 2013). Almost one in four women in Cambodia is experienced physical, emotional and sexual violence (Eisenbruch, Maurice 2018). Research has identified norms supporting the acceptability of GBV across a variety of group settings, including workplaces (Fitzgerald, 1993).

The quantitative data of this finding indicates that about 74.7% respondents experienced physical violence in Police College. The reason why is, military's work activities have the potential to harm the environment, and human health, in a number of highly visible ways (Sadler, Booth, Cook, Doebbeling, 2013). Physical violence includes: slapped or hit, choked, beaten or kicked, tied up or blindfolded, shot at or stabbed, experienced physical disfigurement of your body, forced to do heavy exercise during menstruation cycle that cause physical pain. The study indicates that 60 minutes of moderate to intense exercise performed by women during menstruation caused exercise-induced inflammation (Van Den Hout, De Jong, Munneke, Hazes, Breedveld, & Vliet Vlieland, 2005). In addition to this exercise during period should not put additional stress on the body, cause additional pain or interfere with the normal process on the cycle. Exercise during period cycle used as a positive tool and there are certain things that should avoid doing. Strenuous exercise or exercise for a prolonged period of time could do harm to the body when at menstruating (Van Den Hout, De Jong, Munneke, Hazes, Breedveld, & Vliet Vlieland, 2005). Respondents also reported that female cadet officers are highly physically harmed in some conditions. For instance, some respondents argued that *the existence of type of*

*difficult punishment that causes pain on breast, and also doing heavy exercise during menstruation were examples of physical violence.* In addition to this case one reported that *I was at menstruation (period) by the time but I was punished by painful exercise.* Case three of interview also stated that *“he forced me to accept his demands, otherwise he would harm me. There were no situations when I refused sex with him. Then, he began kicking me in his bedroom.* According to case five, *he tried to kiss my lip but I refuse him. As result he slapped my face.* This research revealed that the most cases on qualitative data also reported by interviewees indicate that physical violence is the highest frequent type of GBV committed in police University College. While, menstruation cycle by itself is not GBV directly but it may affect indirectly. One of gender officer reported that, *doing heavy exercise for long time harms female cadets, so indirectly it leads for GBV.*

According to Kassa & Abajobir (2018) Psychological violence is the most prevalent type of VAW, in Ethiopia, than either physical or sexual violence. There is no simple definition of psychological violence.. It includes threats of harm or abandonment, humiliation, deprivation of contact, isolation, coercion, defamation, verbal insult or harassment and other psychologically abusive tactics and behaviors.

This study indicates also that the second prevalent type of violence is emotional and psychological violence revealed that 66% of female cadets experience this type of violence because of gender in police University College. The case five qualitative data also indicates *when i refused him; he told to my classmates that he was forced to kiss at securing and guarding time. Students’ rumor was the major challenge I came across as they gossip each other about me.* Firstly interviewee entered into sexual violence through an academic crime that challenges. In addition to this she faced by psychological violence that students’ rumor and gossip was the major has emotional and psychological violence. case one also reported that, *he insulted me by using many dirty words needless to say, even he removed me out of the training and insulted me as dirty and “niftam” even he said that like I enjoyed weekends because I was sleeping here and there with different boys in front of other classmates.* According to this interviewee such kinds of violence was psychological violence. As show in the above cases, most students beside the direct impact they faced from perpetrators they also likewise suffer from the attitudes that

their fellow cadet officers attributed to their tragedy. As result they were psychologically and emotionally violated at the situations.

The third type of GBV committed in Police College is sexual violence. Quantitative data of this study shows about 46% of respondents were faced by sexual violence by different perpetrators. The finding of qualitative data case two reported like, *he approached to me as like as he showed the training and he said me that “when I will kiss your sweet lip?” by putting his right hand on my lip and I turned my face.* Here the interviewee faced sexual violence. Case three also reported that, *there were no situations when I refused sex with him; then, he raped me.* Here the interviewee faced sexual violence, in the form of rape up to abortion backed by psychological violence. Case four reported like, *one of the three guard staffs kicked my friends’ buttock with small stone.* Such kind of violence was limited as a sexual harassment.

As cited by Mengistab, 2012, in Jimma University revealed that 38% of female students admitted that sexual harassment is and 26% of students believed that rape is a challenge to university students’. According to Helen (2010) sexual harassment against female students in Addis Ababa University is very high. However, many victims or female with problem of GBV are unlikely to go to police stations to report their cases due to the patriarchal attitudes of some police officials (Vetten, 2005). In his study male out-door teachers and male cadets officers are the most perpetrators in any type of gender-based violence whereas, male class-room teachers are less perpetrator in any type of gender-based violence in Ethiopian police University College.

This study indicates the reason why they didn’t report the case was as follows: the finding shows about 27.3% respondents fear the absence of the solution, about 25.3% fear of other strong punishment/violence from perpetrators and other 2% respondent’s fears discrimination. Some respondents stated on qualitative question and open-ended question many victims unlikely to go to report for stakeholders about their cases due to fear of strong punishment they said like, (መዘዙ ለኔ ነው፣ የባሰ አታምጣ) and some respondents also stated that the presence of evaluation in the main factor to keep as secret rather than reporting the committed violence’s. They said like (በግምገማ ደህና አድርገው ቢያከናኑብኝክ)? The finding shows that about 46.7% of respondents didn’t report totally for any else and 27.3% cases reported for out of stakeholders for their friends and other persons. Whereas, 2% cases reported for gender office, 5.3% for cadet’s representative, about 7.3% for out-door teachers (trainers), 10.7% for course coordinator, and 0.7% for class-room

teachers in police University College. When we came to the level of satisfaction of the respondents, about 23.3% assistance from stakeholder is poor. About 2% respondents are expressing the assistance at very good label, about 2.7% answer good and 4.7% are satisfied. This study attempts to identify the reason why victims unlike to go to report the cases for stakeholder is absence of solution or zero response. This study showed that the fact that the poor response, fear of strong punishment is the main causes for absence of report in Ethiopian police University College.

## **5.2 Contributing Factors of Gender-Based Violence in Ethiopian Police University College**

Less research has been conducted on factors in the work place environment that are associated with violence. This finding indicates those work environments that allow military women for unreasonable punishment, inappropriate sexual comments and other emotional violence during training.

### **5.2.1 Lack of Implementation of Rules and Regulations and Gender-Based Violence**

In this study about 38.7% respondents reported that lack of implementation of rules and regulations intended at protecting female cadet officers from violence in Ethiopian police University College. Some respondents stated on qualitative open-ended question *in some cases physical appearance is also an only criterion for recruit of some police officers in some Ethiopian regions especially security guards and out-door teachers (trainers).*

Research has identified norms supporting the acceptability of GBV across a variety of group settings, including workplaces (Fitzgerald, 1993). As the qualitative data and open-ended part of the questionnaire confirmed that, *there is the absence of rules and regulations of the university rather than every manager or trainer governs by self-rules.* Some interviewees recommend that absence of balanced punishment, absence of, Gender Club, Students Union, and Girls Union are implications of lack of implementation of the existing rules and regulations. One of its manifestations is the researcher as part of his data source has tried to find any relevant decision made by concerning bodies on GBV against female cadet officers, to date the researcher only found a decision on one cadet officer who has committed psychological violence. In addition to this the researcher will be present this paper in Ethiopian police university college after receiving the comments from advisor as well as from evaluators to overcome those contributing factors of gender-based violence during training.

### **5.2.2. Negative Attitude of Community toward Female Cadets in Ethiopian Police University College**

Studies indicated that organizational cultures that value characteristics traditionally given to men and with attitudes that women are not efficient for many roles because additional need for physical strength and acceptance as an authority figure (Dekker, I., & Barling, J. (1998). In this study 18% respondents reported that less attitude of community toward female cadets is contributing factor for GBV in Ethiopian police University College. Some articles recognized that GBV against women is the manifestation of past unequal relationship between men and women, such relations are obviously the result of biased culture towards women. As qualitative questionnaire and open-ended question reports indicates that *guards allow a male cadet officer who is late to enter into the campus gate at even he consumes more time would have a chance to get-in without reporting to disciplinary punishment, but guards would never allow entrance for a late girl because of the established cultural belief that; in the first place why a girl stayed outside of the campus like a boy*, The researcher identifies that the existence of unequal relationship between men and women, such relations are obviously the result of biased culture towards women in Police College. Occupation is culturally divided for men and women in some cultures (Semahegn & Mengistie, 2015). As women are more likely to occupy roles as caretakers, individuals often expect and socialize women to be passive, communal, and responsive (Anderson, John, Keltner, & Kring, 2001). As some respondents saying *civilian staff members and communities attitude towards female cadet officers is weak because policing profession considered as male dominant occupation; even some cadet officers use rued saying after their interest is failed. For instance, for whom they have no boyfriend calling “kumoker” that means “anybody didn’t want to make marriage with police women other than police men”*. This study tries to identify the gapes in police university regard to attitude of community towards female cadet officers to find solution by cooperating with concerned bodies.

### **5.2.3 Use of Substances, Drinking Alcohol, Chewing Chat**

As research indicates that alcohol use and Khat chewing are the stimulants or the contributing factors for committing any type of gender-based violence (Semahegn & Mengistie, 2015). On this study 28.7%) respondents argued that use of substance, alcohol use, and Khat chewing are contributing factors for gender-based violence in police University College. This study

recommends use of substance, drinking alcohol, taking chat and other stimulant drugs is illegal. This study shows that use of substance, drinking alcohol and chewing chat are rarely contribute for gender-based violence in Ethiopian police University College.

#### **5.2.4. Lack of Awareness on Gender-Based Violence**

As the quantitative data shows 16% of respondents argue that lack of awareness on gender-based violence is one contributory factor in Ethiopian police University College. Whereas, the qualitative data shows that everybody is aware about gender-based violence but the absence of strong and balanced punishment towards perpetrator is the main contributory factor.

#### **5.2.5. Managers use of Coercive Power**

A greater authority in decision-making is a source of gender-based violence in many workplace settings (Fitzgerald, 1993). About 21.3% respondents argued that manager's use of coercive power is contributing factor for gender-based violence in Ethiopian police University College. The American Psychological Association's Task Force on Male Violence Against Women claimed that all violence against women involves abuse of power, and that it is the types of power that may vary (Koss, Goodman, Browne, Fitzgerald, Keita, & Russo, 1993). GBV is understood as partially arising from power inequity. Violence is a mechanism for the social control of the less powerful and serves to maintain male dominance and female subordination (Pratto, 1996). The qualitative data states that *some managers use coercive power during training*. As result they facilitate conditions and opportunities to commit violence at elsewhere. This research shows the existence of use of coercive power to facilitate the conditions to commit gender-based violence in police University College.

#### **5.2.6. Preference of Cadets to get, Gift, Money, Information Related to Military Training**

According to social psychological perspective day to day interaction between individual characteristics and the immediate situation is contributing factor in which gender-based violence occurs (Anderson & Anderson, 2008). In this study about 53.3% female cadet officers argued that preference of cadets to get, gift, money, information related to training is the one contributing factor for gender-based violence in Ethiopian police University College. Respondents on qualitative data stated that *female cadet officers approaching to different purposes for example, for sexual selection, to get money or gift, preference of mate recognition, for communication on some issues related with military training, about the presence of heavy*

*exercise and to take sick leaf or rest from clinic.* This study shows that preference of cadets to get, gift, good mark, information related to military training has a great opportunities to commit GBV in police University College.

### **5.2.7. Military Training Conditions do and don't do Command**

Research indicates that military women frequently identify military personnel of higher rank/grade as perpetrators of unwanted sexual attention, and that this sexual harassment is associated with adverse conduct of fellow soldiers toward the female soldier (Martindale, 1990). Women exposed to gender-based violence during their military service (Sadler, Booth, Cook, & Doebbeling, 2003). This study revealed the prevalence of gender-based violence during on duty and off duty in police University College. In this finding about 59.3%) respondents are argued that military training conditions do and don't do exposes female cadet officers for gender-based violence. As qualitative data indicates perpetrators used do and don't do command for unreasonable punishment. As result the fact that gender-based violence on military women are still frequent. As she stated the *perpetuator punish her without logical blot, he ordered military punishment for her and even to get imprisonment with in the campus prison that served to punish cadets who committed disciplinary problems by using opportunities.* This study shows that military command do and don't do creates the great opportunity for who have misbehavior in police University College. Some respondents on open-ended question stated that most of the time out-doors teachers and higher level managers use inappropriate command to facilitate conditions to their interest. The researcher concluded that military command do and don't do is the main contributory factor for GBV in police university college.

### **5.2.8. Foot walking Training at Night out of Compound**

According to Sadler, Booth, Cook, and Doebbeling 2003, women exposed to gender-based violence during their military service. In this study about 53.3% of respondents argued that foot walking trainings at night out of compound are the second contributing factor. Perpetuators of physical violence of female/ women are present or former intimate male partner (mengistab 2012). One quarter to more than half of women report physical violence, and 40% of all female homicide victims are killed by their intimate partners in the United Kingdom (Johnson, 2004). In Ethiopia, 49% women experienced physical violence, and about 59% of women experienced sexual violence by an intimate partner (WHO, 2005). In this study qualitative question shows

that, male cadet officers are the most perpetrators during foot walking training at night. In addition to this respondents stated that *it is not allowed to be absent from the training as result female cadet officers with menstruation cycle were physically violated*. One respondent stated that *during get ready (tetebek) some male cadet officers touch the sexual organs of opposite sex such as buttock and breast* by using the darkness as opportunity. This research revealed that situations which expose female cadet officers for GBV especially foot walk training at night out of compound and other contributing factors in Police University during training.

### **5.2.9. Guarding Compound by Pair (Male & Female) at Night**

According to Sadler, Booth, Cook, & Doebbeling, (2003) risk factors for rape included both on-duty /on delivering military service/ and off-duty/on leisure time/ or out of military service delivering. In Police University cadet officers guarding the compound by pair at night for consecutive two hours within weeks or two weeks depend up on the total number of cadet officers. As indicated on the quantitative data 52.7% respondents reported that guarding compound by pair (male & female) at night has the third greater contributing factor for gender-based violence in police University College. In addition to this the qualitative data case five indicates that she experienced sexual and psychological violence during guarding and securing by using opportunity of darkness and the time for GBV. In this study respondents recommended that guarding with the same sex is the best solution to minimize the committed violence. The researcher had also its own experience on that guarding by pair increases the occurrence of gender-based violence in police University College.

### **5.2.10. Searching Bedroom at Night**

The combination of individual, relational, and situational factors contributes to the occurrence of violence within different types of work environments (Stellman, 1999). In military campaign searching bedroom at mid night is common responsibility of the day command or what we call it in Amharic (teregha mekonnen) for the sake of security for all. As well as military department has also the power to search bedrooms of cadet officers. In this study about 38.7% respondents argued that searching bedroom at night is the one contributing factor for gender-based violence in police University College. As qualitative data indicates *some police officers use bedroom searching as opportunity to commit gender-based violence*. Respondents recommended that

*female cadet officer's bedroom should be searched by female trainers (both male & female trainers).*

#### **5.2.11. Lack of Female Outdoor Teachers**

There are two female and 30 male out-door trainers/teachers in Ethiopian Police University College. In this research quantitative data shows that about 49.3% female cadet officers argued that lack of female outdoor teachers creates an opportunity for occurrence of gender-based violence in Police University. Whereas on the qualitative data on open ended question, some respondents reported that female out-door teachers and female guards are against with female cadet officers.

## Chapter six

### Summary, Conclusion and Recommendation

#### 6.1. Summary

This study focuses on prevalence and contributing factors of gender-based violence on female cadet officers in Ethiopian police University College which is main police university college of the country and it is located 40 Km far from Addis Ababa, at Sendafa, in the special zone of Oromia. All female cadet officers from three programs including health institution, forensic science and staff College were purposively to conduct this study. The total numbers of female cadet officers in Police University College were one hundred eighty (180), thirty /30/ of female cadets were used for pilot test. About 150 of females were participants in this study.

The researcher employed questionnaire, in-depth interview and document analysis to collect data. Questionnaire contains demographic information, questions to assess prevalence of gender based violence against female cadet officers, and questions to identify contributing factors of gender based violence in Ethiopian police University College. In order to facilitate the processes of data collection, the researcher used Amharic as a medium of communication for all tools of data collection instruments (questionnaire and interview).

The objective of in-depth interviews was to verify and validate the information gathered through numerical information on facts and opinions. In-depth interview was conducted with five female cadet officers who experienced GBV. They have been identified through the University's indoctrination (serve as guidance and counseling office) division and others female cadets. The interview was aimed at gathering information on the types, contributing factors of gender- based violence in Ethiopian Police University College. The decisions given to female students' complaints by concerned bodies such as the gender office have been taken as a source of data for this research. The data was collected from the respondents according to their willingness without forcing them.

Sequential explanatory design was used, that the data are collected over the period of time in two consecutive phases. Thus, a researcher first collected and analyzed the quantitative data.

Qualitative data were collected in the second phase of the study and are related to the outcomes from the first, quantitative, phase.

Quantitative data has been analyzed through SPSS software version 20 by used descriptive statistics such as frequency, percentage and  $\chi^2$ . Content analysis has been used to analyze qualitative data of this research because content analysis is the process of categorizing verbal or behavioral data to classify, summarize and to describe the phenomenon in a conceptual form.

## **6.2. Conclusion**

This study revealed that the most female cadet officers were exposed to different types of GBV during training that are committed in different situational settings and by different perpetrators. The questionnaire and interview with victims clearly indicated that most female cadets face different kind of GBV. Physical violence is the most frequent type of violence that 74.7% of respondents experience physical violence in police University College. About 66% respondents experience psychological violence, whereas 46% experience sexual violence in Police University College during training. Interview with all cases showed that a female cadets deal with; multiple violence at a time such as a perpetrator to achieve a sexual end may inflict physical, emotional and psychological violence. In Police University, the following forms of GBV against female cadets are committed; these include physical, emotional & psychological and sexual violence.

Physical violence inflicted against female cadet officers in police University College includes forcing to do physical exercise during menstruation cycle, and provoking female cadet officers to do something which otherwise they are not willing to do something important to them, slapping and kicking. Male cadet officers and out-door teachers (trainers) are the major perpetrators of physical violence. The experiences of victim/survivor female cadet officers and informants clearly exhibit that, comparing to psychological and sexual harassment, the rate of physical violence is high in Police University.

Emotional and psychological violence is also the second frequent form of violence committed in police University College in the form of insulting, unreasonable punishment, deprived of food, water, or sleep are the most common forms against female cadet officers.

Sexual violence, especially in the form of talking ruded jokes, improper sexual comments, forced to remove or stripped of clothing, touched on sexual parts of their body, touching and even sometimes kissing female students without their consent. The rate of such violence ranges from the most frequent form is improper sexual comments in the form of sexual violence. Completed

rape or attempted rapes which are the rare type of sexual violence against female cadet officers in police University College.

The researcher found out that the contributing factors for the aforementioned types of violence against female cadet officers in Police College are related with work place situational factors for instance, military training conditions do and don't do, foot walking training at night out of compound, guarding compound by pair (male & female) at night and lack of female outdoor teachers. Use of substance and drug abuse are physical environment that prone female cadet officers to violence. Some Interviewee also reported that, the absence of gender sensitivity, absence of gender club, and lack of proportional punishment on perpetrators are other contributing factors of gender-based violence in police University College.

In general, female cadet officers are vulnerable to different types of gender based violence in Police University; different situations during military training were the most contributing factors related to GBV. Male out-door trainers and male cadet officers are the most perpetrators of any types of GBV respectively. Female students when faced with GBV preferred to remain silent because of fear of strong punishment and absence of response.

### **6.3. Recommendations**

Based on the findings of this study, the following points are suggested:

- In order to close the gap, Police University College needs to reconsider its decisions and take proactive role in GBV against female cadet officers.
- Establishing clubs like girls' club needs to give attention, could help female cadets in fighting the problem from its source.
- Giving comprehensive training and orientation to cadets, teachers and other non -military non- academic supportive staff members on GBV with especial emphasis to female cadets.
- Respect for girls' human rights: -there should be activities to make girls' human rights visible to all communities of the University College. The project of respecting the rights of girls should start with implementing affirmative action recognized in the constitution.
- Further research and action research should be conducted by the academic staff in the area.

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## **Appendice**

### **Informed consent**

My name is Felegush Nigatu, I am a post graduate student in Addis Ababa University, School of Psychology. I am studying “Prevalence and Contributing Factors of Gender Based Violence in Ethiopian police University College, for the partial fulfillment of requirements of Master’s Degree in school of Psychology. I kindly request your willingness to participate in this study. Your response is vital for the study and your participation is absolutely voluntary. When I conduct the interviews & focus group discussions, if you don’t mind I will record the conversation not to miss useful information. The information I will record will be deleted after the end of my study and any information you will give serves only for this study. Your name and profile will not be mentioned in the study paper. You can ask any question during the discussion /interview session and you can skip question that you don’t fill comfortable.

*Thank you for your collaboration in advance.*

Participant

Signature \_\_\_\_\_

Date\_\_\_\_\_

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES**  
**SCHOOL OF PSYCHOLOGY**

**Questionnaires**

General Introduction: The purpose of these questionnaires is to assess information related to the prevalence, types, and contributing factors of gender based violence on female cadets of Ethiopian police University College. Dear participant, your response will be kept confidential and I kindly request you to participate voluntarily in this study. The quality of this study depends up on your genuine response.

Thank you in advance for your kind cooperation.

This questionnaire has three parts which is filled by female cadets.

**Part I. Personal Information**

1. Age .....
2. Program.....
3. Year of study.....

**Part II:** Issues to be raised in this part are prevalence, types of gender based violence and offenders against female cadets in Ethiopian police University College.

During the training how many times you subjected to any of the following violent acts by people such as police, or community members within 12 months in Ethiopian police University College? Put the sign ✓ in front of the listed violent acts

	Please remember that I am asking about the TOTAL number of times you experienced each act during training in a year.	Never	1-2 times	3-5 times	6 or more times
1	Slapped or hit				
2	Choked				
3	Beaten or kicked				
4	Tied up or blindfolded				
5	intimidating with a weapon of any kind				
6	Shot at or stabbed				
7	Deprived of food, water, or sleep				
8	Experienced physical disfigurement of your body				
9	Unreasonable punishment				
10	Subjected to improper sexual comments				
11	Forced to remove or stripped of your clothing				
12	Given internal body cavity searches				
13	Subjected to unwanted kissing				
14	Touched on sexual parts of your body				
15	Forced to do heavy exercise during ministration cycle				
16	Forced or threatened with harm to receive sex				
17	Penetrated with west materials in your vagina or anus				
18	Compelled to engage in sex in order to receive something such as food, water, protection for your family, or other reasons (describe				
19	Forced to watch someone being physically assaulted				
20	Forced to watch someone being sexually assaulted				
21	Anything else? (Describe.....)				

1. During the training who are offenders of the following violent acts in Ethiopian police university college?

Put the sign ✓ in front of the listed violent acts.

	Now I'm going to ask you about the one experience of mistreatment during the training.	male cadet	male class room teacher	male outdoor teacher	male manager	supportive staff members(guards, civilians, disciplines	Any else
1	Slapped or hit						
2	Choked						
3	Beaten or kicked						
4	Tied up or blindfolded						
5	intimidating with a weapon of any kind						
6	Shot at or stabbed						
7	Deprived of food, water, or sleep						
8	Experienced physical disfigurement						
9	Unreasonable punishment						
10	Subjected to improper sexual comments						
11	Forced to remove or stripped of your clothing						
12	Given internal body cavity searches						
13	Subjected to unwanted kissing						
14	Touched on sexual parts of your body						
15	Forced to do heavy exercise during ministrations cycle						
16	Forced with harm to receive sex						
17	Penetrated with materials an object in your vagina or anus						
18	Compelled to engage in sex in order to receive something such as food, water, protection for your family, or other reasons (describe						
19	Forced to watch someone being physically assaulted						
20	Forced to watch someone being sexually assaulted						
21	Anything else? (Describe.....)						

3. For whom you report the case for assistance and remedy?

- A. For gender office
- B. For program manager
- C. For course coordinator
- D. For cadet's representative
- E. For out-door teacher
- F. For classroom teacher
- G. Others.....

4. Why you didn't report the case for assistance and remedy from stakeholders?

- A) Fear of absence of response
- B) To keep as secret
- E) Shyness
- C) Fear of discrimination
- D) Fear of other strong punishment/violence
- F) Others.....

5. How you express assistance from stakeholders?

- A) Very good
- B) Good
- C) Satisfied
- E) Poor

Part **III** on this part the contributing factors of gender-based violence in Ethiopian police University College will be assessed.

1. Say “yes” or “no” for the following one is/are the contributing factors for gender based violence in Ethiopian police University College

	Factors for GBV	yes	no
1	Lack of implementation of rules and regulations of University College		
2	Negative attitude of community toward female cadets in Ethiopian police University College		
3	Use of substances, drinking alcohol, chewing chat...		
4	Lack of awareness on GBV		
5	Managers use of coercive power		
6	Preference of cadets to get, gift, money, information related to training...		
7	Military training conditions do and don't do		
8	Foot walking training at night out of compound		
9	guarding compound by pair		
10	Searching bedroom at night		
11	Lack of female outdoor trainers		
12	Others.....		

**አዲስ አበባ ዩኒቨርሲቲ**

**የትምህርት እና የባህሪ ጥናት ኮሌጅ**

**ሳይኮሎጂ ት/ቤት**

**ስምምነት**

እኔ ፈለጉሽ ንጋቱ የተባልኩ በአዲስ አበባ ዩኒቨርሲቲ በሳይኮሎጂ ትምህርት ቤት የካውንሰሊንግ የማስተርስ ተማሪ ስሆን በኢትዮጵያ ፖሊስ ዩኒቨርሲቲ ኮሌጅ ሴት ዕጩ መኮንኖችና ሰልጣኞች ላይ በሴትነት ምክንያት በሚመጡ ጥቃቶችና የጥቃቱ መንስኤዎች በሚል ርዕስ ጥናታዊ ጽሁፍ ስለምሰራ በጥናቱ ላይ ተሳታፊ መሆን እንደሚፈልጉና እንደማይፈልጉ የእርሷን ፈቃድ በማክበር እጠይቃለሁ።

እፈልጋለሁ  አልፈልግም

የእርስዎ መልስ ለጥናቱ ውጤታማነት አስፈላጊ ስለሆነ በመጠይቁ የሚሞሉትን ጥያቄዎች በተገቢው በመመለስ የእርሷን ድርሻ እንዲወጡ በአክብሮት እጠይቃለሁ።

ፊርማ \_\_\_\_\_

ቀን \_\_\_\_\_

**ለትብብርዎ አመሰግናለሁ!**



**ክፍል II በሴትነት ምክንያት በሴት ተማሪዎች ላይ ስለሚፈፀም የታዊ ጥቃት አይነትና መጠን አንዲሁም በማን አንድሚፈጸም ለመለየት የሚረዱ ጥያቄዎች፡፡**

1. ከታች በሰንጠረዥ ከተዘረዘሩት የታዊ ጥቃት አይነቶች በአመት ስንት ጊዜ እንዳጋጠመሽ በባዶ ቦታ ላይ ከተሰጡት

አማራጮች በመምረጥ የ ፍ ምልክት አስቀምጭ፡፡

ተ.ቁ	ጥቃት አይነቶች	በዓመት ስንት ጊዜ ተደጋገመ			
		0	1-2	3-5	6 እና ከዚያ በላይ
1	በጥፊ የመመታት ጥቃት				
2	አፍሽን በማፈን የተፈጸመ ጥቃት				
3	በካልጥ የመመታት ጥቃት				
4	አይንሽን በመሸፈን የተፈጸመ ጥቃት				
5	በመሳሪያና/ በተመሳሳይ ነገሮች ማስፈራራት				
6	በስለታማ ነገሮች ወይም በሌሎች መሳሪያዎች የመውጋት ጥቃት				
7	የውሃ፣ ምግብ፣ እንቅልፍ መከልከል ጥቃት				
8	የሰውነት ክፍልሽን በተለያዩ ነገሮች ማበላሸት(አሲድ መድፋት፣ ጥርስ ማውለቅ...)				
9	ምክንያታዊ ያልሆነ ቅጣት				
10	ያልተሰመዱ የወሲብ ቃላት ፣ አስተያየት፣አላስፈላጊ ቀልድ ጥቃት				
11	ልብስ በመክፈት የውስጥ አካልሽን እንድታሳዩ መገደድ				
12	ጥቃት ፈጻሚው የውስጥ የሰውነት አካሉን በመስጠት እንዲነካለት ማስገደድ				
13	ያለፍላጎት ለመሳም የመገደድ ጥቃት				
14	የሴትነት አካል ንክኪ(ጡት፣ ዳሌ፣ወገብ...)				
15	በወር አበባ ጊዜ ከባድ የአካል እንቅስቃሴ እንድትሰራ ማስገደድ				
16	አስገድዶ የመድፈር ሙከራ				
17	ሴትነት አካል ውስጥ ግዑዝ ነገሮችን(እንጨት፣ጠጠር፣ ... ማስገባት)				
18	ጥቅም ለማግኘት ወሲብ መፈጸም(ውጤት ለማስጨመር፣በስልጠና ጊዜ ድጋፍ እንዲሰጥሽ ሌላ ካለ.....)				
19	የተደበደበች ሴት በፊልም ወይም በአካል እንድታዩ ተገደሽ ታውቂያለሽ				
20	የተደፈረች ሴት በፊልም ወይም በአካል እንድታዩ ተገደሽ ታውቂያለሽ				
21	ሌላ.....				

2. ከታች በሠንጠረዥ ከተዘረዘሩት ጥቃቶች በአንድ ላይ ይታሰቡ ምክንያት በማድረግ የትኛው የጥቃት አይነት በማን አጋጥሞ ስራ ተከናወኗል፡፡

ተ.ቁ	የጥቃት አይነቶች	በወንድ ተማሪዎች	በወንድ መምህራን	በወንድ የመስክ አሰልጣኞች	በግቢ ወንድ አመራሮች	በድጋፍ ሰጪ ሰራተኞች	ሌሎች ካሉ ማሳሰቢያ
1	በጥሬ የመመታት ጥቃት						
2	አፍሽን በማፈን የተፈጸመ ጥቃት						
3	በካልቶ የመመተት ጥቃት						
4	አይንሽን በመሸፈን የተፈጸመ ጥቃት						
5	በመሳሪያ/ በተመሳሳይ ነገሮች ማስፈራራት						
6	በስለታማ ነገሮች ወይም በሌሎች መሳሪያዎች የመውጋት ጥቃት						
7	የውሃ፣ ምግብ፣ እንቅልፍ መከልከል ጥቃት						
8	የሰውነት ክፍልሽን በተለያዩ ነገሮች ማበላሸት(አሲድ መድፋት፣ ጥርስ ማውለቅ...)						
9	ምክንያታዊ ያልሆነ ቅጣት						
10	ያልተለመዱ የወሲብ ቃላት ፣ አስተያየት፣አላስፈላጊ ቀልድ ጥቃት						
11	ልብስ በመክፈት የውስጥ አካልሽን እንድታሳዩ መገደድ						
12	ጥቃት ፈጻሚው የውስጥ የሰውነት አካሉን በመስጠት እንዲነካለት ማስገደድ						
13	ያለፍላጎት ለመሳም የመገደድ ጥቃት						
14	የሴትነት አካል ንክኪ(ጡት፣ ዳሌ፣ወገብ...)						
15	በወር አበባ ጊዜ ከባድ የአካል እንቅስቃሴ እንድትሰራ ማስገደድ						
16	አስገድዶ የመድፈር ሙከራ						
17	ሴትነት አካል ውስጥ ግዑዝ ነገሮችን(እንጨት፣ጠጠር፣... ማስገባት)						
18	ጥቅም ለማግኘት ወሲብ መፈጸም(ውጤት ለማስጨመር፣ በስልጠና ጊዜ ድጋፍ እንዲሰጥ ሌላካለ.....)						
19	የተደበደበች ሴት በፊልም ወይም በአካል እንድታዩ ተገደሽ ታውቁያለሽ						
20	የተደፈረች ሴት በፊልም ወይም በአካል እንድታዩ ተገደሽ ታውቁያለሽ						
21	ሌላ.....						

3. ከላይ ከተዘረዘሩት ጥቃቶች በአንድ ላይ ያታሽን ምክንያት በማድረግ ጥቃት ተፈጽሞብሽ ከሆነ ለየትኛው ክፍል አመልክተሽ ነበር?

- 1) ለስርዓተ-ጾታ ቢሮ
- 2) ለፕሮግራም ማናጀር
- 3) ለኮርሽ አስተባባሪ
- 4) ለተማሪዎች ተወካይ
- 5) ለመስክ አሰልጣኝ
- 6) ለክፍል መምህር

7) ሌላ ከሆነ ግለጭ \_\_\_\_\_

4. ከላይ ከተዘረዘሩት ጥቃቶች በአንድ ላይ ያታሽን ምክንያት በማድረግ ጥቃት ተፈጽሞብሽ ለሚመለከተው አካል እንዳታማላከቺ ያገደሽ ምን ነበር?

- 1) በቂ ምላሽ ስለማይሰጥ
- 2) ሰው እንዳይሰማ
- 3) መገለልን መፍራት
- 4) የባሰ ቅጣት ወይም ጥቃት እንዳይመጣ
- 5) ሀፍረት ወይም መሸማቀቅ
- 6) ሌላ ምክንያት \_\_\_\_\_

5. ከሚመለከተው አካል ያገኘሽውን ድጋፍ እንዴት ትገልጭዋለሽ

- 1) በጣም የሚያረካ
- 2) የሚያረካ
- 3) በቂ
- 4) ከበቂ በታች
- 5) ሌላ \_\_\_\_\_

**ክፍል III: በሴትነት ምክንያት በሴት ዕጩ መኮንኖች/ስልጣኞች ላይ ስለሚፈፀም የታዊ ጥቃት መንስኤዎችን ለመለየት የሚረዱ ጥያቄዎች ናቸው።**

1. ከዚህ በታች ከተዘረዘሩት ውስጥ በፖሊስ የኒቨርሲቲ ኮሌጁ በሴት ተማሪዎች ላይ ለሚፈፀሙ የታዊ ጥቃቶች መንስኤ ናቸው ካልሽ “አዎ” ካልሆነ “አይደለም” በማለት መልሱ::

ተ.ቁ	አማራጮች	አዎ	አይደለም
1	የዩኒቨርሲቲ ኮሌጁ ደንብና ስርዓት አለመተግበር		
2	የግቢው ማህበረሰብ ለሴቶች የሚሰጠው ዝቅተኛ ቦታ		
3	አደንዛዥ እዎችን ፣ ጫትና አልኮልን መጠቀም		
4	በዩኒቨርሲቲ ኮሌጁ ውስጥ የታዊ ጥቃት ግንዛቤ አናሳ መሆን		
5	አመራሮች ያለአግባብ ስልጣን መጠቀም		
6	የሴት ተማሪዎች ገንዘብ፣ ስጦታ፣ መረጃ በስልጠና ዙሪያ ለማግኘት ፍላጎት መኖር		
7	የወታደራዊ ስልጠና ሁኔታ/አድርግ፣አታድርግ/		
8	የሌሊት ጉዞ		
9	የሌሊት ጥበቃ		
10	የሌሊት ጊዜ የመኖሪያ ቤት ፍተሻ		
11	የሴት አስልጣኞች ቁጥር አናሳ መሆን		
12	ሌሎች ካሉ ግለጭ _____		

2. በዩኒቨርሲቲው ውስጥ በሴት ተማሪዎች ላይ የሚፈፀሙትን ጥቃት ለማስቆም ይረዳሉ የምትያቸውን የመፍትሔ ሀሳቦችን ጠቁሚ በዚህ መጠይቅ ያልተካተቱና ይበጃሉ የምትያቸው ነገሮች አሉ? ..... ካሉ ዘርዝረ::

**ጠቃሚ የሆነ መረጃ ስለሰጠሽኝ አመሰግናለሁ!**

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES**  
**SCHOOL OF PSYCHOLOGY**

**1. Interview Guide**

1.2.1 Interview Guide for Female Victim Students

General Introduction: The purpose of this interview is to gather information related to the prevalence, types, and contributing factors of Gender Based Violence on female students of Ethiopian police University College. Dear participant, your response will be kept confidential and I kindly request you to participate voluntarily in this study. The quality of this study depends up on your genuine response.

1.2 Personal Information

Age\_\_\_\_\_

Program\_\_\_\_\_

Level of study.....

I. Issues to be raised during the Interviews

1. How do you describe the prevalence of gender based violence against female cadet officers in Ethiopian police University College?

2. Do you think that gender based violence is a serious problem in Ethiopian police University College? If yes, why?

3. Did you experience gender based violence in Ethiopian police University College? What is/are the types of violence that you had faced?

4. What do you think are the contributing factors for this violence?

5. Have you ever got assistance and remedy?

i. If yes, please describe the available institutional and legal mechanisms?

ii. If no, why don't you seek for remedy and assistance?

6. What do you think are the conditions that exposed female cadets to gender based violence in Ethiopian police University College?

7. Have you ever been informed about gender based violence in the campus by the university or other bodies through orientation and brief training? If yes, please describe its importance?

8. In your opinion what should be done to prevent gender based violence against female students in Ethiopian police University College?

9. Any additional points/opinions/ideas related to the issue at hand?

***Thank You very much for your valuable information!!!!***

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