

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF GENDER STUDIES

**The Nature and Effect of Emotional
Violence/Abuse against Grade 11th
Female Students of Addis Ketema
Preparatory School, Addis Ababa**

BY: HELINA BEFEKADU BEKELE

June, 2010

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**A Thesis Submitted to the Institute of Gender Studies in
Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Gender Studies**

June, 2010

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**The Nature and Effect of Emotional Violence/Abuse
against Grade 11th Female Students of Addis Ketema
Preparatory School, Addis Ababa**

Name of the student: _____ signature _____

Approved by

Chairperson

Signature

Date

Advisor

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Date

Internal Examiner

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External Examiner

Signature

Date

Declaration

I declare that this Thesis is my original work and has not been presented for a degree in any university and all the sources of material used for the thesis are duly acknowledged.

Name_____

Signature_____

Date _____

Place_____

This has been submitted for examination with my approval as a university advisor.

Advisor's Name _____

Signature_____

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Abbreviations

CEDAW- Convention on Elimination of all Discrimination against Women

DEVAW -Declaration on the Elimination of Violence against Women

EC - Ethiopian Calendar

IT- Information Technology

UNFPA - United Nations Population Fund

ABSTRACT

This study assessed the nature and effect of emotional violence against grade 11th of female Students of Addis Ketema Preparatory School. In order to meet this objective, the researcher employed mixed approach methods- quantitative and qualitative methods. To select the sample researcher used probability and non probability sampling techniques. For the survey, six sections out of seventeen were selected through simple random sampling technique; and the researcher include all of 176 female students as sample but the students who returned answered paper was 140. Furthermore, purposive sampling was used to select key informants of administrative workers; besides convenience sampling technique was used for selection of the interviewees: 15 female students and two teachers (one male and one female). The finding indicate that most of the female students experience emotional violence in the classroom and in the school compound by male class mate, male teachers, female students, female teachers and administrative workers. And the type of emotional violence perpetrated in the class room and school compound can be categorized as verbal attack, humiliation, name calling and threatening. This emotional violence have a negative effect on the education of female students through decreasing their class participation, discouraging to engage in different learning activities etc. In addition, emotional violence has negative impact on the personality of female students through making them feel inferior, under estimate themselves etc. However, to avoid these problems, these students didn't take any strong measure like reporting to school administration since the school does not have reporting mechanism and a trend before. And finally, the researcher recommended the school should provide the mechanisms that help the students report emotional violence which takes place inside the class room and in the school compound; and the government has to work on emotional violence in different direction like legal aspects because unless otherwise the source of emotional violence abolished and the perpetrator punished it is difficult to avoid it.

ANNEX

ANNEX-1

ADDISS ABABA UNIVERS
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Dear Students:

The purpose of this research is to identify the nature and effects of emotional violence against female students of Addis Ketema preparatory School. The findings obtained help to provide some recommendations on how to overcome emotional violence. Your responses are worthwhile for the study; thus be as genuine as possible.

Direction:

-No need of writing your name

-Your urgent reply is appreciated

Thank you in advance for your cooperation

You can encircle two letters if you have more than one response

1. Have you ever experienced emotional violence (insult, nasty glare, bad murmuring, bad name calling in your school) in your education life because you are female?
 - a. Yes
 - b. No

2. If your response for question number “1” is “yes”, who are the perpetrators of emotional violence in the classroom?
 - a. Male Teachers
 - b. Female teachers
 - c. Male classmates
 - d. Female classmates
 - e. If there is another please specify.....
.....

3. If your response for question number “2” is “Male teacher”, what kind of emotional violence do you experience?
 - a. Firing from the class

- b. Screaming
 - c. Purposely ignoring the need of participation
 - d. Deducting marks
 - e. Purposely speaking to attack you
 - f. purposely ignoring effort
 - g. Threatening for detaining on specific subject
 - h. If the there is another please
specify.....
.....
4. If your response for question number “2” is “Female teacher”, what kind of emotional violence do you experience?
- a. Firing from the class
 - b. Screaming
 - c. Purposely ignoring the need of participation
 - d. Deducting marks
 - e. Purposely speaking to attack you
 - f. purposely ignoring effort
 - g. Threatening for detaining on specific subject
 - h. If the there is another please
specify.....
.....
5. If your response for question number “2” is “Male classmate”, what kind of emotional violence do you experience?
- a. Nasty glare
 - b. Making fun on your response
 - c. Bad nick name
 - d. Bad murmuring
 - e. Whistling at the back
 - f. If the there is another please
specify.....
.....
6. If your response for question number “2” is “Male classmate”, what kind of emotional violence do you experience?
- a. Nasty glare
 - b. Making fun on your response
 - c. Bad nick name
 - d. Bad murmuring
 - e. If the there is another please
specify.....
.....

7. Who are the perpetrators of emotional violence in the school compound?
- a. male school mates
 - b. female school mates
 - c. administrative workers
 - d. If there is another please specify.....
 -
8. If your response for question number 7 is “male school mate”, what are they?
- a. Bad name calling
 - b. Insulting
 - c. Nasty glare
 - d. Whistling at the back
 - e. If there is another please specify.....
 -
9. If your response for question number 7 is “female school mate”, what are they?
- a. Bad name calling
 - b. Insulting
 - c. Nasty glare
 - d. If there is another please specify.....
 -
10. If your response for question number 7 is “administrative workers”, what are they?
- a. Insulting
 - b. Belittling
 - c. Nasty glare
 - d. Bad name calling
 - e. If there is another please specify.....
 -
11. What do you think the reasons of emotional violence by female teachers?
- a. Fail to do homework accidentally
 - b. Fail to do homework regularly
 - c. Fail to bring books accidentally
 - d. Fail to bring books regularly
 - e. For no reason
 - f. For created reasons

- g. If there is other please
specify.....
.....

12. What do you think the reasons of emotional violence by male teachers?

- a. Fail to do homework accidentally
- b. Fail to do homework regularly
- c. Fail to bring books accidentally
- d. Fail to bring books regularly
- e. For no reason
- f. For created reasons
- g. If there is other please
specify.....
.....

13. What do you think the reasons of emotional violence by female classmate?

- a. By being stranger
- b. Not being sociable
- c. Not being good students
- d. Due to economical status
- e. Religion
- f. Due to physical appearances
- g. If there is other please
specify.....
.....

14. What do you think the reasons of emotional violence by male classmate?

- a. For rejecting
- b. Not being sociable
- c. Not being good students
- d. Due to economical status
- e. Religion
- f. Due to physical appearances
- g. Due to gender
- h. To get attention
- i. If there is other please
specify.....
.....

15. What do you think the reasons of emotional violence by administrative workers if there is any?.....
.....

16. How often does experience emotional violence in your school?

- a. Always
- b. Often
- c. Seldom
- d. If there is other please
specify.....
.....

17. Do you think emotional violence create an impact on your education and personal life?

- a. Yes
- b. No

18. Do you think emotional violence create an impact on your education?

- a. Yes
- b. No

19. What do you think the impact of emotional violence on your education?

- a. Losing confidence to participate in the class
- b. Feeling bad on specific subject
- c. Feeling bad to attend specific subject
- d. Feeling bad to education
- e. If there is other please
specify.....
.....

20. What do you think the impact of emotional violence on your personal life?.....
.....
.....
.....

21. For whom you tell the emotional violence you experienced?

- a. To female teachers
- b. To male teacher
- c. To female friends
- d. To male friends
- e. To parents
- f. To relatives
- g. To no one
- h. To school administration

- i. If there is other please
specify.....
.....

22. Which of the following solutions you use to avoid emotional violence?

- a. Discussing with perpetrators
- b. Ask an advice from parents
- c. Ask an advice from friends
- d. Report to school administration
- e. If there is other please
specify.....
.....

23. Did you report the emotional violence you encounter in school to the administrative bodies?

- a. Yes
- b. No

24. If you say “No”, why?

- a. Hoping that the violence won’t be repeated
- b. Afraid of exposing your secret
- c. Not knowing school experience
- d. By feeling shame
- e. By afraid of the consequence of emotional violence
- f. By giving up due to the problem intensiveness
- g. If there is other please
specify.....
.....

ANNEX-2

INTERVIEW GUIDE FOR FEMALE STUDENTS

1. Have you ever experienced emotional violence in your educational life? If “yes” by whom?
2. What types of emotional violence you have experienced in classroom and school compound?
3. What do you think the reasons of the emotional violence?
4. What kind of impact the emotional violence have on your education and personal life?
5. What kind of measures you took to avoid emotional violence?

ANNEX -3

INTERVIEW FOR TEACHERS AND SCHOOL ADMINISTRATION

1. How do you explain emotional violence against female students?
2. How do you explain the impact of emotional violence against female students?
3. Was female students came to you to report on emotional violence? If there was, what was your response?
4. What is your role to avoid emotional violence against female students?
5. What kind of experience did you have so far to avoid emotional violence against female students in the school?

ANNEX 4

OBSERVATION CHECKLIST

1. What kind of emotional violence observed against female students in school compound?
2. How do female and male students interact?
3. How do female students interact among themselves?
4. How do female students and administrative workers interact?

ANNEX 5

OBSERVATION CHECKLIST

1. What kind of emotional violence observed against female students in school compound?
2. Do female students participate in the class?
3. How often female students participate in the class?
4. How do female students interact among themselves?
5. How female and male students interact?
6. How is the interaction of female students and teachers?

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CHAPTER ONE

1. Introduction

1.1. The Background

Gender-based violence is perhaps the most widespread and socially tolerated of human rights violations. The cost to women, their children, families and communities is a significant obstacle to reducing poverty, achieving gender equality. Violence is a traumatic experience for any man or woman, but gender-based violence is preponderantly inflicted by men on women and girls. It both reflects and reinforces inequities between men and women and compromises the health, dignity, security and autonomy of its victims (UNFPA, 2005)

Carrillo (1992) as cited in Tigist (2000) although some of its manifestations are culturally specific, violence against women cuts across national boundaries, ideologies, classes, races and ethnic groups.

Violence against women and girls is a major health and human right concern. Women can experience physical and mental abuse throughout their life cycle, in infancy, childhood and/or adolescence, during adulthood or older age. While violence has severe health consequences for the affected, it is a social problem that warrants an immediate coordinated response from multiple sectors (WHO, 2006:1).

As cited in Dessalegn Mekuriaw (2006), gender based violence which may takes place by men or women and between members of the same sex is alarmingly wide spread across variety of cultures. However, the one which takes place by men on women has been and remains prevalent in developed societies, and is apparently on the increase in the developing societies, particularly in Africa.

In Ethiopia, violence against women and girls occurs everywhere, including in homes, at work places, in schools, on streets, at market places, on buses and other transport facilities and etc. In general, there is no safe place for them to relax and enjoy their lives as human being because of the sex they are born with (Ahmed, 2007).

Gender based violence is happened due to the fact that society's unequal attitude towards female and male. In Ethiopia, the society's attitude to female and male is not based on equality rather it is based on giving high respect and position to men and the lower position for women. This is because the deeply rooted patriarchal, the hierarchical relationship between men and women in which men are dominant and women are subordinate.

Gender based violence is embedded in the context of cultural, socio-economic, and political power relations. These relations, in whom male power dominates, reduce women to economic and emotional dependency, the property of some male protector. Societies organized around gender, hierarchical power relations give legitimacy to violence against women. In such societies gender violence takes shape not only as physical abuse, but also as emotional abuse through threats and reprisals, as exploitation, as discrimination, all of which are rooted in control and coercion (Wolde Giorgis, 2004).

Emotions are complex psychological experiences. They have at least three components: (1) the cognitive aspects of emotions are the labels and meaning we give to emotions, like fear, love, or anger; (2) the behavioral aspects are the actions, like gasping, embracing, or fighting; and (3) the physical aspects are the physiological changes, like butterflies in stomach, increased rate of breathing, or increased blood pressure, that happen while an emotion is being experienced (Newman, 1983).

Emotional violence is a term used to describe a situation that is going on in the minds of individuals. It may take the form of insulting, word harassment, intimidation, make fun of playfully or annoyingly, irritate etc. It is far more than just making fun.

As mentioned in Ahmed (2007), generic form of gender based violence in Article 2 of United Nations Declaration on violence against women, categorizes generic forms of violence against women, as recognized by International Community. These include:

Physical: punching, kicking, choking, stabbing, mutilation, disabling, murder.

Sexual violence: rape, unwanted touching, or other acts of sexual nature, forced prostitution.

Verbal or Psychological: Threats to harm a woman, destruction of favorite clothes or photographs, repeated insults meant to demean and erode self esteem, forced isolation from friends and relatives, threats of further violence.

Financial: Taking away a person or specifically women's wages or other income, limiting or forbidding access to family income, other forms of control and abuse of power.

As indicated by Gudeta (2008), Psychological Abuse: most researchers agree that psychological abuse is perhaps the most invisible aspects of violence against women, though it is likely the most pervasive type of maltreatment that women in violent relationships are made to suffer. Psychological abuse includes manipulative or threatening behaviors that are used to instill fear, such as punching walls, killing pets or stalking. It also includes verbal abuse, such as making comments that are derogatory, demanding or embarrassing.

According to him emotional violence, such as systematic humiliation, controlling behavior, degrading treatment and threats of harm also have serious impact on the victim.

Emotional violence: defined as criticizing, ignoring, yelling, isolation, humiliation (Sosena, 2007).

Emotional or psychological violence: for example belittling, derogatory remarks about a woman's appearance or sexuality, verbal abuse, intimidation and humiliation in front of other people, plus controlling behaviors including acts to constrain a woman's mobility or her access to friends and relatives, extreme jealousy, etc (Garcia-Moreno et al., 2005).

Psychological/emotional violence involves trauma to the victim caused by acts, threats of acts, or coercive tactics. Psychological/emotional abuse can include, but is not limited to, humiliating the victim, controlling what the victim can and cannot do, withholding information from the victim, deliberately doing something to make the victim feel diminished or embarrassed, isolating the victim from friends and family, and denying the victim access to money or other basic resources (CDC, 2007).

1.2. Statement of the Problem

Emotional violence then acts as a control on most women by censoring their general mobility in and accessibility to public spaces, thereby affecting their sense of personhood and security. It heightens feelings of dependency on men for protection even though some women may be economically or emotionally independent. It often adds to the traumas experienced in other spaces, be it other work places or in the domestic sphere making the experience of male violence a rather not to be faulted and everyday affair. Women too internalize the experience of emotional violence as normal, harmless and often deserved.

Because of the hidden nature of the problem, research on emotional violence is fairly new mainly in developing countries such as Ethiopia. What makes it worse is that there is no reporting mechanism for this type of violence in Ethiopia and no one knows where to report it. It was said that even when a woman reports a case of emotional violence to the police, the response given by the police often is “But he did not beat you, so why you complain?” This means only physical violence is considered as violence and gets attention. Those women who are terrorized or psychologically tormented are not seen as victims and not given any further action.

Acts of emotional violence vary according to the age level, social and economic situation of the victim and the perpetrator etc. It is a manifestation of the abstract values set in society that have implanted a wrong image of the identity of women and consequently pervert the nature of relationship between the two sexes.

Emotional violence is the most serious problem that has everlasting consequence on the personality of female adolescent and the society at large. Even if emotional violence’s effect ranges from minor depression to psychological disorder on female students, it is not vivid as a problem by the society, by the perpetrators (especially men) and even sometimes by the victim themselves.

In Ethiopia, emotional violence in the penal code is not clearly defined as in international standard and the different manifestation of emotional violence did not placed so as to be used as frame of reference by the legal enforcing bodies.

According to the observation which was made on the students of Addis Ketema Preparatory School, emotional violence is the day to day events for the female students inside the school. It creates a conflict between female students and the community of the school and influence on the education and personality of female students.

Therefore, this research attempted to study the nature and effects of emotional violence against grade eleven female students with respect to their education and overall personality trait. Specifically, the study attempted to answer the following questions:

1. What is the nature of emotional violence against grade eleven female students of Addis Ketama Preparatory School?
2. What are the effects of emotional violence on grade eleven female students of Addis Ketama Preparatory School?
3. How can the victims and the school address the problem of emotional violence experienced by female students of Addis Ketema Preparatory School?

1.3 Objective of the Study

1.3.1. General Objective

The major objective of this study is to assess the nature and effects of emotional violence against grade eleven female students of Addis Ketema Preparatory of School, Addis Ababa.

1.3.2. Specific Objectives

Specifically this research has been designed to:

1. examine the nature of emotional violence experienced by grade eleven female students of Addis Ketema Preparatory School.

2. analyze the effects of emotional violence on grade eleven female students of Addis Ketema preparatory school.

3. identify the role of the victims and the school to address emotional violence experience by female students of Addis Ketema preparatory school.

1.4. Operational Definitions of Key Terms used

Emotional Violence (Psychological Abuse) in this research is considered as forms of harassment adolescent school girls face that are considered trivial, funny and part of everyday life, thus acting as normal mechanisms legitimizing harassment by positioning the very presence of girls in public space here in the school: in the class and in the school compound.

Nature of emotional violence against female students in this research includes incidences of experienced emotional violence, types of emotional violence, and reasons for emotional violence and magnitude of emotional violence against female students.

1.5. Rational of the Study

Every student need safer environment for teaching- learning process, to stay longer hours in the school compound, to read more in the library, to discuss ideas with friends, to do home work and projects. If the school environment is not safer to do so, they will go home as soon as the last period bell rang. Once they get home due to their gender role everybody need their help and they do not study as much as they do if they were either in the library or in the school compound. This will create an impact on their learning and this in return has an impact on the country' development since half of the population will end up without qualification. And this study, therefore, tried to investigate the nature and effects of emotional violence against female students of Addis Ketema Preparatory School.

And when the student researcher was in junior secondary school, there was girl class mate who was very obese. Everybody including our teacher made fun of her weight. For example her class mates call her 'Emama', 'Duba', which they use to refer big weight

etc. When she made a mistake answering a question the teacher change the class into burst of laugh by saying, “what you know is only eating.” When she walk home with her friends, boys on the street said to her ‘are you picking your children?’. Her family tried a lot of dieting mechanism and sport activities in order to lose her weight, but they failed. She was hurt psychologically by what people called her, acted on her and she finally dropped her education and started to work in her family’s shop. Everybody of us was surprised with her measure and no one was in a position to understand how she was emotionally hurt and as a result we nagged her to get back to school but she didn’t. Personally, I was surprised with her reason and decision of quitting her education for name calling, making fun of her.

So, the idea of conducting research on emotional violence was in the researcher’s mind for a long time. However, the researcher is teaching personal observation, noticing the increased magnitude of these types of eve teasing an instrumental to take this research which needs an urgent attention.

1.6. Significance of the Study

The study expected to:

- Create awareness to school administration and community about the extent and impact of emotional violence on female students.
- Help the school administration to make practical decisions in alleviating the violence in the coming academic year.
- Serves as a spring board for researchers who want to do a related and further research on the topic.

1.7. Ethical Consideration

‘Informed consent’ means that research subjects have the right to know that they are being researched, the right to be informed about the nature of research and the right to withdraw at any time (Clive Seale, 2007). Hence, the researcher explained the objective of the study and its significance. The researcher obtained relevant permission from the

concerned bodies. And at individual level the purpose of the study was explained and verbal consent was obtained from all participants prior to their participation in the study. Furthermore the investigator informed that their participation in the study is voluntarily and they were not obligated to provide response to any question(s) which made them uncomfortable. They were also informed to be free to withdraw their participation at any time. Participants were assured that confidentiality of their response will be assured through filling the questionnaire in private and their name would not be included in the questionnaire.

1.8. Delimitation of the study

The study focus on female students of Addis Ketema Preparatory School for the reason female students face emotional violence because of their gender in addition to other factors like economic condition, educational status, race etc

And the study focused on grade eleven female students of Addis Ketema Preparatory School who are attending their education in 2002 EC since these students will stay in the same school in the coming academic year and enables the school administration to implement the recommendation suggested in this research.

The research only took respondents from 6 sections out of 17 sections since it is not manageable to take all female students as research participants due to time and budget constraints.

1.9. Limitation of the Study

During the research course of time the researcher came across with problems of finding research conducted and books written on emotional violence and as a result the researcher can't enrich more the literature review part of the research, all of the research participants did not fill and return the questioner to the researcher, due to time and financial constraints the study focused on only Addis Ketema Preparatory School female students and 198 sample sizes.

1.10. Organization of the study

This research consists of five chapters. The first chapter introduces the topic; and contains the objectives, significance, delimitation, operational definition of key terms, rational of the study and limitation of the study.

Chapter Two dwells on theoretical and related literature reviews.

Chapter Three discussed the research methodology used in the study; also it presented the entire process: research method of data collection, sampling techniques, sample size, sources of data, and data analysis techniques.

Chapter Four dealt with data presentation, analysis and interpretation. Quantitative data presented first and Qualitative data and Observation encourage the information of Quantitative data. Other related studies also introduced to explain and justify the findings in attempt to make sense out of them.

Chapter five deals with summary of the major findings, conclusion reached from the study and some recommendations based on the findings.

CHAPTER TWO

2. Related Literature Reviewed

2.1. What is gender based violence?

An abuser will do everything he can to make you feel bad about yourself, or defective in some way. Make you believe you are worthless. Insulting, name calling, shaming, and public put downs are all weapons of abuse designed to erode your self-esteem and make you feel powerless.

Threat- abusers commonly use threats to keep their victims from leaving or to scare them in to dropping charges. File false charge against you.

Gender based violence is happened due to the fact that society's unequal attitude towards female and male. In our country, the society's attitude to female and male is not based on equality rather it is based on giving high respect and position to men and the lower position for women. This is because the deeply rooted patriarchal, the hierarchical relationship between men and women in which men are dominant and women are subordinate, nature of the society. Gender violence is abundantly evident that of traditional masculine gender in patriarchal society is closely connected with escalating violence toward women. Virtually all masculinity norms (anti femininity, toughness, self reliance, aggression and sexual conquest) reinforce this fact (Let us Talk about Gender, 2000).

Even before children begin school, their parents and society in which they live treat boys and girls differently. Examples of the process of gender stereotyping: dolls for girls but truck for boys, quiet games for girls but noisy games for boys, frilly dresses for girls but grubby jeans for boys, staying close to home for girls but venturing out for boys. Thus, when children start preschool, they already hold belief about what clothes, games and behavior are appropriate for boys and girls, and they bring this beliefs to the school experience (Brannon, 2008, p.300).

Brannon, (2008) the nurturing role ascribed to daughters emerges from a combination of social and cultural factors. Brannon's (2008) account of cultural transmission in family emphasizes how successive of generations will uphold values and traits with minor modifications over time. The impact of giving and receiving resources along gender lines creates expectation across the sexes, with women assigned to the role 'providers of care'. Brannon(2005) as cited in Simpson(2007) identifies two cases where both daughters (women) were struggling 'to repay and to repeat a pattern of caring for kin while, at the same time, seeking to break out of the mould set by her own mother in which care and family life had closely circumscribed her horizons'.

2.2. Gender Based Stereotype

Stereotyping is morally reprehensible as well as psychologically oppressive on two counts, at least. First, it can hardly be expected that those who hold a set of stereotyped beliefs about the sort of person I am/will understand my needs or even respect my rights. Second, suppose that I, the object of some stereotype, believe in it myself - for why should I not believe what everyone else believes? I may then find it difficult to achieve what existentialist call an authentic choice of self, or what some psychologists have regarded as a state of self- actualization. Moral philosophers have quite correctly placed a high value, sometimes the highest value, on the development of autonomy and moral agency. Female stereotypes threaten the autonomy of women not only by virtue of their existence but also by virtue of their content. In a conventional portrait, women deny their femininity when they under take action that is too self- regarding or independent (Andereasen, 2005).

2.3. International Standards on Violence against Women

2.3.1. Declaration on the Elimination of Violence against Women /DEVAW/

The UN General Assembly in its resolution 48/104 of 20 December 1993 adopted the declaration on Elimination of Violence against Women /DEVAW/ which is an important milestone in the advancement of the protection of women's rights. DEVAW defines violence against women as:

any act of gender based violence that results in, or is likely to result in, physical, sexual or psychological harm done towards women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life./p108/

The declaration refuted the distinction between violence committed against women in public and private spheres declaring for the first time that women must be protected from violence committed against them both in the privacy of their home as well as in public (Wolde Giorgis, 2004).

2.3.2 Beijing Platform for Action (1995)

Beijing Platform for Action reaffirms that violence against women violates, impairs and nullifies the enjoyment by women of their human rights and fundamental freedoms. It further calls for the elimination of gender-based violence, as it is incompatible with the worth of the human person. Such acts include: battering and other forms of domestic violence, sexual abuse, sexual slavery and exploitation, and international trafficking in women and children, forced prostitution and sexual harassment as well as violence against women resulting from cultural prejudice, racism and racial discrimination, xenophobia, pornography, ethnic cleansing, armed conflict, foreign occupation, religious extremism and terrorism.

The platform for action calls for governments to take urgent action to combat and eliminate violence against women including those resulting from harmful traditional practices. Among the actions suggested are, gender sensitive human rights education to public officials including police, military personnel, corrective officers, health and medical personnel, the judiciary members of parliament, teachers, etc (Wolde Giorgis, 2004).

2.4. Violence against women under Ethiopian Laws

In many countries, criminal law deals with acts of violence against women. Criminal laws provide punitive measures like imprisonment and fines that may serve as

deterrents to perpetrators of such violence. Some countries have amended their criminal laws and expanded them to provide penalties for certain types of cultural practices that constitute violence to women in the family. For example in India “Dowry deaths” is designated as crimes under their criminal law. Ghana and England have criminalized FGM.

2.4.1. Psychological violence

Though the definition of violence in the DEVAW includes psychological violence, such violence is not explicitly defined and criminalized under the Ethiopian criminal law, which is not surprising given the time it was issued . However, none of the proposed amendment documents have recognized such type of violence against women and neither does the new criminal law recognize such acts as a crime thus failing short of international standards on the protection of women against violence. The newly adopted criminal law makes reference to psychological harm caused to victims of harmful traditional practices but does not explicitly recognize psychological violence as such.

When we look at the practice of other countries, some have defined psychological violence explicitly in their law.

In some legislation, verbal abuse, which can be interpreted as psychological violence, is also prohibited (Wolde Giorgis, 2004).

2.5. What is emotional abuse?

Laura (2006) there is no universally accepted definition of emotional abuse. Like other forms of violence in relationships, emotional abuse is based on power and control. Emotional abuse follows a pattern; it is repeated and sustained. If left unchecked, abuse does not get better over time. It only gets worse. The following are widely recognized as forms of emotional abuse:

Rejecting: refusing to acknowledge a person's presence, value or worth; communicating to a person that she or he is useless or inferior; devaluing her/his

thoughts and feelings. Example: repeatedly treating a child differently from siblings in a way that suggests resentment, rejection or dislike for the child.

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

Terrorizing: inducing terror or extreme fear in a person; coercing by intimidation; placing or threatening to place a person in an unfit or dangerous environment

2.5.1. Effects of emotional violence

- Emotional abuse can severely damage a person's sense of self-worth and perception;
- Repeated verbal abuse such as blaming, ridiculing, insulting, swearing, yelling and humiliation has long-term negative effects on a woman's self-esteem and contributes to feelings of uselessness, worthlessness and self-blame.
- Emotional abuse can have serious physical and psychological consequences for women, including severe depression, anxiety, persistent headaches, back and limb problems, and stomach problems.
- Women who are psychologically abused but not physically abused are five times more likely to misuse alcohol than women who have not experienced abuse.
- Cause a girl to fear for her safety or the safety of someone she knows.

2.5.2. Detecting emotional abuse: Emotional abuse may be difficult to detect.

However, personal awareness and understanding of the issue is key to recognizing it.

The following indicators may assist in detecting emotional abuse.

2.5.3. Possible indicators of emotional abuse: depression; withdrawal; low self-esteem; severe anxiety; fearfulness; failure to thrive in infancy, - aggression; emotional instability; sleep disturbances; - physical complaints with no medical basis; inappropriate behavior for age or development, overly passive/compliant; extreme dependence, underachievement; inability to trust; feelings of shame and guilt; self-

blame/self-depreciation; - other forms of abuse present or suspected, substance abuse; avoidance of eye contact.

2.6. Different dimension of Emotion

Different dimensions of emotion are biological, cognitive, behavioral and socio-cultural. Cognitive Dimension: Thinking is said to be responsible for feelings of love and hate, joy and sadness. While giving cognitive process the main credit for emotion the cognitive theories also recognize the role of brain and the body in emotion. That is, hypothalamus and autonomic nervous system make connections with the peripheral areas of the body when emotion is experienced. According to cognitive theorists, body and thought are involved in emotion (Santrock, 1997).

Behavioral Dimension: The behavioral component can be verbal or non verbal. Verbally a person might show their love for someone by professing it verbally or display their anger by saying some nasty things. Nonverbally, a person might smile, frown, show a fearful expression, drop their head, or slump their posture (Santrock, 1997).

2.7. The fundamental changes occurred during adolescence

According to Hill, there are three features adolescent development that give the period its special flavor and significance:

The onset of puberty-involve changes in the young person's physical appearance (including breast development in girls, the growth of facial hair in boys and a dramatic increase in height for both sexes) and the attainment of reproductive capability- the ability conceive children (Brooks-Gunn and Reiter, 1990 as cited in Steinberg,1993). The impact of puberty will appear on adolescent's psychological development and social relations. Puberty requires adaptation on the part of young people and those around them. The adolescent's self image, for example may be temporarily threatened by marked changes in physical appearance. The body changes, the face changes and not surprisingly, the way adolescent feels about himself or herself changes. Relationships

inside the family are transformed by the adolescents' greater need for privacy by his or her interest in forming intimate relationships with peers. Girls may suddenly feel uncomfortable about being physical affectionate with their fathers, and the boys with their mother. And of course, adolescents' friendships are altered by newly emerging sexual impulses and concern.

Second the emergence of more advanced thinking abilities (cognitive transformation) – the emergence of more sophisticated thinking abilities is one of the most striking changes to take place during adolescence. The implications of these cognitive changes are also far reaching. The ability to think more capable in hypothetical and abstract terms affects the way adolescents think about themselves, their relationships, and the world around them. Even the way that day-to-day decisions are made is affected. For the first time, individuals become able to think in logical ways about what their lives will be like in the future, about their relationships with friends and family, and about politics, religion, and philosophy

And third the transition into new roles in society (Social transformation)-societies redefinition of the individual provokes reconsideration of the young person's capabilities and competencies. As the young person's treatment by the society changes, so do relationships around the home, at school and in the peer group. Changes in the social status also permit the young person to enter new role and engage in new activities, such as marriage and work, which dramatically alter his or her self image and relationships with others. The adolescent on the verge of becoming an adult, has choice to consider that previously did not exist for him or her. We refer to these three sets of the changes-biological, cognitive and social- as a fundamental change of adolescence. And they are changes that occur universally; virtually without exception, all adolescents in every society go through them (Steinberg, 1993).

2.7.1. The origin of adolescence as a special age of 'storm and stress'

Stanley Hall in 1904 brought the notion of adolescence being a period of 'storm and stress' to psychology; and the 'storm and stress' of adolescence was to be guided in directions that would fit with a society required (Valsiner, 2005). First, the focus on

adolescent conformity concentrated on the question of how one could capture control over adolescent boy's actions through inculcation of their 'school spirit' in secondary schools. It was believed that through homogenizing the roles of boys in schools- social control could be established. Secondly, loyalty was to be promoted through the suggestion of 'hero figures' for adulation and emulation. Of course, the combination of conformity hero figure identification would guarantee success of social control better than either of the two tactics separately.

Second, main moment of change concerns sexual maturation which creates the social need for granting collective- culturally acceptable forms of conduct. This leads in different societies to the organization of different ritualistic events that mark the symbolic transition of the children in to adulthood (rites of passage). On the side of personal cultures of the adolescents, the marked speeding up of biological maturation creates the stress of psychosocial adjustment to emerging sexual feelings. These feelings are first and foremost played out on the basis of boy's and girl's body related conduct (Valsiner, 2005)

2.7.2. Unique character of female students

Adolescent females are aware of major changes in the shapes and features of their bodies, and they also experience a major transition when they reach menarche. In addition, entry to adolescence is often marked by a change in schools. Rather than relatively intimate elementary school, they now attend a more complex, impersonal junior high school. Adolescent females are more likely than adolescent males to say that they become very upset if someone gets angry with them and that their feelings are hurt very easily. Furthermore, females are more likely than males to say that they are nice to people they don't like (Rosenberg and Simmons, 1975). In other words, young women are more responsive to negative behaviors from others. Young men, in contrast, retain relatively cool neutrality (Simpson, P. L. 2007).

Erickson (1950) as cited in Muss (1996), adolescence has been characterized by as the period in the human life cycle during which the individual must establish a sense of personal identity and avoid the dangers of role diffusion and identity confusion. Identity

achievement implies that the individual assesses strength and weaknesses and determines how he or she wants to deal with them. The adolescent must find an answer to the identity questions: “Where did I come from?” “Who am I?” “What do I want become?” Identity, or a sense of sameness and continuity, must be searched for. Identity is not readily given to the individual by society, nor does it appear as a maturational phenomenon when the time comes, as do secondary sex characteristics. Identity must be acquired through sustained individual effort. Unwillingness to work actively on one’s identity formation carries with it the danger of role diffusion, which may result in alienation and a sense of isolation and confusion.

Since an identity can be found only in interaction with significant others, a process Erikson refers to as psychosocial, reciprocity, the adolescent often goes through a period of a great need for peer group recognition and almost compulsive peer group involvement. Conforming to the expectations of peers helps adolescents find out how certain roles fit them, but peer group conformity can also create a new kind of dependency, so that the individual accepts the value of others too easily without really addressing the identity issue of how well they do fit him or her. As long as the adolescent depends on role models and feedback, the in-group feeling that the peer group provides will remain quite strong. Particularly during the time when the body image changes so rapidly, when genital maturation stimulate sexual fantasies, and when intimacy with opposite sex appears as a possibility with simultaneously positive and negative valences, the adolescent relies on peers for advice, comfort, companionship and uses peer as a personal sounding board. Eventually, adolescent must free themselves from this new dependency on peers- which has just replaced their dependency on parents- in order to find them, that is, to attain a mature identity. Such an identity, once found, gives the young adult a sense of ‘Knowing where one is going’ and an inner assuredness of anticipated recognition from those who count” (Erikson, 1959: 118 in Muss, 1996:52)

2.7.3. Structure of adolescent personal culture

Viewed from cultural developmental psychology, adolescence is a central period for the establishment of an elaborate structure of personal culture. Since personal culture is

constructed through constructive internalization and externalization, the claim of uniqueness of adolescents' personal worlds is normative. Adolescents necessarily construct their socio-moral worlds in ways that go beyond that of their parents- yet are based on the social input from the very same parents. The added secrecy of the personal worlds of adolescents may be a troubling issue for parents, but for the psychological developments of the adolescents is a necessary part of development. A number of central themes can be charted out to characterize adolescents' personal culture (Valsiner, 2005).

In modern societies, there are four main contexts that affect the development and behavior of young people: families, peer groups, schools and work and leisure settings. The nature and structure of these contexts dramatically affect the way in which the fundamental changes of adolescence are experienced. To the extent that one adolescent's world differs from another's, the two young people will have very different experiences during the adolescence years (Steinberg, 1993).

2.7.4. Relationship of Adolescence

2.7.4.1 Peer relations During adolescence peers become a major focus for social and emotional involvement. The peer group becomes more structured and organized. Popularity and acceptance into a peer group at the high school level may be based on several characteristics. These include good looks; athletic ability; social class; academic performance; future goals; religion; ethnic group; and special talents. The members of the peer group may shape their behavior in order to meet the group standards. What is more, rejection from peers can have serious consequences for self-esteem.

There is clear evidence for the increase in need for peer approval childhood to early adolescence. The pattern of peer conformity peaked at the 12 to 13 age range and decreased during the high school years. This pattern shows that the influence of peers rises but then gradually gives way to greater confidence in one's own judgment.

Peer group membership has a number of lasting influences (Newman, 1983). First, there is the positive feeling of having been a part of a group. This provides a sense of

optimism about engaging in more complex social groupings or about seeking peer associations. Second, the peer group provides a support adolescents strive to achieve some autonomy from their presents. Third, group participation contributes to the development of social skills that will continue to be important in work and family settings. Fourth, most adolescents use the peer group to clarify their own identity. Adolescents can begin to see how their own goals and values are similar to those of the peer group and how they are different.

2.7.4.2. Parent-adolescent relations: There are different theories about parent-adolescent relations. In the psychoanalytic view early adolescence brings a gradual loosening of emotional ties with earlier love objects, especially parents. A reawakening of sexual impulses is threatening to the adolescent-parent relationship. To minimize this threat, the adolescent may withdraw, rebel, become defensively rigid in his or her adherence to parental standards.

2.8. Self-Concept during Adolescent

Adolescent females are aware of major changes in the shapes and features of their bodies, and they also experience a major transition when they reach menarche. In entry adolescence is often marked by a change in schools. Rather relatively intimate elementary school (Simmons et al., 1987 in Steinberg, L. 1993). Instead of the gender segregation that characterizes most elementary schools, they find a new emphasis on dating and being part of couple.

A major change for adolescents, caught in the midst of so much change, is to establish a self-concept or sense of identity (Mercer et al., 1989 in Steinberg, L. 1993); Whereas the self-concept of a child focuses on concert descriptions, the self-concept of an adolescent is likely to be more abstract self-portrait that focuses on personal and personal characteristics (Harter,1990).Components of this self-concept included physical self-concept, satisfaction with gender, ethnic identity, and competence and self-esteem (ibid).

2.8. Related Feminist Theories

2.8.1. Liberal Feminist Theories

Liberal feminists hold that freedom is a fundamental value, and that the just state ensures freedom for citizens. Liberal feminists share this view, and insist on freedom for women. There is disagreement among liberals about what freedom means, and thus liberal feminism takes more than one form. And they divided 1) classical liberal or libertarian feminism and 2) egalitarian liberal feminism.

And this research is based up on classical or libertarian feminist point of view. They believed culture of societies is patriarchal and it is a significant source of women's oppression. They hold that the patriarchal culture and the state are complementary systems of oppression. Cultural libertarian feminists hold that much of the oppression women suffer today is non coercive, however, and thus should not be met with state remedies but with a nonviolent movement for feminist social change.

As libertarianism believes emotional violence against female students is one form of women's oppression because of patriarchy. And as result men/boys humiliate, belittle, embrace etc women/girls in the public space- school and influence their education and over all personality. And the influence of emotional violence is only recognized by the victim and this nature of the violence make it difficult to start charge against of it, but the state had to provide mechanism that enables the women to report about it.

In practice the penal code of Ethiopia mention about the psychological violence, but it doesn't clearly state the manifestation of the problem and it doesn't harmonize the international standard instruments with the code. So, the state itself is about impliedly sustained the problem of emotional violence against women in the society. Hence, the patriarchy and the practice of the state that directly and indirectly sustain this emotional violence in women life has to be overthrown from its root.

One thing that can't make feasible the idea of liberal feminists in one country is their idea of abolishing the state. Without state the sovereignty of nation can't be achieved hence rather than abolishing the states it will be better the women be part of the state

and struggle every violence particularly emotional violence from women life specifically female students' life.

2.8.2. Radical Feminist Theory

Radical Feminist theory interested in the structural change of the society. It views patriarchy as the basic system of power up on which human relationships in society are arranged. It seeks to challenge this arrangement by rejecting standard gender roles and male oppression. (Wikipedia, 2006)

Radical Feminists believe that, society must be changed at its core in order to dissolve patriarchy, not through just acts of legislation. They suggest that the domination of women is the oldest and worst kind of operation in the world. It is the rigid gender role system that has created operation, and the radical feminist mission is to overthrow this system by any possible means. They completely reject these roles and all aspects of patriarchy. The ultimate aim is to change gender relation fundamentally by eliminating male power and values. Radical Feminists emphasize their difference from men. They form groups that exclude males completely. They must struggle as women to overthrow patriarchy and operation in women only groups. (Wikipedia, 2006)

As indicated above, the researcher selected the Radical Feminist theory for this research, because as the experience of Ethiopia shows us having inadequate law on emotional violence could not bring the desired change on the rights of women. And this legislation measures could not change the various violence acts committed on women, mainly due to the negative societal attitudes towards women and girls. Regardless of these beautiful laws and policies, Ethiopian women and girls are still daily suffering from various violence acts and other discriminations.

Therefore, it is proved from our experience that legislative measures alone cannot bring the desired change on women. Unless the power relations between men and women are altered through the radical structural change, only making legal reforms do not bring major change on women life. What is more important is changing the negative attitude of the society towards women by mass awareness creation of the society at large. As

highlighted by the radical feminists, to emancipate women, patriarchal attitudes of society should be changed by removing the rigid gender roles which assigns women to the domestic sphere. This is possible through the conscious and organized struggle of women themselves. Therefore, to bring about genuine equality between men and women the society should be changed at its core. In other words to bring the desired change, social, cultural and attitudinal change should be introduced into the society.

As described above the researcher used Radical Feminist theory for this research. But this does not mean that this feminist theory should be copied and adopted as it is. It does not also mean that this theory is perfect in all aspects and it goes hundred percent with our context. The use of artificial means of reproduction for instance, does not fit to our context both in technological advancement and cultural aspects. And again, even if the active struggle of women themselves is important in alleviating women problems, the role of gender sensitive men is also equally important to change the existing gender relations. Therefore, the need to adjust this theory to our context should be recognized.

CHAPTER THREE

3. Methodology

This chapter discusses the methodology applied in the study. It consists: the methods of the study, methods of data collections, sampling techniques and sample size, source of data and data analysis techniques applied.

3.1. Methods of the Study

The aim of this research is to assess the nature and the impact of emotional violence against female students of Addis Ketema Preparatory School. To conduct this study the researcher employed descriptive research since according to Durrheim (2006) descriptive research aim to describe phenomena through type of description. The researcher employed descriptive research in the study and investigate the phenomena of emotional violence against female students. And the researcher also employed both quantitative and qualitative methods of approach. According to Lewin (2006) mixed- method approach in social inquiry are used to construct triangulation, which involves the use of multiple methods- each representing a different perspective or lens- to assess a given phenomenon in order to enhance confidence in the validity of the findings and in order to obtain quantifiable and subjective information.

3.1.1. Quantitative Methods

The intention of the researcher to use quantitative method in the research is that the magnitude of the emotional violence against female students could be best explained by quantitative method. According to Sayer (1992) quantitative methods is precise, unambiguous language which can extend the power of inductive reasoning with ‘black - and- white’ affairs. Hence the researcher assumes that quantitative method can show how many of female students face emotional violence in their day to day life and how the problem is serious in the society.

3.1.2. Qualitative Method

As Brewer (2003) explained the qualitative method is important in order to see how problem is intense in individual life. And the data which is collected would help the

researcher in order to see the respondents' meaning, belief, perspective, experience of emotional violence in their personal life in detail and construct knowledge how it affected their education and their day to day life.

3.2. Study Area

According to the information desk of Addis Ketema Preparatory School, the today Addis Ketema Preparatory School was established on Tikimte 13, 1952 E.C by the Emperor Haile Selasei regime by taking into consideration the population of the place on the present location with its former name 'Beg Tera' on the surface area of 2,2185meter square by the name of 'Memorial of Leule Mekonen Haile Selasei School.

Memorial of Leule Mekonen Haile Selasei School had started its work with 510 students and 73 teachers and administration workers. And in 1955E.C it provided 25 students for National Exam.

And due to the transition of government Derge in 1966E.C the name of the school changed to Addis Ketema Preparatory School.

Currently Addis Ketema Preparatory School is one of the famous schools in providing a lot of students for different Universities.

The researcher selected Addis Ketema Preparatory School as a study sites as: data was accessible to the researcher to study the issues properly, the researcher assume that the manifestation of emotional violence will be available on the students' of Addis Ketema Preparatory School since they are living and learning in a place which is potentially risk for different kinds of violence particularly emotional violence due to the presence of the big market in Africa in their village and around their school relative to other living area and school in Addis Ababa. Hence, the researcher believed that the students will reflect the abusive behavior they observe in the day to day conduct of society in the environment to their class and school mate.

3.3. Sample Size Used

According to Durrheim and Painter said (2006) as rule of thumb, sampling ratio of 30% is required for small populations of approximately 1000. And the researcher used 176 female students which is 37% of the total female students (472) of grade eleven.

In general the study incorporated 198 respondents: 176 of female students were survey respondents, 15 of female students were interviewees who selected other than the survey respondents and 7 respondents were key informants from the school administrative and teachers that are: one director of the school, one student counselor, and four teachers and one gender focal person of the school.

3.4. Sampling Techniques

The researcher used different types of sampling techniques to select quantitative and qualitative data as follow:

3.4.1. Quantitative Sampling Technique

Currently Addis Ketema Preparatory school is providing teaching and learning opportunities for three grade levels i.e. grade 10, 11 and 12. Unlike grade 10 and 12 students, those students who are attending grade 11 will be in the same school; hence, as the researcher intends to apply the findings and recommendations of this study she has purposefully selected grade 11 students as the subject of the study.

This study took only female students as sample respondents. In 2002E.C Addis Ketema Preparatory School has 17 sections of grade 11. From the 17 sections six section which account 35% are being selected using simple random sampling technique (lottery method). In the six sections out of the total 472 female students of the 17 sections, there were 176 female which account 37% of the total, and the researcher used all of them as a sample.

3.4.2. Qualitative Sampling Technique

The researcher selected the 15 interviewees of female students and one male and one female teacher through convenience sampling technique. Convenient sampling involves the researcher selecting whichever cases are conveniently available (Henn, 2006). The researcher observed that emotional violence is a day to day event for female students in their school. And key informants of the school administration; student counselor (male), director of the school (male) and gender focal person of the school (female) were

selected purposely since they are directly concerned bodies to give solution when emotional violence happen against female students in the school. According to McMillan, (1996), purposive sampling is used to select individuals that will be most informative. And through convenience sampling technique three teachers were taken in order to know teachers' awareness on emotional violence and their reaction towards it.

3.5. Sources and Instruments of Data Collection

Sources of the data and the instrument used to collect those data are as follow:

3.5.1. Source of Data

The researcher included primary and secondary data sources in the study. Primary data sources are grade 11 female students, student counselor and director of the school, gender focal person of the school and teachers. Secondary data sources are books, magazines, information book of the school, web site, brochures and participants' personal records etc.

3.5.2. Instruments Used For Data Collection

Instruments used to collect primary data are questionnaire, semi-structured interview and unstructured observation.

3.5.2.1. Questionnaire

The researcher used self- completion questionnaire to collect quantitative data. According to Brewer (2003) questionnaires can offer the important advantage of anonymity which is an essential condition for co-operation by some respondents. In this case, since the topic is so sensitive or so personal, female students might feel shame to tell all what they experienced during interview session hence having self completion questionnaire is a better option.

Most of the questions are closed ended so as to make the coding process easier, there are also some open ended questions so that respondents can give their opinion freely. In addition, good questionnaires maximize the relationship between the answers recorded and what the researcher is trying to measure (Burton, 2000). Hence, the student

researcher prepared questions that can best investigate the students experience of emotional violence and translated in to Amharic in order to make clear the idea of the questions for the female students.

3.5.2.2. Semi-Structured Interview

Semi-structured interview has predetermined questions, but the order can be modified based up on the interviewer's perception of what seems most appropriate. Question wording can be changed and explanations given; particular questions which seem inappropriate with a particular interviewee can be omitted, or additional one included (Robson, 2002). The researcher used this flexible nature of semi structured interview and adopted it in the research to best investigate experience of emotional violence of female students. Semi-structured interview was employed to collect data from student interviewee and key informants.

3.5.2.3. Unstructured-Observation

Observation entails being present in a situation and making record of one's impressions of what takes place. Hence, the researcher being present in the environment and tried to observe the day to day interaction of the students. Even if there was observation check list, the researcher was flexible to observe relevant situation at the point of the scene. According to Lewin, (2006) using unstructured observation- the researcher is guided by prior knowledge and experience and 'sees' through the unique lens of her own socio-culturally constructed values dependent upon life history and factors.

3.5. Validity Tools/ Instruments Used

The researcher, in order to assure the validity of the instruments made pilot test. A pilot test is a mini version of the study carried out before committing the big one. This is done in part so that it can sort out technical matters to do with methods of data collection to ensure that, say; the questions in questionnaire are understandable and unambiguous. Just as importantly, it gives a chance to ensure that the right lines conceptually.

Pilot test is an opportunity to revise the design, to sharpen up the theoretical framework, develop the research questions, and rethink the sampling strategy- and perhaps to do a

further pilot (Robson, 2002). And based on the finding of the pilot test the researcher tried to add more questions in order to get enough response that help the researcher to reach on conclusion. In addition, the researcher understood that because of the pilot test female students' confused emotional violence with that of physical and sexual violence. Hence the researcher rather than asking directly about emotional violence like "Have you ever experienced emotional violence?" It was better to present by starting from examples of emotional violence first and asked their experience.

3.6. Data Collection Procedure Followed

After questionnaire, semi-structured interview and observation guide developed, the researcher went to Addis Ketema Preparatory School and asked permission to administer those tools on the predetermined respondents. Finally, data collection had been done by the researcher herself in order to make the data collection procedure consistent and reliable.

3.7. Methods of Data Analysis

a) Quantitative Data

The study employed descriptive statistics by way of percentage and frequencies to analyze the data collected. Descriptive statistics was used because it helps to describe the characteristics or properties and the relationships between variables.

b) Qualitative Data

Data collected using semi structured-interviews, and observation were interpreted and written properly to supplement the quantitative data.

CHAPTER FOUR

4. Data Presentation, Analysis and Findings

This chapter is the heart of the entire research work, in which the data collected by means of questionnaires; interview and observation are presented, analyzed and interpreted by using tables and textual discussion. Accordingly, the data gathered and analyzed in this chapter include the following major issues based on the specific objectives formulated for this research.

4.1. The Nature of Emotional Violence Experienced By Female Students.

The analysis of nature of emotional violence experienced by female students has been developed with the following three sub topics:

4.1.1. Experience of emotional violence

4.1.2. Types of emotional violence

4.1.3. Reasons of emotional violence

4.1.1. Experience of Emotional Violence in the Class Room

Table.1. Female Students' Emotional Violence Experience inside the School

Experience of Emotional Violence	Frequency	Percentage
Yes	136	97.1
No	4	2.9
Total	140	100

Based on the above table survey respondents who experienced emotional violence in their schools for the only reason they are female are 97.1% and this is because according to Let us Talk about Gender, 2000 traditional masculine gender in patriarchal society is closely connected with escalating violence toward women. This much amount of

respondents are experiencing emotional violence means the problem is very severe and the chance of every female students to face the problem is very high.

In line with this all of the interviewees informed they experienced emotional violence in their school. One of the interviewees Martha explained the situation like this;

I don't think there is female student who do not experienced emotional violence in her everyday life because the problem starts as soon as you leave your house, on your way to school and inside the school compound. In general, in my opinion there is no safe place of emotional violence.

Another interviewee fikirete said,

I consider this question as 'Have you ever eaten food?' of course always. It will be better if you ask me the day I haven't been exposed to emotional violence that is the day I spent my whole day in my bed being absent from school because of menstruation.

The third interviewee Almaz said,

If I did not experience emotional violence, my class and school mate were blind and they didn't see me while I was there with them.

Societies have high regards for educational institutions. Schools are viewed as instruments of positive change and development for realization of an individuals' potential in particular. As Coombs puts it,

When we send children to school, we expect that the experience make a desirable difference in their lives.we expect the schools to give them things they can't get else. Where among others, we expect the schools to endow children with the means to lead fuller, more satisfying lives and to enjoy the 'humanistic' aspect of education as an end in itself. ...we also expect the school to endow children with the means to better citizens, to get a better job and to contribute more to society's welfare (Coombs 1968:17)

Even if the societies have such kind positive attitudes towards school, based on the above response of survey respondents and testimony of the interviewees female students are experiencing emotional violence in their school.

4.1.1.1. Perpetrators of Emotional Violence against Female Students in the Classroom

Perpetrators who can be included in the classroom are female teachers, male teachers, female students and male students and the percentage distribution of perpetration by the above people has been given in the table 2 below.

Table.2. Percentage Distribution of Survey Respondents by Perpetration in the Classroom

Perpetrators	Frequency	Percentage
Male teachers	51	37.5
Female teachers	12	8.8
Male classmates	58	42.6
Female classmates	15	11
Total	136	100

As shown clearly in the above table the perpetrators of emotional violence against female students in the class room are: 37.5% of them are male teachers, 8.8% of them are female teachers, 42.6% of them are male classmate and 11% of them are female classmate. The very significant numbers of perpetrators of emotional violence against female students in the classroom are male classmate and male teachers respectively and this has an implication for patriarchy norms of the society still work in the classroom and make female students victim of the system.

The interviewees' also informed that the significant perpetrators of emotional violence are male classmates and male teachers. And Samrawit explained the situation like this

I think all male have something common in their blood that pushes them to make emotional violence against female students; otherwise how can almost all male in the school emotionally violent towards female students.

As survey data and interview showed the majority of perpetrators of emotional violence against female students in classroom are male teachers and male class mates.

4.1.2. Types of Emotional Violence

4.1.2.1. Types of Emotional Violence Perpetuated By Teachers in the Classroom

Types of the emotional violence experienced by female students vary according to the place of its occurrence and the personality of the perpetrator. Hence the following table showed different reasons of emotional violence against female students by female and male teachers.

Table.3. Types of Emotional Violence perpetrated by Teachers

Types of Emotional Violence	Female Teachers		Male Teachers	
	Freq	%	Freq	%
a) Kicking from the class	4	33.3	8	15.7
b) Yelling at	5	41.7	8	15.7
c) Purposely ignoring the need of class participation	2	16.7	5	9.8
d)Deducting marks	-		10	19.6
e)Purposely speaking to attack	1	8.3	4	7.8
f) Purposely ignoring the students effort	-		5	9.8
g) Threatening for detaining on specific subject	-		11	21.6
Total	12	100	51	100

As shown in the above table the major type of emotional violence perpetrated by female teachers against female students in the classroom is 41.7% yelling at, 33.3% kicking out from the class, and 16.7% purposely ignoring the students' need of class participation. On the other hand male teachers perpetuate the following emotional violence (in a rank). Threatening for detaining on specific subject 21.6%, deducting marks 19.6%, yelling 19.7% and kicking out from the class15.7%.

As indicated by the respondents, male and female teachers differ in the type of emotional violence they perpetrate against female students. While female teachers often yelling at and kicking them out from the class, male teachers usually threaten and reduce mark.

The consequences of this violence on female students are: Yelling affect the attention of that particular student whom the teacher yelled at and the students of the whole class; kicking female students out the class has devastating effect on the learning of them since they stayed out of the class the whole period of the lesson, and they disturb another classes by talking loud with another kicked out students; purposely ignoring the students' need of class participation seriously affect the students' effort on their lesson and make them passive receiver of information.

Interviewees also indicated that they experienced emotional violence by their female teachers that range to unreasonable personality judgment, verbal attack, generalizing personal behavior and style of clothing for stupidity, dummy and laziness and unreasonable blaming. And they expressed their experience as follow:

Nesamet is a student who frequently looks with sportswear and ball. And she always has training with boys since there are no female students who played football other than her in the school; and she explained her experience of emotional violence like this:

Every people that I met every where consider me a tomy girl because of my hair and clothing style and the way I act since my child hood. What is bad with this look is that if there is some noise in the classroom or some kind of disagreement between teachers and students the first students that suspected to create that problem is me. But to tell you the truth as far as I know myself I never like such kind of situations in the class room.

The above confrontation that happened between female teachers and female students is because female teachers were also part of patriarchal society and they were shaped by the society how to cloth, the way they communicate with their teachers and class mates etc and they do the same on their students. But female teachers must understand this stereotypical thinking is wrong and let the students to be themselves rather than enforcing them to be fit with wrong norms.

Male teachers perpetrate emotional violence that is threatening, verbal attack and humiliating female students in front of their class mate, associating bad things, inability and failure with femaleness, bad name calling, under estimate academically etc.

Fikirete said,

No matter we female students are hard workers, our teachers do not give recognition for female's intelligence. With very minor mistake they generalize

the mistake is happened because we are female. For example, I may talk with my friend while the teacher was teaching that is mistake but it must not be understood as I am a female because there are also more male students who talk while the teacher is teaching. Generally, females' should not be judged with the pererspective of their gender.

And the interviewees also mentioned emotional violence as under estimating the intelligence of female students, verbal attack etc. Marta is a funny students whenever researcher saw her. And she explained her experience of emotional violence as follow:

My friends told me that I am asertive, but most of male teachers do not like the way I am. They think I report for the office if they miss classes. As a result, they treat me as if I am blackmailer and insults me infron of the class students.

Alem is tall and good looking students and anyone can guess she is shy in a glance. Throughout the observation time of the researcher, she walked looking down the ground and when she talked, she couldn't face individuals into their eyes. And she explained the emotional violence she experienced like this:

I don't want to mention the teacher name and what subject he teaches he hates me for no reason. I always do my homework on time and properly just like other students. But I didn't participate in his class due to the fact I am afraid of him. However, his hate for me is different. Intentionally, he asked me difficult question; and if I couldn't to answer, he said what you know is only looking at the mirror, but the fact is I am not such a decorated type of student. I wish to be absent from his class but I can't because my families are very serious about education. Always as much as possible, he speaks at least one word about me and tells me I am going to fail in his subject. What makes me feel shame is every student expects his insults of me; and when he gets out they talk about him and me.

Genet thinks that the emotional violence they faced is because her physical appearance and she explained her experience as follow:

One day my teacher insult me 'shimbira ras' and the whole class laugh at me because my hair is so short and so puffy. Starting that day my nick name became

‘shimbira ras’. Even if I begged my class mates to stop calling me so, they didn’t listen to me.

Selam among her friends she is the quietest of all. And she explained her emotional violence experience as follow:

By nature I am quite person. I don’t want to talk too much rather what makes me happy is to listen and read, but male teachers do not understand this. In the class, I don’t participate but I do my learning activities very seriously. But most men teachers without understanding my behavior they judge me as stupid, dummy etc and most of time, they told me to act as girl, but I didn’t do anything that consider me as boy except my uniform is trouser and my hair is short cut. But on the exam I score good result and my teachers think that the result is not mine rather I got it through cheating. Even there was time I was tested sitting alone on one desk and I did well in that situation too but still most of my teachers don’t want to accept me as good student. Generally teachers consider me as cheater, rebellion etc and that really hurt me a lot.

This perpetrators- victim of emotional violence relationship between male teachers and female students affect the teaching and learning process. For example the case of Selam, her teacher has low expectation on her educational performance and it will definitely have bad consequences on her actual performance because:- High or low teachers expectation plays a very important role in the academic performance of students. It is likely that many students in most classroom are not reaching their potential because their teachers do not expect much from them and are satisfied with poor or mediocre performance when they could obtain something better (Brophy and Good,1974). If the teachers keep undermining their students’ performance, the students will not use their potential fully and satisfied with their current performance. So, generally the acts of emotional violence one way or another has negative impacts on the students’ learning and the teachers-students relationships.

Generally, male teachers and female teachers are perpetrators of emotional violence but they are different in the type of motional violence they use and as a result female teachers often use yelling at and kicking out from the class where as male teachers use to threatening for detaining and deducting marks.

Table.4. Types Emotional Violence perpetrated by their Peers

Types of Emotional Violence	Female Students		Male Students	
	Frequency	%	Frequency	Percentage
a)Nasty glare	3	20	10	17.2
b) Making fun on your response	4	26.7	14	24.1
c) Bad nick name	3	20	12	20.7
d) Bad murmuring	5	33.3	5	8.6
e) whistling at the back	-	-	7	12.2
g)Anonymous love letters	-	-	2	
h)Write insult on the black board mentioning female students name	-	-	8	13.8
Total	15	100	58	100

The type of emotional violence female students encountered by their peers are: embracing them by staring at specific parts of their body, calling them by bad nick name based on their physical appearance, insulting and excluding them from classroom activities etc. In the following table students responded their experience as follow:

The dominant type of emotional violence that are perpetrated by female classmates are 33.3% of them responded bad murmuring, 26.7% of them making fun on female students response and the rest of the respondents each of them with 20% of distribution experience nasty glare and bad nick name calling. These violence have the negative impact on the side of the victim in a way: bad murmuring take the attention of the female students if they are in debate or some other activities in front of the students whom they are murmuring at them, making fun on female students' responses influence female students need of further classroom participation and make the students passive recipient of

information. Frequently, bad nick name calling arise from the physical appearance of the individual and make female students to feel shame about their physical appearance.

Interviewees also assured that female classmate murmur at them by looking at their clothes and shoes, make fun on their responses, and stare badly on different parts of their body when they get enter in to the class. One of the interviewee Azeb explained the situation like this

While I was a child, my mother made this tatoo around my neck. I loved it until the date I came to Addis, but now it become source of my embaracement as my classmate call me 'Nikise'. I hate it so much even I tried to erase it by any means but I couldn't.... This scar (by pointing to her neck) happened when I tried to erase it with rough leaf.

The significant types of emotional violence perpetrated by male class mates are: 24.1% making fun on female students' response, 20.7% bad nick name calling and 17.2% nasty glare. Just like mentioned above these type of emotional violence has negative effect on education and personality of the victims.

According to interviewees the types of emotional violence perpetrated by male classmate are: bad rumor, excluding female students from classroom activities, bad nick name calling etc

Senaite is often used to be alone in the school park and read her book. One day she was having tea in the same place alone researcher approached her and she explained her experience of emotional violence like this and she was very sorry when she talk.

I had one best male friend whom I frequently hangout with, we are on the same age and the same grade level. We raise together since our childhood. We spent most of our time together; in the school we have our lunch together, we come to school and get back home together, we studied together in the library etc. On top of this situation, there was one of male class mates who need to have love affairs with me and I rejected his proposal because I was not ready to have romantic relationship with anyone at that point. But, what this classmate did is to talk for everybody about I love my best friend whom I hang out with him. Both of us (my best friend and I) were not happy with this backbiting. Finally my best

friend decided to be far from me; and it was difficult for me because he was the only friend I had in the school. The worst part was, after I and my best friend lose in touch, the class mate who need love affairs with me, again talked that my friend damped me.

Liya also shares her experience:

Most of male students do not want to be in group with girl students and make discussion. What surprise me is that, most of the female students are not bad in academic, but what they don't want is working with girls; and sometimes, I ask myself what is wrong with being a female. And the teachers also keep quite when the male students complain working with female students.

Almaz said,

While we are out for physical education, we will be in sports trouser and t-shirt. And most of my class mates laugh at me during exercise time because of my big breast. And I feel shame on my breast and I try to hide it by wearing loose blouses, sweaters, and tight bras. And most of the time I try to lose weights in order to decrease the size of my breast, but I can't.

Samrawit is very sociable student and she greets every body on her ways. One day she was crying; and her friends tried to calm her down. In the middle of this situation, the gender focal person of the school met her and asked what happened to her. She was not in a position to tell what happened to her at that moment; she was grabbed with crying. After she calm down, she asked what happened to her. And she explained the situation like this:

At the beging of this year, grade ten students came to me and gave me a letter. The message of the letter was about he loves me and asks me to be his girl friend. I met him and told him that I don't want to have this kind of relationship with him because I do not know him and I am older than him. He tried to explain his feeling towards me and I told him we can't be together and I adviced him to focus in studying for his national exam. But he kept his trial to convience me, and he could't. Finally, what he startged doing is insulting me infront of other students. I tried to be patient and told him to stop it but he didn't stop. And, today as usual, he insults me in the middle of national antum ceremony.

Fistum is a student who came from Dessie and she has an accent of her local place when she talks and she explained her emotional violence experience like this

Always, when I start answering questions, all of my classmates including my teachers start to laugh.... At the beginning of the year I thought I was wrong the answer but now I recognize why they laugh that is because of my local accent and since then I stop giving answer in the class.

Beletu is the oldest student in the class. And she explained her emotional violence as follows:

I didn't start schooling at my right age since I was a countryside girl; and my classmates as well as male teachers make fun out of it. For example, male classmates call me 'mother', 'Emama' etc and I feel shame.

What can be concluded from the above data is that female students experienced emotional violence which is verbal insult, degrading/ humiliating, threatening and bad name calling by their female and male classmates. This finding is consistent with the finding of Save the Children (2008), which is the research on violence against primary schools and its impact on girls' education in Ethiopia, the types of violence on school girls is in four forms as identified in the above.

4.1.2.2. Types of Emotional Violence in the School Compound by their Peer Group and Administrative Workers

The perpetrator of emotional violence against female students can be differing due to the context which is inside the classroom and in the school compound. Administrative workers do not have the chance to get in to the class and perpetrate emotional violence against female students. And the teachers also do not have the chance to perpetrate emotional violence against female students outside the classroom. So dividing the context of emotional violence and seeing the type of emotional violence is a must.

Table.5. Types of Emotional Violence perpetrated by Male and Female School Mate

Type of Emotional Violence	Male Schoolmate		Female Schoolmate	
	Frequency	Percentage	Frequency	Percentage
Bad name calling	43	31.6	46	33.8
Insulting	18	13.2	13	9.6
Nasty glare	50	36.8	77	56.6
Whistling at the back	25	18.4	-	-
Total	136	100	136	100

The major type of emotional violence experienced by female students in the school compound by their male school mates are: 31.6% of them bad name calling, 36.8% of them nasty glare where as by their female counterparts are: 56.6% of them are experienced nasty glare and 33.8% of them bad name calling while they met each other inside the school compound, after the class is over, before they get in to the class and during the break time.

The interviewees' also informed that the type of emotional violence which is perpetrated by school mate is more of nasty glare and bad name calling. But what it makes different from the classroom violence is that abusing rate will be increased and the perpetrator becomes free to speak out loudly abusive words.

Table.6. Types Emotional Violence Perpetrated by Administrative Workers

Type of Emotional Violence	Male administrative		Female administrative	
	Frequency	Percentage	Frequency	Percentage
Insulting	39	28.7	27	19.9
Belittling	97	71.3	109	80.1
Total	136	100	136	100

The type of emotional violence perpetrated by male administrative workers is: 28.7% insulting and 71.3% belittling. In contrast, female administrative workers condition of perpetration is responded as 19.9% insulting and 80.1% belittling. Administrative workers are supporter of teaching and learning process; and most of the time female students have a chance to contact with them; for instance, with the guards every morning at the gate while they show their ID card; with the cashier while they pay their cost sharing; with the lab-technician when they make an experiment in the laboratory etc. During those this time, female students experience the above mentioned types of emotional violence by administrative workers of the school.

And all most all of the interviewees agree on the above type of emotional violence by female and male administrative workers and one of the interviewee Martha explained her experience like this

Most of the administrative workers of the school are women; and we do not have any contact with them except the liabrarian, recored officer on very limited situations, but with the guards of the school we always meet because when we get in to school they check wearing of uniform and ID card. One day, I wore a uniform that reaches to my knee because the other skirt which was longer one was washed. When I reached to the gate of the school, guard yelled at me that I couldn't get in to the school. When I asked the reason, he said to me that this school was not a bar. Imagine my intention from the beginning was not intentional to wear short dress the only reason I wore it was because my dress was wet plus the dress was not short that much still it was on my knee. Even if I wore miniskirt, I should not be told like that with loud voicce infron of other students. That day I was very embaraced and hate that guard forever.

According to survey data and interview female students come across with different types of emotional violence inside the class room and in the school compound. And the types of violence they experience in both contexts are all most the same in type and what makes them different is the extent of the violence. Since the perpetrators are free in the compound from their teacher classroom discipline supervision, they can abuse female

students in larger extent. To conclude female students experience emotional violence in the school compound by their peers and administrative works.

4.1.3. Reasons of Emotional Violence against Female Students by Teachers

When every perpetrator does some kind emotional violence on female students, they may not do it from the bad faith or to hurt them intentionally. But from whatever motive the violence happened on female students, it has bad effect on them. In the following section female students mention for what reason their classmate and teacher perpetrate emotional violence against them.

Table.7. Reasons of Emotional Violence Perpetration by Teachers

Reasons of Emotional Violence	Female Teachers		Male Teachers	
	Freq.	%	Freq.	%
a)Fail to do home work accidentally	24	17.6	20	14.6
b)Fail to do home work regularly	43	31.6	33	24.3
c) Fail to bring book accidentally	29	21.4	10	7.4
d) Fail to bring book regularly	40	29.4	25	18.4
d)For no reason	-	-	38	27.9
e)For fabricated reason	-	-	10	7.4
Total	136	100	136	100

The majority of emotional violence happened against female students by female teachers is for the reason: 31.6% fail to do their homework regularly and 29.4% fail to bring their book to the class room regularly again. Whereas the reasons of male teachers are: 27.9 for no reason and 24.3% for the failing to do their homework.

To conduct the teaching learning process properly the students have to do their homework and bring their school supplies to the classroom regularly, but most of the time students fail to do so. Hence the teacher gets mad and took the types measures mentioned by the table 4.

The interviewees are also experience emotional violence by their teacher for the reason fail to do their home work and bring school supplies to the classroom.

Based on the researcher observation, Ayelech and Hana are late comers to the school frequently because they are engaged in different knids of after school activities as follow, Ayelech sell Ambasha and Hana rent bed at night because of this they usually fail to do their home work and their teacher kick them out from the class. And they expressed their experience as follow:

Ayelech said:

Most of the time, I came to school late because I have to bake Ambasha that I am going to sell after the class before I came to school. And, as soon as I get back home, I will go out for selling of my Ambasha; when I get back home I become tired and as a result I can't study and do my home work. Though, I try to do my home work in the school during break time, I can't finish all of it and my teachers judge me as a lazy and negligent student.

Hana said :

After I get back from school, I have to help my mother with household chores; in addition when it gets dark, I go out side and ask people whether they need pension. Since I do all these activities one after the other, I would not get time to do my home work; and teachers always blame me with out understanding my problem.

Both sources of data assure that emotional violence by female teacher and to certain extent by male teacher is resulted because of the students failurity to accomplish their duty where as male teacher abuse female students for no concrete reasons that female students recognize.

Table.8. Information on Peers' reason of Emotional Violence Perpetration

Reasons of Emotional Violence	Female students		Male students	
	Frequency	%	Frequency	%
a)For the rejection of romantic relationship	-		10	14.6
b)Not being sociable	30	22.1	5	3.7
c)Not being good student	-	-	4	2.9
d)Due to economical status	60	44.1	20	7.4
e)Religion	22	16.2	25	18.4
f)Due to physical appearance	24	17.6	27	19.9
g)Due to gender	-	-	35	25.7
h)To get attention	-	-	10	7.4
Total	136	100	136	100

The major reasons of emotional violence perpetrated by female classmates against female students are: 44.1% due to economical status and 26.7% not being sociable. Economic violence refers because of the economic status of their parents, female students' can't wear fashionable clothes and as a result their female classmates make fun on their wearing. And also for the reason female students introduce quickly with their classmate female students reject them.

Interviewees also expressed the reason of emotional violence in the classroom by female students are as: economic status and sociability with the students. And one of the interviewee Blen explained the problem as follow:

Every one of us does not have the physical appearance by our choice; it is given us by nature. For example, as you see me, I am short and fat. I wish to be tall and slim but I am not. And, it must not be taken as my fault, but both sexes of my class and school mates murmur about it for example, when I get out in front them for debate in the classroom and pass by their side in the school compound

because of this I don't want to make debate and get out of the class during even the break time.

Most of the time students faced emotional violence in the classroom when they are acting in dialogue, debate, drama etc. These activities are effective methods of learning; and if female students faced emotional violence during those learning activities, they hesitate to participate in them since they can't avoid those of the reasons that exposed them to emotional violence (like their physical appearance, economic status etc) and only can avoid their classroom participation. The major reason male students perpetrate emotional violence against female students is due to: 25.7% their gender, 19.9% physical structure of female students, 18.4% the rejection of romantic proposal.

The interviewees also mentioned different reasons of emotional violence against female students by male students as: not willing to accept romance proposal, under estimating academic performance, due to physical appearance, economic status, etc. And Liya explained the situation as

Most of male students do not want to be in group with female to do a project, debate, discussion and etc the only reason is because we are female. We are not academically poor students; and even, some of us are better than those of male students who reject us from group activities. And I always work with the same sex; and I think it hinder us to get variety of knowledge and experience by being in group with some male students.

As both sources of data show clearly female students emotionally abuses their female class mates for the reason they are economically poor and are not sociable where as males student because of their gender and physical appearance.

4.1.3.1. Magnitude of Emotional Violence Experienced by Female Students in the School Compound

Table.9. Frequency of Emotional Violence in the School Compound

Frequency of Emotional Violence	Frequency	Percentage
Always	84	61.8
Often	45	33.1
Seldom	7	5.1
Total	136	100

The frequency of female students' experience of emotional violence in the school compound is: 61.8% of them always, 33.1% of them often and 5.1% of them seldom. The majority of female students encounter emotional violence always in the school and this implies that they are exposed to the problem both inside the classroom and in the school compound. And all of the interviewees are also informed that they experienced emotional violence on a day to day base as long as they are in the school compound. Hence, the majority of female students experienced emotional violence in a day to day base inside their school. The implication of this is that female students because of emotional violence they get difficulty to attend their education properly.

In principle the school environment has to be the safest place from any kind of violence particularly emotional violence to achieve successfully teaching and learning process. But in actual terms the situation is the reverse according to the information that is found from survey respondents and the testimony of the interviewees. And as a result female students are always abused by their teachers, class mates, school mates and school administrative workers. And they are in a position not attending their schooling properly. For examples female students cannot participate in a class for the reason their classmates are laughing at them when they stand in front of them to do one of the learning activities due to their physical appearance, way of clothing etc. These and all other reasons made female students to refrain themselves from different kinds of classroom and learning activities.

4.2. The Effect of Emotional Violence against Female Students

The analysis on the effect of emotional violence against female students is done from the perspective of the female students. Because researcher understand that mark analysis, calculating the marks of each students and check how many of male and female students score more than fifty and less than fifty and give comments on the result, is done so far in the school by each subject teachers at the end of every semester, but the teachers do not incorporate the opinion of the students' about their result in the analysis of results. And with this study the researcher analyzed the effect of emotional violence or abuse on female students' education and personal life from their own perspective.

4.2.1. The effect of Emotional Violence on Educational

Table.10. The Reported Effect of emotional Violence on their Education

Impact of Emotional Violence on education	Frequency	Percentage
Losing confidence to participate in the class	15	17.4
Feeling bad on specific subject	20	23.3
Feeling bad to attend specific subject	13	15.1
Feeling bad to come to school	25	29.1
Feeling bad to education	13	15.1
Total	86	100

*Out of 136 female students 86 of them believe emotional violence has an effect on their education.

And as illustrated in the above table the significant effect of emotional violence on female students' education is in a way: 29.1% feel bad to go to school and 23.3% feel bad on specific subject because of the problem they have with their teacher, 17.4% lose confidence to participate in the class, 15.1% feel bad to attend specific subject with whom they have conflict and 15.1% feel bad towards education in general. In addition, according to the researcher's class room observation female students do not participate in the class even if the right answer is there on their exercise book.

Interviewees also mention that because of the emotional violence they lose confidence to participate in the class, develop bad feeling to subject at which they have conflict with the

teacher who teaches that particular subject etc. Most of the interviewees idea is that emotional violence make them not to talk, ask question, do different activities etc in the class. And Azeb explained the situation like this:

I don't want to raise my hand to ask question because my name is changed for 'nikies' because of the tattoo around my neck and the teachers also call me by the name 'nikise' and the students laugh throughout the year. Hence no matter what I don't understand the question and I get confused with the lesson, I don't raise my hand and ask further explanation.

Both survey respondents and interviewees assured that emotional violence has a problem on female students' education by creating an influence not to participate in the class, distract their attention etc.

4.2.2. The Effect of Emotional Violence on Female Student's Personal Life

Interviewees explained that emotional violence created problem on their personal life through creating psychological disturbance in their overall life, feel bad about their nature, losing self confidence to communicate with other people, class mate and school mates, feel inferiority about oneself, avoiding male class mates and to certain extent female class mates, over generalizing over the personality of all men (e.g like all men are abusive) etc. This kind of way of attitude in once personal life makes people's life difficult by making themselves lonely, useless etc. For example most of female students have bad picture about their male teachers, men etc because of they were abuse by them.

Alem explained the situation like this

Always my teacher tells me that I am good for nothing and I feel everybody judge me like this and as a result I hesitate to have friendship with the strangers.

Alemaz also explained

I think all people have the same kind of thinking about my body and if someone stares at me it may be accidentally, I assume that he/she wondered about my bad body build.

According to Newman (1983) during adolescence peers become a major focus for social and emotional involvement. The peer group becomes more structured and organized. Popularity and acceptance into a peer group at the high school level may be based on several characteristics. These include good looks; academic performance, religion and special talent. The members of the peer group may shape their behavior in order to meet the group standards. What is more, rejection from peers can have serious consequences for self esteem. What this implies is that their type of attachment with their peer has an impact on the personality of female students.

4.3. Role of the Victim and the School Administration to address Emotional Violence/Abuse

The analysis under this topic is about the female students' reaction towards the emotional violence they are experiencing and the effectiveness of their reaction to avoid the violence permanently.

Table.11. For whom Female Students tell their Emotional Violence Experience

Informed people about Emotional Violence	Frequency	Percentage
To female teachers	3	2.2
To male friends	5	3.7
To female friends	100	73.5
To parents (mother and elder sisters)	28	20.6
Total	136	100

The majority of victims of emotional violence tell their experience of emotional violence to: 73.5% to their female friends and 20.6% to their parents. And all of the interviewees also tell to their friends except snaitte tells to her mother.

According to Newman (1983) female students are closer to their peers to share their experience of emotional violence to get solution. And in this research also very significant numbers of respondents tell their experience of emotional violence to their female peers. And what really experienced in Ethiopia is that daughters are closer to their mother and elder sisters next to their female friends to share whatever they experienced and as a result in this study context also female students are closer to their families to share their experience of emotional violence next to their female friends.

Female students tell their emotional violence experience to their female peers and families but not to the school administration. This makes their problem not to be avoided permanently since their peers do not have power to avoid the problem and their families (mother and elder sister) experienced this kind of violence, they think the problem has no solution.

4.3.1. The Female Students measure to address Emotional Violence

Table.12. Measures of Female Students to address Emotional Violence

Measure taken to avoid Emotional Violence	Frequency	Percentage
Discussing with the perpetrators	6	4.4
Ask advice from parent	50	36.8
Ask advice from friends	80	58.8
Total	136	100

The female students tried to take different measure about the emotional violence as 58.8% of female students ask an advice from friends and 36.8% of them ask an advice from their parents. But according to survey respondents response no female students report their experience of emotional violence to the school administration since the school administration has no mechanism that enable the female students to report about the problem.

All the interviewees also informed that they tried to get measure by asking an advice from their female friends. But the advice they got was helpful to escape the violence for short period of time rather than avoiding the problem permanently. And Genet explained the situation like this:

My friend knows how people mistreat me because of my physical appearance. So, she tells me how I have to dress to hide my shape; and if a lot of boys are stand together, she tells me to change our direction. She understands what I feel and helps me to escape the problem for that moment.

So, the people whom female students ask an advice did not give them the solution that avoid the problem for good rather what they advised them is how to escape the violence for a while.

4.3.2. The Reason why Female Students do not report to School Administration

Female students do not report their experience of emotional violence to school administration because of different reasons and their reasons are listed below.

Table.13. The Reasons of Female Students not to report to School Administration

The reason why not reporting Emotional Violence for school administration	Frequency	Percentage
Hoping that the violence won't be repeated	14	10.3
Afraid of exposing your secret	26	19.1
Not knowing the school experience	50	36.8
By feeling shame	15	11
Being afraid of the consequence of EM	16	11.8
By giving up due to the problem intensiveness	15	11
Total	136	100

As shown in the above table the reasons of female students not to report their emotional violence experience to school administration is since: 10.3% hope that the problem will be stop one day in the future, 19.1% afraid of exposing their personal secret to other persons, 36.8% did not know how the school administration treats the problem of emotional violence, 11% feel shame to tell about it to some other persons, 11% giving up due to the intensiveness of the problem since it is perpetrated by almost all members of school community.

And the interviewees' reason for why they didn't report to school administration is: some of them feel shame to expose their personal secret for another person, they didn't know how to approach the problem, don't have trust on school administration to avoid the problem; they thought they can handle the problem etc. And some of them explained their reason like this:

Alem said,

I don't know how I can report to the school administration for the reason my teachers hates me, from the beginning it is shame to report to the office this kind of issues. Second, I don't know exactly what the school administration response will be because one teacher has the right to like whomever he want to like and vice versa. So I don't think it has solution and I didn't report so far.

Martha said,

When the guard disgraced me, the one whom about to be reported was around there and they didn't do anything about it rather they reinforce the idea of the guard by telling me not to wear that kind of dress again. So, the school administrations are also the one who judge people by clothing. So, I don't expect any solution from them.

All of the students who experience emotional violence because of their physical structure and called by bad nick name considers reporting the violence to school administration is like insulting themselves again and feel embarrass to report about it to the school administration. And Genet explained her feeling like this:

Reporting the violence to the office is like insulting me again. I don't want any one heard of it even if my schoolmate insults me million times.

A research done by Wolde Giorgis (2004) indicates also most women do not report the violence that is committed against them. And according to his finding 93.8% of girls who were victims of physical violence did not report the crime. 70.1% of girls who faced violence in the form of unwanted breast touching preferred to remain quite about it and 85.4% of girls who were subjected to violence by school officials (teachers, directors, etc.) failed to report it. Only 3.1% of the girls who have been victims of the violence have reported the act to concerned authorities when school authorities victimized them. The finding of Wolde Giorgis research also holds the same in the case of grade eleven female students of Addis Ketema Preparatory School. No emotional violence victim of female students took measure through reporting the violence to the school administration except telling the problem to the people around them. Their major reason not to report to the school administration is that female students don't think the school can avoid the violence. And the implication of this is that the repetition of the school didn't encourage female students to report the emotional violence to the school administration.

Interview of Administrative Workers and Teachers

Under these topic key informants: director of the school, student counselor, gender focal person of the school and teachers, are interviewed and their opinion presented as follow: The student counselor tried to associate emotional violence in two aspects: economy and love. He explained economic problem as,

The students' families are poor to full fill their basic necessities, school supplies and some pocket money to have tea with their friends as a result female students engaged in some kind of activities and earn money to help them. And because of their work, they become very busy to study in the library, to attend make up, to participate in different clubs, to stay in the school compound after class so as to make discussion and chat with friends etc. At the end because of their work they become lonely, academically poor, unable to know what is going on in the school compound, have poor social contact etc. Since girls are not like boys enjoyed 'touch and go' type of friend ship rather

they need to have intimate relationship that leads them to share secrets; and those students who are busy get difficulty to have this intimate friendship.

He also tried to explain love affair problem of female students as follow; boys may reject or accept the idea of relationship from girls. The problem is that after they rejects or ends their relationship, they will tell to everybody that particular girl loves them, but they didn't love her in back. This creates some kinds of shame and embracement on the parts of female students.

The counselor continued his explanation of how economic and love affair problems exposed female students to emotional violence.

Sometimes I got female students outside of the classroom during class time; and when I asked them why they were out, they explained that their teacher insult them for some minor reason and when they tried to explain the situation, he would yell and kick them out.

And he mentioned no students come to the office to report on emotional violence as follow:

No students come to the office to report on emotional violence as they might afraid of more problems will happen when they get out of the school compound by their class mate and school mate; and if their problem is with their teacher, they afraid that the teacher might detained them in his subject.

The counselor explained the impact of emotional violence on their learning like this:

Emotional violence is a big obstacle for female students learning since most of the students hate the teacher they have conflict with; and in consequence they also hate subject that teacher teaches. This leads for their lower performance in their lesson. If the teacher or school boys often insult them, have dirty look at them and etc, they start to develop bad self esteem about them and feel inferior in their day to day life.

The counselor said that so far the female students did not come to the office specifically to report on emotional violence but they are coming with issues like family and economic problems and sometimes love affair problem. They tried to address economic problem of students by creating contact with NGO's and provide them economic support like full

filling their school supplies, uniforms and casual clothes; and they tried to solve family problem by calling the students' family to the school and discuss the issues. And they tried to solve problems of love affairs by bringing the two students together and let them to discuss the issue by themselves and the counselor tried to show the problem (academic problem, health problem etc) from both students' perspective and leave the final decision to them.

And the director of the school associated emotional violence with the consequence of sexual violence. He said, "Students after they sexually abused they may become pregnant, HIV carrier, etc; and finally they end up in psychological deterioration and emotionally hurt." He mentioned one time the students bring information of sexual harassment by their teacher who was the leader of one of the school club by taking female students to the club room. The measure that the school administration took over the teacher misbehavior towards his students was only taking back the room's key from the teacher. And he mentioned what they did so far on female students as, at the beginning of the year, the school organizes clubs like gender and girls' club specifically for female students and inform them to register to one of these clubs through notice board; and the leader of the clubs report their activities every three month to the school administration. Further he explained the impact of emotional violence in terms of the consequence of sexual violence like pregnancy, abortion, drop out from the school, less performance in education etc. And he said so far no female students report on emotional violence except they only reported on one teacher that was mentioned before. Generally, he associate emotional violence with sexual harassment but in reality the two concepts are different.

He is teaching Economics and explained emotional violence as rape. He explained his idea as follow:

Students become emotionally hurt after they raped. And the consequence of it manifested in every aspects of their life especially on their education through losing concentration on their education and their social interaction. Once they are hurt by men they don't have trust on men or boys. As a teacher he did nothing on emotional violence so far because he didn't get the chance.

And he said he has good relationship with every student, but most of the time female students do not attend their lesson properly by making side talk with their friends, murmur about their teacher, not finishing their work etc. So, he said,

I am angry about them. They are negligence and they are not ready to face challenge and succeed it. Hence, most of the time, I kick them out from the class and teach the rest of the students peacefully.

She is an English teacher and has six periods per week in one class. Her more number of periods in a week makes her to have more contact hours with the student than other subject teachers. And she explained emotional violence as:

Emotional violence is the consequence of rape and sexual violence. If female students harassed sexually or raped by men, they would develop bad feeling towards oneself and opposite sex. And if this harassment occurs in the school compounds or inside the class room, it will have an effect on the learning of female students since they develop bad attitude towards the violator, teacher or classmate, and hate to learn by that teacher and learn with those students.

And she also explained her relationship with her female students as follow:

Most elder female students don't have good manner. The way they act in the classroom is not good and even some of them don't seem come to school to learn. Frequently, they sit at the back and don't attend their lesson properly. They simply make fun and murmur while I am teaching. So, if they didn't keep quiet, I kick them out from the class and if they keep quiet, I ignore their presence and teach other students who come to learn.

She is an Information Technology teacher. Most students do not approach her because of her frown face. She explained emotional violence as follow:

Emotional violence is psychological disturbance of any action. It might be physical violence, sexual violence, rape etc.

And she explained her relationship with her students as follow:

Most of female students whom I taught in my class are so lazy, talkative and ill mannered. And they are good for nothing. I don't care about their back ground, what I need from them is to be quite in the class room and attend their lesson. I tell them to be quite if they don't, I take all the measure I can because

I am there to teach and they have to learn. If they don't want to learn from the beginning, they don't have to come to the school.

She explained female students' exposure to emotional violence as:

Female students exposed themselves for emotional violence. They don't know their duty and responsibilities. If they are strong and intelligent no one speak at them.

The gender focal person of the school has explained emotional violence exactly the way it must be explained. She said, "Emotional violence is psychological violence that includes verbal abuse and so on." But as a gender focal person of the school she didn't make any activity so far on emotional violence. And she explained her reason as, "In my opinion first we have to focus on more serious issues like rape and sexual violence then we will work on emotional violence." And she believed that emotional violence is less serious issue for their students.

He is an English teacher and he explained the emotional violence experienced by female students as a consequence of psychological violence that happened on female students most of the time by their male counter parts. He also explained the situation as:

In my class contexts, female students are the one who made emotional violence on their teachers. They don't learn and participate in the class. What they did is disturbing the class and distracted other students. I know even they make fun of me while I am writing on the blackboard, but I ignore them.

What can be generalized from the information of key informants is that all of them define emotional violence based on their understanding and they associate it with different types of violence like sexual violence and rape. And they externalize all the reason of the emotional violence towards students. For example IT teacher said that her students are lazy and naughty. And she needs silence to teach unless they didn't, she would take any measures on them without considering its consequence.

Generally the teachers and the administrative workers are not in a position to understand emotional violence and recognize its consequence on female students' education and personal life. And they give emphasis to other type of emotional violence and did nothing on emotional violence so far.

CHAPTER FIVE

5. Summary of Major Findings, Conclusion and Recommendation

5.1. Summary of Major Findings

The main objective of the study was to assess the nature and effect of emotional violence against female students in Addis Ketema Preparatory School. After the data was collected, presentation and analysis were done. In this section the major findings is stated as follow:

The study has found out that all most all female students have experienced emotional violence inside their school.

Moreover, the study has indicated that most of the emotional violence against female students is caused by male classmate and male teachers. As indicated by female students there are various types of emotional violence caused against them by teachers. The most common are yelling at them, kicking them out from the class and intentionally ignoring the need of class participation.

However, the study has indicated that male and female teachers differ in the form of emotional violence they caused on female students. As shown in Table 3, when female teachers psychologically abuse, they yell at and kick out students from class. More over male teachers threaten students failing in their subject and deduct marks.

It was found out that female students have different opinion about why female and male teachers abuse them emotionally. As indicated in Table 7, female teachers become emotional when the students fail to do home work and fail to bring their books. Surprisingly, most female students indicated that male teachers abuse them emotionally for no reason from the given frequency distribution, the highest number of female students (27.9%) have confirmed this.

It was also found out that emotional violence has been caused by peers. However, the reason of violence is different among male and female students. Female students abuse

their female class mate due to difference in economical status while males do so due to the gender of the students.

The study has found that most of the time, when female students emotionally abused, they tried to get an advice and support mainly from their female counter parts 73.5% (Table 11) of them have indicated this.

The magnitude of emotional violence that takes place inside the school is always with 61.8%. And it has an effect on their education and personal life. The major impact on education is 29.1% of the students do not come to school and 23.3% of the respondents develop bad feeling on the subject in which they have conflict with.

5.2. Conclusions

Based on the findings, the student researcher concludes the followings:

Female students of Addis Ketama Preparatory School experience emotional violence in a day to day base inside the classroom and in the compound. In the class room, the perpetrators of emotional violence are male class mate, male teacher, female class mate and female teacher, but the major perpetrators of them are male class mate, male teacher. In the school compound, perpetrators the emotional violence are male school mate, female school mate and male and female administrative workers. Hence, unless this hostile situation is changed female students will continue to suffer.

The types of emotional violence which takes place in the school can be categorized as verbal attack, bad name calling, humiliating and threatening. The type of violence perpetrated by female teacher is yelling at and kicking out the students from the class and by male teachers deducting marks and threatening for detaining.

Emotional violence has problem on the education of female students through losing their self confidence to participate in the class, missing classes, not being participate in the class room learning activities, abstain their idea for themselves etc. With respect to their personality they feel inferior about their natural appearance, sex, ability etc.

Absence of reporting mechanism of emotional violence to school administration makes the problem worse and complicated.

The teachers also do not have clear understanding of emotional violence and as a result, they are perpetrator of emotional violence. Some of the conflict between teachers and female students is because of the students fault like not bringing their school supplies, not completing their home work etc. But even if the students are mistaken the way teacher treat them cannot bring the desired result rather it deteriorate them psychologically and develop bad attitude towards the subject teacher and the subject itself.

The students do not full fill their responsibility due to different reasons. One of the reasons is their engagement in extra learning activities. This leads the teacher to be upset and enforced to take measure which is mentioned in Table 7. So, as much as possible female students have to finish their activity and be safe from any kind of conflict with their teachers. And teachers also have to understand this problem of the students and create mechanisms that enable the students to finish their task in the classroom.

The school administration did nothing on emotional violence so far and even they don't know the problem clearly and did nothing on it.

5.3. Recommendations

To avoid the problem of emotional violence researcher recommend the following points.

5.3.1. Recommendation for the school administration:-

1. The school administration has to create awareness on emotional violence for the school community: school administrative, teachers, and other administrative worker since they are potential and real perpetrator of emotional violence.
2. The school administration should provide reporting mechanism of emotional violence so as female students can report easily and get solution.

3. Education is the major instrument for personal and social development because it improves and enhance the personnel capacity of human being hence the school administration should educate female students how brining up them not to tolerate emotional violence and report to concerned bodies.
4. The school should first have to research on emotional violence how it effects on female students education and personal life. Then develop rules and regulation of the school to address violence in general emotional violence in particular.
5. In order to address the problem easily, the school should create awareness about emotional violence to students as well as school staffs because it is one way that helps female students to report and talk the effect of the violence freely.
6. Teachers have to equip themselves about emotional violence and act accordingly to avoid it. They have to be pioneer to address the emotional violence problem since they are the major perpetrator of the problem.
7. The school has to create contact with other schools and if they have good repetition on emotional violence prevention and rehabilitation, then adopt it.
8. The school administrative has to create emotional violence checking mechanism throughout the academic year and feel the gap by training if there is any.

5.3.2. Recommendation for the Government

Making only an activity inside the school can't avoid emotional violence for good unless otherwise the environment is free from the emotional violence since the students are reflection of their society they came from. Hence, the government has to work on the following solution.

1. The government still do not take appropriate and effective measure to over come existing distinctions under the law between gender based violence in general emotional violence acts in particular that are committed in public

and consider all crimes of violence against women punishable under the law.

2. The amendment of the previous penal law has addressed major issues in the area of protection of women from acts of violence. However, it still fails of international standards regarding women adequate protection.
3. Attitudinal change among law enforcement bodies is also a critical measure that need to be taken in to account. Strong attempt needs to be made by the government to ensure that law enforcement bodies are familiar with international human right principles related to the rights of women especially protection from violence against women, through continuous training. Civil society organizations also need to strengthen their linkage with law enforcement bodies and continue to train such bodies on issues of violence against women.
4. Societies attitude towards violence against women especially emotional violence needs to be changed and required a collaborative effort by the civil society organizations as well as the government.

