



College of Development Studies

Center for Gender Studies

Gender-Based Violence in Primary and Secondary Schools: The Case of Selected Public Schools in Arada Sub City, Addis Ababa

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**A Thesis Submitted to The School of Graduate Studies of Addis
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Addis Ababa

Declaration

I, the undersigned, declare that this thesis is my own work and has not been presented or submitted partially or in full by any other person for a degree in any other university, and that all sources of materials used for the purpose of this study have been duly acknowledged.

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Acronyms and Abbreviations

BPA	Beijing Platform for Action
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CRC	Convention on the Rights of the Child
EDHS	Ethiopian Demographic Health Survey
FGD	Focus Group Discussion
GBV	Gender-Based Violence
ICESCR	International Covenant Economic Social and Cultural Rights
MDG	Millennium Development Goal
SDG	Sustainable Development Goal
SRGBV	School-Related Gender-Based Violence
SLT	Social Learning Theory
SH	Sexual Harassment
SPSS	Statistical Package for Social Sciences
STI	Sexually Transmitted Infection
UNESCO	United Nation’s Education Science and Culture Organization
VAW	Violence against Women
WHO	World Health Organization

Abstract

School related Gender-based violence (SRGBV) has a marked influence on the demographic, socio-economic, and reproductive vulnerability of adolescents and youth, as well as directly or indirectly resulting in psychological, physical, and sexual trauma or injury and deprivation of their rights as human beings. There are different forms of violence student experience, including physical violence, sexual violence, and emotional violence. This study sought to assess Gender-Based Violence in schools. An institutional-based cross-sectional study design with mixed quantitative and qualitative approaches was used. The sample size determined for the study was 330 student respondents, who were taken for the study using the simple random-to-size sampling technique. A standardized interviewer-administered questionnaire was used to gather information on various issues, including demographic profiles, female and male students' perceptions about Gender-based violence, the prevalence of SRGBV, and the effects of SRGBV; key informant interviews (KII) were purposefully held; in-depth interviews; and focused group interviews (FGDs) were employed to gather more information from respondents purposefully; and three groups of FGD respondents were formed based on their sex and status; each group has eight (8) members. According to the findings of this study, age and Low family income were significantly associated with GBV. So, the government needs to devise a strategy for preventing violence and promoting a safe learning environment in schools, perhaps through awareness creation, training education staff and families to give them the tools to prevent and respond to SRGBV and doing activities for students to improve their coping mechanisms to defend against violence.

Keywords: “School-Related, “Gender-Based Violence”, “Schools”, “Adolescents”, “Youth”, “Physical Violence”, “Sexual Violence”, “Psychological Violence”

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Gender-based violence (GBV) is harm inflicted because of gender or sex identities. It involves using violence, force, threats, lies, cultural expectations, or economic pressure to compel someone to act against their will (Kerr, 2022). GBV knows no cultural, economic, geographical, or ethnic boundaries, and in some communities, women and children are more and more persistently vulnerable (UNESCO, 2016). Accordingly, Temesgen et al. (2020) notes that GBV is an extreme expression of gender inequality in communities and one of the most widespread human rights violations worldwide.

Women and girls experience violence at home, at work, in the market, on the road, in buses, at schools, on college campuses, in hotels, in offices, and in other settings as well (Heise, et al., 2002; Sanjel, 2013). GBV can occur in both the public and private arenas, and it disproportionately impacts women. Schools are among the many institutions where GBV violence is practiced against girls and even women teachers. School-related gender-based violence describes any physical, psychological, or sexual violence that occurs in the school and its surroundings, perpetrated because of stereotypes and gender norms, and enforced by unbalanced power dynamics (UNESCO, 2021).

Using a gender-sensitive frame of reference, GBV can broadly cluster into two overlapping categories: explicit gender (sexual) violence and implicit gender violence. Explicit gender violence includes sexual harassment, intimidation, abuse, assault, and rape (Felicia, 2012). Moreover, implicit gender violence, which includes corporal punishment, bullying, verbal and psychological abuse, teachers' unofficial use of students' free labor, and other forms of aggressive or unauthorized behavior, is violence (ibid.). These acts of violence take place all over the world in schools, homes, workplaces, and communities. While GBV disproportionately affects women and girls, it also affects men and boys (UNESCO, 2014). The extent and magnitude of the prevalence of GBV may differ across the world, and it is more prevalent in developing countries than in developed countries (Hillis et al., 2016) because GBVs are caused by the unequal distribution of power between men

and women and are further deeply ingrained patriarchal values system that views women as less valuable than males, which is reflected in the high rates of illiteracy, poverty, and low status of women in society (Sanjel, 2015).

Studies, (Parkes, (n.d.), Tkach et al. (2016)) report that school-related Gender-Based Violence (SRGBV) has become an issue for policymakers, educators, and researchers as reports of pervasive violence suffered by boys and girls in and around schools around the world emerge. GBV has been identified as a problem in African education systems by Chikwiri and Lemmer (2014) also. Most African school children are all too accustomed to get injured and hurting. School violence is pervasive across the continent, and much of it goes unreported because victims are reluctant to come forward for fear of discrimination or repercussions (School violence in Africa, 2015). For that reason, studies like (Parkes', n.d, introduction) demonstrates how, teacher and school community interventions make a difference to SRGBV and make schools learning environments where social norms and unequal gender are transformed and challenged, including attitudes and practices condoning violence. However, the inability to recognize and respond to GBV affects the transformation of schools into empowering spaces for boys, girls, and teachers (Catherine et al., 2015). Thus, the existing data shows that the school environment needs attention to protect students from violence. According to (UNICEF's 2017) survey, 732 million school-aged children, or half the global population between the ages of 6 and 17, live in countries where they are not legally protected from corporal punishment at school. Every year, children everywhere face physical, sexual, or emotional abuse. Most of these students reside in low- and middle-income nations, and a large portion of the violence takes place in and around schools (Knight, 2018). Bullying and other types of school-related violence are violations of children's rights to education, health, and well-being. If students face violence in the classroom, no nation can provide all citizens with an inclusive and equal-quality education (UNESCO, 2019).

On average, nearly 39% of adolescents have experienced violence at the hands of their teachers. In addition, attacks on students have serious negative psychological and bodily repercussions. (GMR et al., 2015).

In Ethiopia, according to the study conducted by Tirusew (2019), there is violence in and around school that is not taken seriously by the family, community, and students by itself, such as sexual

harassment, kissing or attempts to kiss, groping, fondling, and conversations discussing sex that have happened to students with long-term consequences. Mostly, bullying, and harassment of students increased, in part because of greater interactions between teenagers and involvement in drinking, smoking cigarettes and drugs, chewing chat, and teenage sex with risks of pregnancy (UNICEF, 2019). GBV influences female students in a school setting because it interferes with education, has detrimental effects on psychological health and education, encourages physical harm, and decreases students' desire to attend school, according to research from South Africa, Ethiopia, Eastern Europe, and Central Asia (Beyene et al., 2021).

For this and many other reasons, GBV needs attention. Some reports show that GBV is a significant public health concern. Because, it is associated with severe health problems affecting women, girls, and children. Including injuries, gynecological disorders, mental health disorders, adverse pregnancy outcomes, and sexually transmitted infections (UNHCR, 2014). In general, SRGBV has grave and multifaceted repercussions. It hurts a country's economic, human, and social development. Persistent GBV reduces productivity and income, perpetuates generational violence, and hinders the promotion of gender equality and the work toward lifting people out of poverty (Fulu, 2016). The focus of this study would be examining GBV in primary and secondary schools: the case of Menelik primary and secondary and Meskerem primary and secondary government schools in Arada sub-city, Addis Ababa.

1.2. Statement of the Problem

School-related gender-based violence is defined by UNESCO and the UN (2016) as acts or threats of sexual, physical, or psychological violence occurring in or around schools. It consists of sexual assault, bullying, and verbal abuse. A study conducted by (Ihssan Abdulkadhun et al. (2019) regarding the academic performance of learners is challenging as students' performance is a result of socio-economic, psychological, and environmental factors. Moreover, the context of violence has been changing, with global influences, urbanization, and changing economic, social, and cultural contexts facing students (UNICEF, 2019). Similarly, Roberts (2008) found that the location of the school setting also contributes to the violence linked to people, especially gangs, coming from outside the school grounds and targeting students arriving and leaving. Thus, this

study tries to understand how urban dynamics define or influence GBV in specific schools that were selected for the purpose of this study.

In Africa, corporal punishment is used not only at home but also in schools, which is intended to be places where students receive an education (School Violence in Africa, 2015). From the different settings, schools are among the places where GBV exists. In Uganda, by 2013, 77 percent of primary school children and 82 percent of secondary school children had experienced school related GBV (Magwa, 2015). In Zimbabwe, more than 100 girls are victims of school related GBV every day (Nyamanhidi, 2015). The Southern and Eastern Africa Consortium for Monitoring Education Quality found that in six countries, including Kenya and Zambia, over 40% of school principals reported that student-to-student sexual harassment had occurred 'often' or 'sometimes' (School Violence in Africa, 2015).

Different forms of violence occur in school. The Southern and Eastern Africa Consortium for Monitoring Education Quality's (2015) research found that one in five girls and boys who experienced sexual violence reported that the first incident occurred at school. However, females were significantly more likely to say it happened while traveling on foot than men of the same age, at 27% and 14%, respectively (UNICEF, 2014). Regarding violence against adolescents, the highest level of physical violence experienced was found in Uganda (53.3%), Sierra Leone (44.4%), and Cameroon (44.1%). The lowest levels were found in the Kyrgyzstan Republic (6.3%), Cambodia (6.8%), and Tajikistan (7.3%). These countries indicate that 15–35% of girls aged 15–19 have experienced physical violence (USAID, 2017). In addition, the types of violence that occur in and around schools from the Global Based School Survey (GBSS) show that the magnitude of current physical and sexual violence in five African countries ranged from 27%–50% and 9%–33%, respectively (African Journal of Reproductive Health, 2021).

Even though aggressive violence at schools is by no means a new phenomenon, there has recently been an increase in social and scientific concern about this issue (Alemu and Tadesse, 2021). Addressing GBV is a key challenge worldwide, and the second priority in the national development and transformation plan, which greatly supports the international agenda of sustainable development goals, is to combat GBV (Growth and Transformation Plan, 2019).

Violence or abuse that targets adolescent based on their sex, sexual orientation, or gender identity is commonly referred to as "school-related gender-based violence" (SRGBV) (Tkach et al., 2016). Studies on GBV among secondary school students in Ethiopia are scarce as (Alemu and Tadesse, 2021) indicated. The Ethiopian context SRGBV is addressed by some studies, which examine it from different vantage points. According to Heslop et al. (2019), the findings of a study in nine regions of Ethiopia found that violence against girls in primary and secondary schools was widespread, with 46% of students speaking of harassment, degrading treatment, and sexual attacks. This study also found that the most frequent abuse occurs as students travel to and from school and other forms of violence were recorded in school compounds (Jenny et al., 2017). A study conducted by Addisu et al. (2021) on female high school students in eastern Ethiopia found that more than half (55%) of the study respondents had experienced GBV during their lifetime. However, according to Ferhan et al. (2021), there is still not much data on GBV against women in educational settings in Ethiopia. And previous studies conducted in Ethiopia were few and reported inconsistent results (Temesgen et al., 2020).

During the literature search, it was discovered that the expected results have not yielded sufficient attention to the coping mechanisms of students upon the occurrence of GBV or the coping methods that students are using to prevent themselves from becoming potential victims of GBV, which the current research aspires to study, and to assess the existing educational systems, social and cultural influences, and urban context in which the selected schools reside.

This research attempt to identifying what kind of violence occurs in and around the school with the concern of school compounds because, the existing factors that directly or tangentially contribute to the proliferation of SRGBV deserve the study of particularities in the study area, which the present study attempted to investigate in greater detail in the case of selected schools in the Arada sub-city.

Schools have a significant role in societal transformation while also being an integral component of society and reflecting traditions and beliefs. (Alemu and Tadesse, 2021). As such, the social context in Ethiopia and the cultural practices governing society should be investigated to trace the roots of thoughts about GBV in schools. It is because violence against young people is deeply rooted in social and cultural practices and has been regarded as strictly a private affair that it is

difficult to analyze the depth of the problem. As such, this study aims to shed some light on this enormous problem in the hope of assessing the SRGBV, analyzing the underlying causes and exacerbating factors, and trying to develop appropriate strategies to respond to and fight against it. To this end, it intends to assess SRGBV in primary and secondary schools, in the case of Menelik primary and secondary school and Meskerem primary and secondary public schools in Arada sub-city, Addis Ababa, Ethiopia.

1.3. Objectives of the Study

1.3.1 General objective

The general objective of the study aims to examine GBV in primary and secondary schools: the case of Menelik and Meskerem primary and secondary public schools in Arada sub city, Addis Ababa

1.3.2 Specific Objectives

- Assess the types of GBV students experience and the kinds of violence that happened in and around the selected schools.
- Assess factors associated with GBV in and around the selected schools.
- To suggest possible intervention strategies to protect vulnerable groups from GBV in and around the selected schools.
- To assess in what ways students, cope with their exposure to SRGBV.

The research questions listed below are intended to elicit responses to specific objectives.

- What types of GBV are students experiencing?
- What are the factors associated with GBV in and around the selected schools?
- What possible strategies can be suggested to protect students from GBV in and around the selected schools?
- In what ways do students cope with GBV in and around the selected schools?

1.4. Significance of the study

This research contributes to the relevant organization's efforts to raise SRGBV awareness within the school community. The study offers an opportunity for educators, school administration, and school staff to comprehend why GBV are physically, emotionally, and psychologically mistreated,

as well as how to prevent GBV issues. An appraisal of stakeholders' efforts, such as those in promoting GBV awareness in educational settings, is also helpful. For those groups interested in community involvement in preventing GBV in schools, the study's findings are relevant. The significance of the study has to do with its contribution to the body of knowledge required for further research.

1.5 Scope of the study

The study focused on the issue of GBV in schools in the case of Menelik and Meskerem primary and secondary public schools in the Arada sub-city of Addis Ababa. The focus on violence in schools in the city needs further study because of the existing problem. Thus, due to several limitations, like time and access constraints, the scope of the study did not go beyond the specified thematic area and study area.

1.6. Justification of the study

This study is relevant due to several reasons. In some cases, the issues remain unreported, and the victim takes it as a personal struggle in life due to the gender socialization perspective. The types of harassment as well as the perpetrators of the violence have not been well identified, although there have been some interventions from the concerned stakeholders, educational institutions being one. Thus, the study will help to show appreciation for the importance of the issue for scholarly research.

1.7. Organization of the thesis

The study organized into five chapters. The first chapter includes background, a statement of the problem, a research question, an objective, significance, the scope of the study, justification of the study, and a definition of operational terms. Chapter two presented a review of related literature on relevant topics in the study of GBV in and around schools, as well as a theoretical and conceptual study review. Methods and Materials, Chapter three, includes a description of the study area, the research design, population and sampling, data collection, and data analysis techniques. Subsequently, Chapter four presents detailed results and data analysis. Finally, chapter five contains interpretations, findings, and recommendations.

1.8. Strengths and limitations of the study

1.8.1 Strengths of the study

- Use of a pretested questionnaire
- Training of data collectors and supervision.
- Uses of the mixed research approach.

1.8.2 Limitations of the study

- The study design is cross-sectional it cannot reveal cause-effect relationships.
- The study conducted in one sub-city and selected public schools only not included in a private school.

1.9. Operational definition and terms used in the study.

Gender: The socially constructed traits of girls, boys, women, and all other genders are referred to as gender. This encompasses interactions with other people as well as the standards, mannerisms, and roles that come with being a woman, man, boy, or girl. Gender is a social construct that differs from culture to culture and can change over time (WHO, 2013)

GBV: is harm inflicted because of gender or sex identities. It involves using violence, force, threats, lies, cultural expectations, or economic pressure to compel someone to act against their will (Kerr, 2022).

Gender socialization: is the process of learning gender-appropriate behaviors, including which interests, activities, and clothing are appropriate according to one's gender (Kimmel, 2004).

School Related Gender Based Violence: Other inequalities, including economic destitution in the case of schoolgirls, combine with gender inequities. (Heslop et al., 2015)

Explicit attitudes: are consciously held attitudes formed through a conscious process. Explicit gender violence includes sexual harassment, intimidation, abuse, assault, and rape (Felicia, 2012)

Implicit attitudes: are those that are held unconsciously and formed through an automatic process. Implicit gender violence, which includes corporal punishment, bullying, verbal and

psychological abuse, teachers' unofficial use of students' free labor, and other forms of aggressive or unauthorized behavior, is violence. (Felicia, 2012)

Physical violence: is any form of physical aggression with the intention to hurt, including physical bullying. Corporal punishment is any punishment in which physical force is used and that is planned to cause some degree of discomfort or pain; it is often used to correct the behavior of students and as punishment for students who have low grades. (Pietro, 2019)

Sexual violence: the act of unconsented sexual activity Includes actual, attempted, or threatened rape, sexual abuse, sexual harassment, intimidation, and humiliation. unwanted touching, sexual coercion, and non-contact sexual abuse (such as threatened sexual violence, exhibitionism, and verbal sexual harassment). (UNESCO, 2019)

Psychological violence: is defined as acts of verbal and emotional abuse and arbitrary deprivation of liberty, occurs in public or private life. Includes humiliating a person, verbal abuse, getting annoyed if the person disagrees, intentionally doing something to make the person feel, humiliation, such as insults, cruel and degrading treatment, compelling a person to engage in humiliating acts, and placing restrictions on liberty and freedom of movement. (WHO, 2021).

Urbanization: is associated with prosperity, enhanced social, economic, and political opportunities, and better access to social and healthcare services for women and men. (World Bank, 2013).

Socioeconomics: is the study of society and studies how economic activity affects and is shaped by social processes. (John, 1989).

Adolescent: The World Health Organization (WHO) defines "adolescents" as individuals between 10 and 19 years, "youth" between 15 and 24 years, and "young people" between 10 and 24 years (Blum & Nelson-Nmari, 2004; WHO, 2015).

Age group code list: Young adolescents aged 10-14 years, older adolescent age 15-18 years, adult age 19-24 years (WHO, 2013)

CHAPTER TWO

LITERATURE REVIEW

This chapter presents conceptual definitions and theories related to GBV in school. For further understanding, it is necessary to provide theoretical paradigms that have constituted gender socialization, social learning theory, and intersectionality.

2.1 Overview of Concepts of Gender-Based Violence

Gender-based Violence is one of the most serious violations of human dignity and is a widely spread form of human rights abuse anywhere. It affects millions of adolescents and children regardless of their cultural, social, religious, gender identity, or sexual orientation (Catherine, 2020). School violence happened to students in and around school, and they were attacked in different ways, such as threats of force, sexual assault, bullying or intimidation, and sexual harassment. This kind of violence seriously undermines the achievement of quality service for all students. (Furlong 2000; Volokh 1998).

According to the findings of a study by (Fleck-Henderson, 2012) school-related GBV affects millions of children and adolescents worldwide. It seemed that people carried out different forms of violence in schools and the surrounding area. In a 2017 survey, UNESCO estimated that children and youth impacted by bullying and school violence range from 10% to 65%, depending on the country. Students experience violence every day, and globally, 1 in 3 women faces some GBV during childhood, adolescence, and adulthood. (Hillis et al., 2016). There are different forms of violence that students experience. Physical violence, sexual violence, and emotional violence. However, the available data indicated that most victims of violence are girls, compared to men. Studies further indicate that students are perpetrated by other students, their families or guardians, peers, teachers, school staff, and strangers (UNESCO,2020). Mostly, students experience GBV at home, in the classroom, outside the classroom, and on their way to school. However, the students ignored most school violence cases without reporting them to the concerned department (UNESCO, 2016; UN Women, 2016).

Different international programs have been implemented to reduce and eventually eliminate GBV. Most recently, the Sustainable Development Goals of 2015 announced 17 specific targets. Targets creating children, disability, and gender-sensitive education facilities and providing safe, non-violent, and effective learning school environments. Based on Sustainable Development Goal 4, UNESCO-led and coordinated work has been done to reduce unsafe learning environments that affected learners may avoid, participate less in class, or drop out of school altogether by creating safe and gender-sensitive environments. (UNESCO, 2018).

2.1.1. Global Trend of Gender-based violence in school

Gender-based violence in schools is a concerning issue. Worldwide, research shows that between 500 million and 1.5 billion children experience violence, primarily in schools (Greene et al., 2018). Although the prevalence of GBV in students has an impact on the effective outcome, according to Alexander (2011), GBV in and around the school is a fundamental violation of human rights, particularly the rights of children, and represents a considerable interruption to participation in education, gender equity, and the achievement of education for all. Mostly, women and girls are vulnerable, and as a result, the country's economy, social aspects, and health can be put into crisis.

Many forms of violence happened to students, and among them, physical, psychological, and sexual violence were mainly mentioned. The survey revealed that, according to UNICEF (2017), most students are subjected to corporal punishment by teachers and school security to keep order in the school. Some 732 million school-aged children, or half the global population between the ages of 6 and 17, live in countries where they are legally unprotected from corporal punishment at school, which erodes students' self-esteem and exposes them to low performance. While the existing problem exists, various private and government organizations and individuals have worked in different ways around the world. In 2014, a Global Working Group to end SRGBV was established under the leadership of UNESCO partners and with other organizations committed to ending GBV in and around schools. It focused on enhancing and collaborating with other platforms working on violence against women and children, violence in schools and girls, and SRGBV in humanitarian contexts.

2.1.2 Gender-based violence in Africa

The Forum for African Women Educationalists, represented in 35 countries, was founded in 1992 to promote access, increase retention, and enhance education equality for African girls and women. Its mission is to work at the provincial, district, and school levels, together with partners, to create positive societal attitudes, policies, and practices that promote equity for girls in terms of access, retention, performance, and quality of education.

In Uganda, by 2013, 77 percent of primary school children and 82 percent of secondary school children had experienced school related GBV (Magwa, 2015). In Africa, researchers have identified that the consequences of physical and sexual abuse of adolescents are a greater risk of sexual activity that is risky (unsafe), HIV infection, victimization, transactional sex, compromised physical health, and finally, death. Although victims of GBV often tend to blame themselves (self-blame) and feel guilt or shame, they are stigmatized and blamed by family, friends, and society. (Meinck et al., 2015).

The safe school's program, implemented by Dev Tech, ran from 2003–2008 in Ghana and Malawi, intending to reduce school-related gender-based violence (SRGBV) (Safe Schools Program Final Report, USAID, 2008). The Elimination of Gender Violence in Schools (EGVS) initiative aims to build evidence to better understand, strengthen, and inform the process of policy enactment on SRGBV in Ethiopia, Zambia, Togo, and Cote d'Ivoire. Findings from the initiative in these four countries will contribute to global debates on addressing SRGBV.

2.1.3 Gender based Violence in Ethiopia

According to (Save the Children & ACPF, 2005, ACPF, 2006 et al., 2008) studies verbal sexual harassment, physical harassment in the form of unwanted touching of breasts and attempted and completed rape are commonplace among students. Due to this, the Ministry of Education worked with UNICEF, within the education sector plan, to develop a code of conduct on violence for teachers and students, which outlined the behavior expected and the sanctions for perpetrators.

Ethiopia's constitutions, different national laws, and policies are supported by international legal documents on the Convention on the Rights of the Child, but while evaluating government efforts in Ethiopia to address women's equality within the Millennium Development Goals, Ogato (2013)

presents a mixed picture, with positive constitutional and legal reforms lacking resourcing for government work on gender. Adolescent equality is one of the central pillars of the development and transformation plan. The amended federal family law was implemented in July 1992 based on the principle of gender equality, and Ethiopia's criminal law makes any attack a crime. One of the moves, although to a limited extent, is to adopt and ratify different legal frameworks that specifically address GBV (Browse, 2015).

The Ethiopia Ministry of Education Curriculum Framework for Ethiopian Education (2009) encourages students to unite within their country's diversity, respect themselves and others, have equality between all sections of society, and respect other cultures. 'structural' violence, such as poverty, inequality, social exclusion, and other forms of discrimination, including harmful gender norms (UNICEF, 2019)

2.2 Gender-Based Violence in school setting

The learning environment is commonly used as a lens through which to view school safety, and behavioral and academic outcomes are impacted by the school climate (Kutsyuruba et al., 2015). School-related gender-based violence is the act of threatening sexual, physical, or psychological violence happening in or around schools because of stereotypes, norms, or roles attributed to them because of their sex or gendered identity (UNESCO, 2016; UN, 2016). It also refers to the differences between boys' and girls' experiences of and vulnerabilities to violence. A study conducted by (Addisu et al., 2021) found that more than 55% of the study respondents had experienced GBV during their lifetime.

The health impacts of GBV reported by students who had experienced abuse were severe. It affects students' health and leads to dropout, poor school performance, repetition of a grade, absenteeism, and reduced interest in school. (et al). Students aged 15–24 years who are sexually active are at a greater risk of being exposed to violence and experiencing adverse health outcomes like unplanned pregnancy or sexually transmitted infection (STI) acquisition than older populations, as well as social outcomes such as undermining the victim students' rights, autonomy, and security and reinforcing gender equality in school (CDC, 2013). Addisu et al. (2021) study confirmed that GBV is a severe public health problem that concerns students.

2.2.1 Physical violence

Physical violence is described by the (WHO, 2013) being slapped or having something thrown that could hurt, being pushed, or shoved, being hit with a fist or something else that could hurt, being kicked, being punched, or being otherwise physically abused. dragged or assaulted, intentionally burned, or suffocated, or threatened with or subjected to the use of a pistol, knife, or other weapon. Physical violence includes corporal punishment, student-on-student fighting, and physical attacks. Thus, physical violence is the intentional use of physical force with the potential to cause disability, injury, or harm. Repeated aggression includes hitting, hurting, kicking, pushing, stealing, having personal belongings taken away or destroyed, or being forced to do things. (UNESCO, 2019).

According to a study conducted by Pankhurst at school, boys and girls routinely experience physical punishment; however, boys are more likely to be punished physically. For example, a study of 973 eight-year-olds in 20 communities that were selected to reflect a range of poverty conditions, such as Addis Ababa, Amhara, Oromia, SNNP, and Tigray regions, found that 31% of eight-year-old girls and 44% of boys had experienced corporal punishment in school (Pankhurst et al., 2016). Physical punishment is widely used to discipline and correct students but has adverse outcomes associated with lowered self-esteem and cognitive performance, and 42% of children in the study disliked school because of violence, including teacher beatings, student fighting, and teasing (Portela & Pells, 2015).

2.2.2 Sexual violence

Sexual violence is another form of GBV in and around the school and is defined by the WHO (2014) as 'any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise direct against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.' Adolescent girls often lack the power, confidence, and skills to refuse to have sex or to negotiate safer sex. Gender norms can place them at high risk of sexual violence, including coerced or forced sex (ibid).

According to a study focusing on Fitawrari Abayneh Secondary and Preparatory School, sexual harassment against female students is more frequent than harassment against male students. Of the total 141 respondents taken, most of the female respondents, 44 (55.7%) and 12 (19.4%) male students have been experiencing some form of sexual harassment (Tirusew, 2019). A study shows that in Harar, sexual violence among in-school adolescents was 25%. Regarding this, students' use of physical force (15%), false promises (43%), and use of power (7.2%) were reported as contributing factors for sexual violence, as were their use of addictive chat and hashish (7.2%), drugs like alcohol (18%), and dressing style. Their acts, peer pressure, revenge, and male emotionality were identified as contributing factors for sexual violence, and this sexual violence had different consequences like abortion (32.2%), vaginal discharge (28.6%), genital trauma (25%), and unwanted pregnancy (14.2%) (Bekele, et al 2011).

In a study conducted by the South African labor guide, sexual violence has various forms, such as physical, like unwanted physical contact, such as strip searches by or in the company of the opposite sex, touching, and rape, among others; verbal, like unwelcome sexual advances, jests or explicit remarks about a person's body in their presence, etc. and non-verbal, like unwelcome gestures, indecent exposure, unwelcome display of obscene pictures, etc. (Jennifer & Janet, 2010). The act of sexual activity without consent Includes actual, attempted, or threatened (vaginal, anal, or oral) rape, sexual abuse and exploitation, sexual harassment, intimidation, and humiliation. Completed non-consensual sex acts (such as rape), attempted non-consensual sex acts, abusive sexual contact (such as unwanted touching), and non-contact sexual abuse (such as threatened sexual violence, exhibitionism, and verbal sexual harassment). UNESCO (2019). Sexual GBV has very real consequences for students, ranging from low self-esteem and depression to early and unintended pregnancy and sexually transmitted infections such as HIV. This violence also has a serious impact on educational outcomes, with many students avoiding school, achieving below their potential, or dropping out completely.

2.2.3 Psychological/ Emotional violence

Psychological violence is an act of verbal and emotional abuse and arbitrary deprivation of liberty, whether it occurs in public or private life. Includes humiliating a person, verbal abuse, getting annoyed if the person disagrees, intentionally doing something to make the person feel diminished,

humiliation, such as insults, cruel and degrading treatment, compelling a person to engage in humiliating acts, and placing restrictions on liberty and freedom of movement (WHO,1997). This may involve ignoring, isolating, insulting, threatening, name-calling, humiliating, rejecting, ridiculing, rumormongering, lying, or punishing another person (Hillis et al., 2016).

Unhealthy relationships lead to bullying events and other violent school-related situations. Schools can lessen bullying and school violence that negatively affects students' well-being, behavioral and social outcomes, and academic achievement if stakeholders work together to strengthen and expand the relationships that students have with their peers and the adults in their lives. (Kutsyuruba, et al. (2015).

2.3. Factors that Cause GBV in Schools

School settings are where students who are in the adolescent age group are found. Adolescence is the stage of development in which an individual shows a change in physical, biological, and psychological aspects; in general, it is the time of transition from childhood to early adulthood (Steinberg, 2004). However, they have physical, psychological, and social needs that must be met to enable healthy growth and development. However, these needs are shaped and influenced by a wide range of personal, social, and cultural factors. Explanations of adolescent engagement in risky behavior have often focused on developmental explanations, whereby adolescents are seen as lacking the ability to make rational decisions regarding their behavior (Rodham, 2006).

Adolescents are vulnerable because of their immaturity and reliance on adults for their care and protection. Two factors of GBV in and around the school were identified: external factors and internal factors. External factors influence and impact students' academic performance, such as extracurricular activities, family problems, work, financial, social, and other problems. Internal factors are internal influences within the class that can impact students' academic performance, like students' competence and aptitude, class schedule, size, environment, textbooks, and exam systems, learning facilities, and technology. (Ihssan Abdulkadhun et al., 2019). Adolescent behaviors also are influenced by family ties, the school environment, individuals in the neighborhood, and the larger cultural background, in addition to individual features, personalities, and biological predispositions (Rigby, 2012)

2.3.1 Institutional factors

Considering the fluidity of social settings through time and place, educators, policymakers, parents, researchers, and community organizations need to accept the viewpoint that factors influencing a safe school environment can also alter over time and space. (Benbenishty & Astor, 2005; Scherr, 2012). Academic success is strongly correlated with school climate, student safety, and wellbeing. (Kutsyuruba, et al. (2015). Enhancing many aspects of the school atmosphere for the benefit of the children is widely acknowledged (Kutsyuruba, et al., 2015). An increasing number of countries around the world have provided funding for school environment reform efforts because schools and school environments make students vulnerable to GBV (UNICEF, 2012). A school is where students from different social classes meet and share their behavior, culture, lifestyle, and views on various occasions. USAID has, over the years, worked on addressing the issue of school safety. In the 2000s, a safe school program was organized that developed a set of curricula for students, teachers, and communication on school SRGBV prevention and response. This is even though it is one of the crucial mandates for any state that students attain their education in a safe learning environment (Bellita, 2020).

Researchers tried to proposed systems that support a relationship between school bullying, victimization, and violence and students' academic achievement due to the complexity of the factors that make up school climate and multidimensional understandings of related phenomena like school safety, bullying, and violence. (Kutsyuruba, et al. 2015). More so, violence policies and programs must explicitly forbid discrimination based on sexual orientation and gender expression, although in certain cases, this is still not the case. (Scherr, 2012).

Unsecured institutional structures exacerbate students' physical, sexual, and psychological vulnerability to violence. Research has found that aspects of the school environment such as levels of bullying, school structures, classmate relationships, and teacher support have an impact on students' cognitive and non-cognitive results, including students' social-emotional skills, attitudes about self and others, social behaviors, and academic performance (Robinson et al. 2016; Strom et al. 2013). A factor in a successful school is the extent to which the school is secure, safe, and organized. For maximum learning to occur, students need to feel secure. Respect is a quality that is promoted and is a fundamental aspect of a safe school. There are also several trained staff and

programs, such as social workers, who work with problem of students before situations get out of hand (Matthews, 2015).

Relationships between students and teachers, between teachers and students, between students and their peers, between teachers and the principal, between parents and teachers, and between the school and the community all play a significant role in determining the social dimension of the atmosphere in the school (Demaray, et al, 2012).

2.3.2 Socio- economic factors

Judith Lorber's theory (Lorber, 1994) states that the social construction of gender embraces the fact that gender is continuously constructed and reconstructed out of social life, out of human interaction, and is the texture and order of that social life. This theory explains that gender is an institution that has been a process of constructing different levels of social status for the assignment of rights and responsibilities, i.e., it creates social differences that define women and men. Social relational contexts indicate sex categorization in every sphere of life and activity in which one person casts herself or himself concerning a real or imagined other, be it in person, on paper, or through the internet (Ridgeway, 2004). The impact of low income on the community; the presence of gangsters in and around school; drug and alcohol abuse in the community; conditions in the home environment; the social de-sensitization of youth to a culture of violence; discipline models in school; unclear management roles; unsafe school environments; and the educators' misconceptions regarding the human rights of learners can make the student vulnerable to GBV (South African Education, 2016).

John's (1989) research indicates that socioeconomics is the branch of economics that examines how social processes influence and are influenced by economic activities in society. The National Center for Education Statistics (2017) shows that students who study in urban schools are more vulnerable to violence than students who study in schools in rural areas because of the population density, increased socioeconomic inequalities, and heavier policing present in urban areas.

Due to economic impact on the social structure, socioeconomic deprivation can increase a victim's susceptibility to other types of violence or even be the cause of other types of violence. (UN, 2000). Adolescents may believe that society doesn't care about them in areas with inadequate living conditions and a declining economy, and they may act out their rage violently at times. Teenagers

are more likely to defy authority when they lack the feeling of emotionally connected to their parents and the community (Amy Morin, 2020).

2.4. Impacts of GBV on students

GBV has a variety of negative effects on young people who are still in the adolescent stage. It has severe negative psychological and educational effects, provokes physical harm, decreases student's motivation to attend class, and lowers their performance at school and at home (UNGEI, 2014). Violence in schools disrupts learning and has negative outcomes. GBV is a serious public health concern among female high school students in eastern Ethiopia. According to a study by Addisu et al. (2021), the effects of GBV on health were significant, according to pupils who had been subjected to mistreatment. It compromises kids' health and causes them to perform poorly in class, drop out, repeat a grade, and lose interest in learning. Young people aged 15–24 years who are sexually active are at a greater risk of experiencing adverse health and social outcomes, including unplanned pregnancy or sexually transmitted infection (STI) acquisition, than older populations (CDC, 2013).

GBV also has intricate effects on one's health. It has detrimental effects on one's physical, mental, and reproductive health. Post-traumatic stress disorder, suicide ideation and attempts, despair, fear and anxiety, phobias, self-harm, self-blame, low self-esteem, loneliness, and hopelessness are a few of the mental health impacts (Tantu et al., 2020).

The effects on one's physical health can range from bruises and cuts to the loss of body parts, which can cause impairments, disfigurement, and even death. Pelvic inflammatory disease, STIs, including HIV/AIDS, cervical cancer, sexual dysfunction, unintended pregnancies, abortions, miscarriages, fetal damage, and other issues are some of the sexual and reproductive health issues brought on by GBV. Wrongdoing or suffering committed against a man, woman, or child that has a negative effect on that person's bodily, sexual, or psychological health, development, or identity (UNESCO, 2014).

2.4.1 Academic performance

GBV has negative academic consequences. An individual who is vulnerable to GBV may exhibit characteristics like loss of interest in learning, loss of self-esteem, depression, fear for personal safety, anger, being embarrassed to go to school, avoiding assignments, fear of going to school, hostility towards the perpetrator, increased risk of suicide, and self-doubt. Academically and professionally, research conducted in Eastern Europe, Central Asia, South Africa, and Ethiopia has shown that GBV impacts female students in a school setting and hinders education (UNGEI, 2014).

The educational system is negatively impacted by sexual violence as well. Victims may experience suffering about going to school when it occurs amongst classmates or when a teacher is the offender. This could eventually result in disengagement and alienation from school (Le Mat. 2016)

2.4.2 Intra-personal relation with Family, friends, and teachers

People in the school feel safer in a well-organized setting where the rules are clearly defined, professionals care about the students, and adult relationships tend to be courteous, professional, and caring (Kutsyuruba. etal 2015). However, several elements at the level of individuals, relationships, families, communities, and society at large all contribute to the complexity of the problem of sexual violence in schools. As a result, student achievement might decline. In some circumstances, it can also result in significant absenteeism rates, a loss of interest in learning, switching schools, and dropping out (Le Mat, 2016). Diverse problems that families experience, such as unfaithfulness, violence, and separation, are having a strong negative impact on students' academic performance (Waihaka, 2006). Furthermore, survivors of sexual assault may face stigmatization and exclusion from their own families as well as others in their community, which can have a significant detrimental impact on their social well-being. (Muhanguzi 2011)

2.5. Legal framework to manage SRGBV in school.

School-related GBV is a human rights violation, impede a student's ability to learn and thrive, but the Universal Declaration of Human Rights (1948), the first human rights legal document, does

confirm all human beings [men and women] as having equal and the same status based on the assertion that human beings are born free and with equal dignity and rights.

Though not a binding legal instrument, the 1993 Declaration on the Elimination of Gender-Based Violence GBV that results in or is likely to result in sexual, physical, or psychological harm or suffering for women, including threats of such acts and arbitrary deprivation of liberty, whether occurring in private or public life. In 2011, 30 African countries ratified the African Charter on People's Rights and Human Rights of Women to prevent and protect adolescent rights, including the right to be free from abuse and sexual harassment in schools (Article 12(1)(c)).

2.5.1 National Framework

Ethiopia has ratified different international human rights treaties that obligate it to prevent and respond to sexual violence. like the International Covenant on Civil and Political Rights (ICCPR), the Universal Declaration of Human Rights (UDHR), the Convention on the Elimination of All Kinds of Discrimination Against Women (CEDAW), the International Covenant on Economic, Social, and Cultural Rights (ICESCR), the Convention on the Rights of the Child (CRC), and the UNESCO Convention Against Discrimination in Education (Assembly, 1979).

National legal frameworks are essential for an effective and coordinated response to violence. The Ethiopian Constitution, 1995 (under Article 35) enacted laws that females shall enjoy equal rights and protections. This national guideline integrates reaction and prevention actions, supported by institutional strengthening, to change cultural patterns and mobilize civil society on the issue. In addition, several national legal instruments have also been adopted, including the FDRE Criminal Code, 2004, the Revised Family Law of Ethiopia, and other relevant policies regarding the protection of and specifically addressing GBV in Ethiopia.

The Ethiopian Ministry of Women and Social Affairs (2013) one of the ministries taking on the initiatives and mandates of women and youth developed a National Strategy and Action Plan on Children and Harmful Traditional Practices against Women in Ethiopia. The Ministry aspires to protect the rights of women and youth in all patterns of life by creating awareness among the people and integrating developmental initiatives to consider and target these segments of society.

2.5.2. Institutional Framework

The Education and Training Policy of Ethiopia (1994) addressed gender parity in access to education and training and mainstreaming gender equality in national curricula. As well as addressing access, relevance, quality, and equity in education and training for girls and boys, it includes gender-responsive principles such as mainstreaming gender equality in national curricula.

General Education Quality Improvement Programme II (GEQIP II) (2013–18) aims to improve learning conditions in primary and secondary schools and strengthen institutions at different levels of educational administration. Since education is the key to national development, learning institutions should be kept at a higher level. The MoE with support from development partners, it has six components: curriculum, textbooks, and assessment; a teacher development program (TDP); a school improvement program (SIP), including school grants; Management and capacity building, including Education Management Information Systems (EMIS), increasing the quality of teaching and learning through the use of information communications technology (ICT), and program coordination, monitoring and evaluation, and communication Equity was addressed through mainstreaming cross-cutting issues, including gender, special education needs, and school health and nutrition (Jenny, 2017) that Ethiopia has tried to embrace educational organizations in the right setting.

2.6. Theoretical Framework

Gender attributes and opportunities associated with being male or female and socio-cultural relationships between women and men, as well as the relationships between different groups of women and different groups of men, are socially constructed and learned through the socialization process. (Kangas, 2014). This study contains a theoretical lens, such as a focus on socialization, social learning theory, and intersectionality, that guides the entire study. A researcher provides a theoretical framework to support a study by connecting a logically created and connected set of concepts and premises that are derived from one or more theories (Varpio et al., 2020).

2.6.1 Gender socialization theories

There is increased consensus among gender scholars that gender is not primarily an identity or role taught in childhood and enacted in family relations. Instead, gender is an institutionalized system

of social practices constituting people into two significantly different categories, men, and women, and organizing social relations of inequality based on that deference. (Kangas, 2014). Connell's Theory of Social Construction of Gender holds that the "sex or gender" dichotomy mentions that "sex" is the biological difference between "female" and "male," while "gender" is the social difference between male and female roles or women's and men's personalities (Connell, 2002).

In the article "The Socialization of Gender," Campbell (2007) indicates how the socialization of gender begins as early as when a woman becomes pregnant, and people start making judgments about the value of males over females. These stereotypes are perpetuated by family members, teachers, and others who have different expectations for females and males. Researchers explain through gender socialization why human males and females behave differently. They learn different social roles. An "agent" of gender socialization is any person or group that plays a role in the gender socialization process be it in urban or rural. The primary agents of gender socialization are parents, school, teachers, peers, and the media.

Students develop an understanding of gender categories and the process of gender socialization and learn that their culture, gender norms, activities, behaviors, and attitudes are associated with each sex, influencing discrimination and gender inequality. Gender socialization as a powerful teaching and learning process for gender-appropriate behavior as Campbell (2007) discussed. We learn how to fit the mold of masculinity or femininity defined by society (Meece, 2002). The social process is learned through contact with one's environment, including families or parents, to start, then the community, and later teachers, peers, and other influential people. Most of the time, schools are seen as gendered spaces, with boys and girls separated.

2.6.1.1 Gender Differences in Social Interaction

Individuals develop, refine, and learn gender through internalizing gender norms and roles as they interact with key agents of socialization, such as their family, social networks, and other social institutions (UNICEF, 2017). According to the study (Ridgeway, 2004), social relational contexts are the arenas where cultural beliefs about sex categorization rules are brought to bear on the behavior and evaluations of individuals. Parents contribute to gender socialization through both direct and indirect communication with their children in terms of different rules, sanctions, and

expectations from boys and girls This influence is mediated through parents' endorsement of stereotypical or equitable gender attitudes, the division of labor in the homes, and the mothers' or fathers' attitudes (Kagesten, 2016).

2.6.1.2 Gender Differences in Academic Motivation and Achievement

Students have stereotypes about certain academic subjects, such as the expectation that boys are better in science and math (Guimond & Roussel, 2001). These stereotypes are paralleled by average gender differences in self-perceived competence and interest. Thus, girls have higher self-efficacy and interest in reading and writing than boys. In contrast, boys have higher interest and self-efficacy in math, the physical sciences, and computer science than girls. This kind of perception in society can limit girls' and boys' abilities and interests.

2.6.2 Social learning theory

Social learning theory, as Observational Learning theory, stipulates that people can learn new behaviors by observing others. It emphasizes the reciprocal relationship between social characteristics of the environment, how individuals perceive them, and how motivated and able a person is to reproduce behaviors they see happening around them (Singhal, 2004). The causal process involved in socialization is most often attributed to a learning process because gender is a socially constructed set of roles and responsibilities associated with being a girl or boy, or a woman or man. Women's subordination in Ethiopia is largely attributable to the socialization process, which imposes gender roles (Abit et al., 2019). The social-learning theory is an environmental approach to the acquisition of the gender concept in which the developing child internalizes environmental influences and experiences (Luecke, 1992).

Social Learning Theory (SLT) stresses exposure to influential role models (parents) who perpetrate or experience interpersonal violence within the household that children witness and later imitate. SLT also articulates the importance of transmitting beliefs, values, and norms conducive to violence. However, SLT can also explicitly accommodate other common explanations for violence, including extra familial socialization, gender roles, toxic masculinity, and the role of differential reinforcement (Rachael, 2017).

2.6.3 Intersectionality and school related gender-based Violence.

Intersectionality analyzes how different forms of oppression interact and intersect to influence lived experiences (Claudia, 2020). Furthermore, Hankivsky (2014) explains intersectionality, which promotes an understanding of human beings as shaped by the interaction of different social locations (e.g., sexuality, geography, "race" or "ethnicity, gender, class, age, disability or ability, migration status, religion). These interactions occur within the context of existing systems and structures of power (e.g., laws, policies, state governments, other political and economic unions, religious institutions, and the media) (ibid).

Intersectionality theory allows the researcher to keep an open mind when thinking about the multitude of ways in which students experience SRGBV in and around the school. With such a broad definition, there are many reasons behind and related to each other when we look at SRGBV from the deep-rooted factors contributing to the risk and aggravation of violence in the background. The most important message to take away is that there is no comprehensive approach when it comes to understanding and preventing SRGBV in students. This concept then allows the researcher to realize that each student experiences SRGBV in a complete way and may face additional barriers based on age, social, economic, sexuality, and school geography. Intersectionality in the context of GBV situates a person's experiences within an understanding of the ways in which multiple forms of power and oppression influence exposure to SRGBV and access to services in relation to violence (Minimum Standards, 2019).

2.7. Conceptual Framework

This conceptual framework is based on the literature review, which triangulates the root causes of SRGBV. The deep gender-based violence reflected in the socialization system of female subordinate and male dominant perceptions transfers to the community and has its consequences. In one way or another, there are various predisposing factors for GBV in this frame work, it can be mentioned that community attitude that has a low view of women and discourage girl students can be exposed to depression, and other related problem in addition Socio economic factors and demographic factors such as age, religion, and residence income, number of children, and vulnerability to violence school environments with urban settings are also conducive to other factors for violence, like having a bar, businesses



Figure 1: schematic presentational conceptual framework

Source: (Developed by the investigator based on literature review, 2023)

CHAPTER THREE

METHODS AND MATERIALS

3.1. Study area

This study was conducted in the Arada sub-city, Addis Ababa, Ethiopia. Arada sub-city is one of the eleven sub-cities of Addis Ababa. It is bordered on the south by Kirkos, on the West by Addis Ketema, on the North by Gullele, and East by Yeka. According to the information obtained from Arada sub-city administration officials, in 2022 the total population size is 292,101. The number of man and women in the sub-city was estimated to be 52% females and the rest 48% males respectively. In the sub-city twenty-three high schools of which 11 were governmental and 12 were private schools. Among the 11 government schools, there are Menelik primary and secondary school and Meskerem primary and secondary school both of which are located around 4 kilos. (Figure 2).

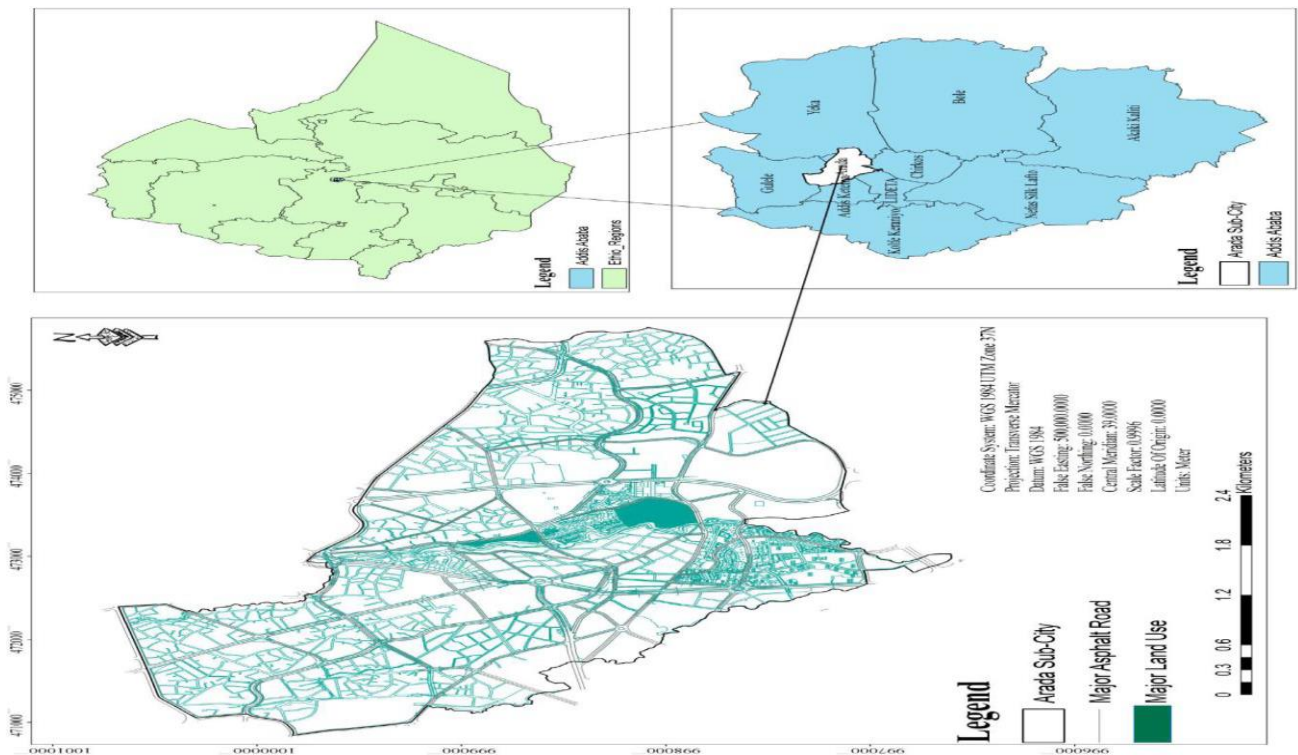


Figure 2: Map of the Study Area (Arada sub-city)

(Source: Arada sub-city Administration office, 2022)

3.2. Research Design

This study was used a mixed methods (Tashakkori & Teddlie, 2003) design, which is a procedure for collecting, analyzing, and mixing both quantitative and qualitative data at some stage of the research process within a single study, to understand a research problem more completely. Mixed methods research is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry. Creswell et al. (2003:212) define a mixed methods study involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research. The purpose of this form of research is that both qualitative and quantitative research, in combination, provide a better understanding of a research problem or issue than either research approach alone. When used in combination, quantitative and qualitative methods complement each other and allow for more complete analysis (Green, Caracelli, & Graham, 1989, Tashakkori & Teddlie, 1998). Mixed research method is an approach to inquiry that combines or middle of this continuum because it incorporates elements of both qualitative and quantitative approaches help to clarify concepts, characteristics, descriptions, counts and measures to demonstrate implications of the issue under the research objectives. These methodologies support each other, and both are important in research activities. (Abelson & Prentice, 1997). Due to this, a mixed approach helps to effectively adders the research objective and to gain an in-depth understanding of the issues.

3.3. Target Population

The target population of this study was all regular Grade 8-12 students attending Menelik primary and secondary school and Meskerem primary and secondary school in the academic year 2022.

3.4. Inclusion and Exclusion criteria

3.4.1. Inclusion criteria

Students currently attending Menelik primary and secondary school and Meskerem primary and secondary school in Arada sub-city.

3.4.2. Exclusion criteria

Students who did not volunteer to participate in this study and students who were absent from school during data collection were excluded.

3.5. Sample Size Determination and Technique

3.5.1 Sample size for the quantitative part

To determine the sample size, a single population proportion formula using a prevalence of GBV in the school of 46% (Jenny et al., 2017) was used as reported in a study conducted in Ethiopia.

The sample size is determined using a formula →

Where n = the required minimum sample size

z = Level of confidence 95%, $Z_{\alpha/2} = 1.96$

p = proportion/prevalence

d2= 0.05 (Margin of error) 0.052

$$\frac{(1.96)^2 * 0.46(1-0.46)}{0.052}$$

Sample size will be=382

Since the source population (1260) is finite and less than 10,000, correction factors formula was applied.

$$nf = \frac{no}{1 + \frac{no}{N}}$$

$$nf = \frac{382}{1 + \frac{382}{1260}}$$

$$nf = 292$$

Where: nf = final sample size

no = Initial sample size

N = Source population which is 1260 primary and secondary school students in the study area.

Adding a 10% non-response rate $382 * 10/100 = 38.2$

The final minimum sample size is $292 + 38.2 = \underline{330}$

3.5.2 Sampling size for the qualitative part

The sample size for the qualitative section was determined using theoretical saturation, which is the point in data collection when new data no longer adds to the research question.

3.5.3 Sampling technique

Simple random sampling (also referred to as random sampling) is the purest and the most straightforward probability sampling strategy. It is also the most popular method for choosing a sample among the population for a wide range of purposes. Simple random sampling is an extensively used sampling method in scientific research. Simple random sampling is selected for

populations which are highly homogenous where the members of the research are randomly selected to participate in the research (Bhardwaj, 2019). Simple Random Sampling is the “simplest and most common method of selecting a sample, in which the sample is selected unit by unit, with equal probability of selection for each unit at each draw” (Singh, 2003, p. 71). According to Acharya (2013 :330), “In this method, every individual has an equal chance of being selected in the sample from the population”. Simple random sampling makes sure that every person in a population has an equal probability of being chosen as a response (Thomas, 2020).

This study was adopted the simple random sampling techniques for each, Arada sub city selected from the other eleven sub cities of Addis Ababa and Minilik primary and secondary school and Meskerem primary and secondary school was selected from the eleven other primary and secondary public schools of Arada sub city was obtained using simple random sampling techniques. The study used simple random sampling techniques for each, Arada sub city was chosen from the other eleven sub cities of Addis Ababa. Menelik primary and secondary school and Meskerem primary and secondary school were chosen from the eleven other primary and secondary public schools in Arada sub city.

3.6. Study Variables

3.6.1. Dependent variable:

- GBV in and around school

3.6.2. Independent variable

- Demographic characteristics such as age, sex, and live situation.
- Community characteristics such as Community attitude, and social learning process.
- Socio- economic such as Lifestyle, Number of children, Family Income, and Family educational status.
- School environment in an urban setting.

3.7 Data Source

In conducting this research, the researcher employed both primary and secondary data sources. The primary data sources were interviewees, focus group discussion participants and questionnaire respondents. The secondary sources include relevant materials including books, journals, internet, and newspapers.

3.8 Data Collection Methods

To conduct this research the researcher used in-depth interviews, focus group discussion, and questionnaire. In addition, analysis of different documents has been made. To facilitate the processes of data collection, the researcher used Amharic as a medium of communication for all sorts of data collection instruments (interview, focus group discussion and questionnaire).

3.8.1 Quantitative part Questionnaire

Data was collected for 30 days from Menelik primary and secondary school and Meskerem primary and secondary school, as well as Meskerem primary and secondary schools. It was gathered through interviews with current school students at the Arada sub-city government school. The question was written in English and then translated into Amharic. As a result, the interview was conducted using an Amharic version questionnaire. Daily, the supervisor and principal investigator reviewed each questionnaire for completeness and consistency.

3.8.2 Qualitative part

In this study, key informant interviews (KII), in-depth interview (IDI), and focused group discussion (FGD) were employed to gather data from respondents.

3.8.2.1 Key informant

Researchers usually try to cultivate close relationships with one or two respected and knowledgeable people in the early stages of the research. These people are called key informants. In the folklore of participant observation, key informants are almost heroic figures. A key informant is the researcher's best friend (Taylor, 2016). Key informant interviews are more advantageous because it allows the respondents to express their feelings in their own terms/words and explore new information, of which the researcher has, limited knowledge (Becker. et al, 2012). Based on this, the study included the relevant people to see the problems from different perspectives.

Key informant interviews were conducted with two teachers, two school staff workers, and one school principal from both Minilik primary and secondary schools and Meskerem primary and secondary schools. Ten key informants were chosen from minilik primary and secondary schools as well as meskerem primary and secondary schools because the researcher believes they will provide relevant data.

3.8.2.2 In-depth interview

In-depth interviews are one of the data collection tools that can be used to investigate an individual's beliefs, values, understandings, feelings, experiences, and perspectives on a particular issue. In-depth interviews also allow the researcher to ask into a complex issue, learning more about the contextual factors that govern individual experiences (Attride - Stirling, 2001). However, in this study, the researcher conducted four in-depth interviews to gain a better understanding of the processes, strengths, and gaps in evidence, with two female students who experienced GBV, and two community leaders based on their willingness to discuss the issue and discuss their experience and perspectives of each interviewee.

3.8.2.3 Focus Group Discussion

The Focus Group Discussion was conducted with three sessions by male students, female students, and male and female teachers of both Minilik primary and secondary schools and Meskerem primary and secondary schools in each focus group range eight students participated, which means in FGD-1 female students and FGD-2 male students participated, those group members selected from each class (Grade 8-12) of both school and FGD-3 teachers participated.

3.9. Procedures of Data Collection

The following procedures were carried out to collect the data: First, all questions in the questionnaire were modified in Ethiopian contexts to avoid unnecessary language barriers and, translated into the Amharic language to make the questionnaire easily understandable. Next, the sample questionnaire was distributed for completion by other groups with similar backgrounds to the sample population. That was for the pilot study and to check the study's internal consistency (reliability). Thirdly, after the appropriate permission from school directors was obtained to collect data.

Moreover, to maximize the quality of respondents' responses and the rate of return, a convenient time gap was arranged. Finally, the researcher made the objectives of the study clear to all respondents before the beginning of the administration of the questionnaire, to avoid confusion and facilitate the administration easily. The administration of the questionnaire was carried out in school libraries. A close follow-up was made immediately to correct the possible problem that arose during the completion of the questionnaire.

3.10. Methods of Data Analysis

Qualitative data were analyzed using a descriptive research design in the form of interpretational analysis, which was collected using snowball sampling techniques, as explained by Narderifar et

al. (2017). Interpretational analysis is a method of examining data to find constructive ideas, themes, and patterns that would explain the events under study. As a result, the researcher was able to apply an interpretational analysis approach to this study. The most important step in interpretive data analysis is to create a set of categories that adequately and succinctly summarize the data. As a result, the information gleaned from the interview is divided into: GBV effects, GBV causes, GBV response, and GBV coping mechanism. Simple statistical percentages were also used to analyze quantitative data.

3.10.1 Quantitative Data Analysis

Data from the questionnaire was cleaned and verified to reduce entry errors, outliers, and missing values. Missed values were checked for in each variable. SPSS version 24 was used for data entry, cleansing, and analysis. Descriptive statistics such as frequencies, percentages, and crosstab are used to describe the variables of interest. The association was calculated using an odds ratio with a 95% confidence interval. The relationship between dependent and independent variables was investigated using bivariate and multivariate regression analysis. The findings were presented in the form of text, tables, and charts.

3.10.2 Qualitative Data Analysis part

For the qualitative study, each of the in-depth interviews was mobile recorded, taking short notes in Amharic language and then translated into the English language. Finally, both the quantitative result and narration were included and write-up.

3.11 Validity

Obviously, no single method can help to understand the subtle differences in human experience. As a result, all the above-mentioned data collection techniques have their strengths and weaknesses, so this study incorporated a variety of related and interconnected approaches and methods. The best way to focus on strengths and minimize weaknesses is to use more than one method in a study. By choosing complementary methods, the researcher covered the weaknesses of one method over the strength of another. For this reason, good research involves several methods, often called triangular data collection techniques. The triangulation of data allows verification for data.

3.12 Ethical Considerations

Because the study of gender-based violence is an emotional issue, raising ethical issues is important. The researcher applied ethical observations in accordance with the World Health Organization (WHO) guidelines on ethical issues related to gender-based violence research to ensure the safety and quality of information of respondents. First and foremost, the willingness of participants was asked, and the purpose of the study was also explained to them. They were also informed that the study had benefited them and for all students. Privacy was encouraged and respondents were told that any information they provided was kept confidential. Tapes were recorded, considering each participant's consent. Therefore, some of them asked not to be recorded, their wishes were respected properly. Pseudonyms or false names (codes) were also used by the researcher to protect all participants and their privacy.

CHAPTER FOUR

Finding and Discussion

This chapter deals with the presentation, analysis, and interpretation of the data collected from respondents through a questionnaire. All 330 questionnaires distributed to the participants in the study were returned. Hence, the data collected from the participants was used for analysis. The data gathered via the questionnaires was organized in tabular form and interpreted using percentage analysis.

4.1. Socio Demographic characteristics of the respondents

The characteristics of the study sample were examined in terms of sex, age, education status, religion, and who they live with. Based on the response to the request for personal data in part of the questionnaires. The analysis and interpretation of the data are presented in the following table:

Table 1: Background Information about the Respondents for Quantitative Data

Demographic characteristics		Frequency	Percent
Sex of the respondents	Male	116	35.2
	Female	214	64.8
Age of the respondents	10-14	53	16.1
	15-18	183	55.4
	19-24	94	28.4
Educational status	Grade 8	43	13.0
	Grade 9	58	17.6
	Grade 10	86	26.1
	Grade 11	70	21.2
	Grade 12	73	22.1
Religion	Orthodox	218	66.1
	Protestant	51	15.5
	Muslim	61	18.5
Whom do you live with?	Both family members	139	42.1
	Father only	37	11.2
	Mother only	53	16.1
	Relative	101	30.6

(Source: own survey result, 2022)

A total number of 330 respondents participated in most of the respondents were within a sex category of female 205(62.1%) and the remaining respondents 125(37.9%) were male. The respondents were within the age group of 10 to 14 years 53(16.1%), 15-18 years 183(55.4%), and 19-24 years 94(28%). Thus, many respondents are between the 15 to 18 age groups. Regarding educational status, 43(13.0%) were 8th grade and 58 (17.6%) 9th grade and 86(26.1%) 10th grade and 11th grade 70 (21.2%), the remaining were 12th grade 73(22.1%).

Regarding religion, it is seen from the table that orthodox student account for 218 (66.1%), protestant 51(15.5%), and the remaining Muslim 61(18.5%). On the other hand, most of the respondents were orthodox. Similarly, the question who you live with both family members 139(42.1%) and father only 37(11.2%) and mother only 53 (16.1%) and the remaining 101(30.6%) respondents were living with relatives. **(Table1).**

Table 2: Background Information about the Respondents for qualitative data

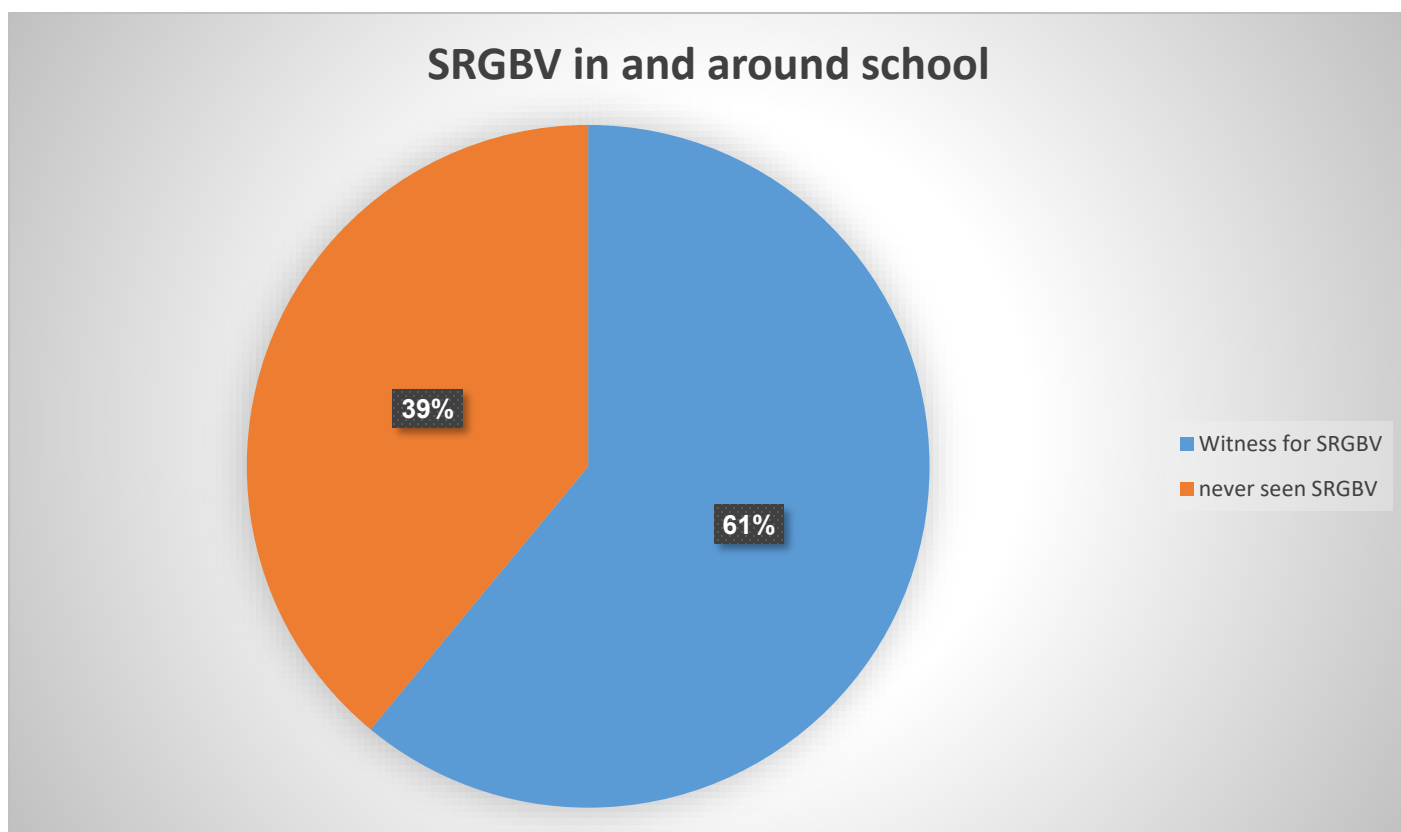
Respondents for qualitative data characteristics		Students grade 11 and grade 12	Teacher	Staff worker	School principal	Community leader
Focus group discussion	Male	8	3	-	-	-
	Female	8	5	-	-	-
In-depth interview	Male	-	-	-	-	-
	Female	2	-	-	-	-
key informant	Male	-	1	-	1	-
	female	-	1	2	-	-

As can be seen from the table above, focus group discussion respondents are students from grades 11 and 12, male students (8), female students (8) and male teacher (3) female teacher (5). When we see the in-depth interview, *students from* in grades 11 and 12, female students (2) participate, and regarding the key informants, male teachers (1), female teachers (1), and staff workers (2) are women. **(Table 2)**

4.2 Prevalence of Gender-Based Violence

Of the respondents, 201 (61%) said that they had experienced or witnessed gender-based violence in and around their school, and the remaining 129 (39%) said that they had never seen gender-based violence in and around their school. On the female FGD, students were asked about their understanding of GBV and their experience of GBV in the school. They responded that all respondents stated that the violence is different, but that they have seen violence in the school and that it has happened to them every day of their lives. (**Figure 3**).

Figure 3: GBV in and around school in selected schools of Arada sub-city



(Source: computed from survey result, 2022)

4.3 Types of Gender-Based Violence in School

Table 3: Respondents GBV experiences in School

Variable		Gender		Age			Frequency	Percent
		Male	Female	10-14	15-18	19-24		
What kind of gender-based violence have you experienced or witnessed in and around school	Embarrassment	4(3%)	151(70.5%)	25(47%)	74(40%)	56(59.5%)	155	21.2%
	sexual harassment	0	109(51%)	3(6%)	40(22%)	66(70%)	109	33%
	Discrimination	20(17%)	28(13%)	2(4%)	32(17%)	16(17%)	48	14.5%
	intimidation by force	53(46%)	10(5%)	9(17%)	43(23%)	14(15%)	63	19% %
	Physical beating, stabbing, or kicking	11(9%)	13(6%)	11(21%)	6(3%)	7(7%)	24	7%
	Rape	0	4(2%)	1(2%)	3(2%)	0	4	1%
	Insult	49(42. %)	100(47%)	40(75%)	78(43%)	31(33%)	149	45%
	rape attempted	0	5(2%)	1(2%)	2(1%)	2(2%)	5	1.5%
	slap and pinch	7(6%)	30(14%)	12(23%)	20(11%)	5(5%)	37	11%
psychological abuse and being called names they don't like	44(38%)	53(25%)	7(13%)	60(33%)	30(32%)	97	29%	
I do things I don't want to do under pressure from my friends.	Yes, most of the time	22(19%)	16(7%)	2(4%)	22(12%)	14(15%)	38	11.5%
	Yes, some of the time	38(33%)	43(20%)	8(15%)	38(21%)	35(37%)	81	24.5%
	not very often	29(25%)	27(13%)	12(23%)	40(22%)	4(4%)	56	17.0%
	no, never	27(23%)	128(60%)	31(58%)	83(45%)	41(44%)	155	47.0%
I have an open discussion with my parents about what happened to me every day?	Yes, most of the time	5(4%)	51(24%)	29(55%)	17(9%)	10(11%)	56	17.0%
	Yes, some of the time	17(15%)	76(35.5%)	14(26%)	66(36%)	13(14%)	93	28.2%
	not very often	15(13%)	37(17%)	7(13%)	15(8%)	30(32%)	52	15.8%
	no, never	79(68%)	50(23%)	3(6%)	85(46%)	41(44%)	129	39.1%

(Source: own Survey Result, 2022)

Respondents were asked what kind of gender-based violence they had witnessed or experienced personally in the school environment. As indicated in the table above (table 3), The students were asked about embarrassment, which showed that 4 (3%) males out of the total 116 male students and 151 (70.5%) females out of the total 214 female students. The overall age range of respondents is between 25 (47%) 10–14 years out of the total 53 students, 74 (40%) 15–18 years out of the total 183 students, and 56 (59.6%) 19–24 years out of the total 94 students (21.2%). On the other hand, sexual harassment was witnessed by 109 (51%) females, three of whom were aged 10–14, (40%) 15–18, and (66%) 19–24. A 12th grade student spoke about sexual harassment during a focus group as follows; *Currently, many negative things are repeated in the media, on the internet, and in everything that is seen and heard, so our brains have accepted what is wrong as right. Even serious crimes of rape and serious physical violence do not scream when we hear or see them like in the past.* (FGD, 2022). Similarly, the table about Discrimination indicated that 20 (17%) males and 28 (13%) females were similarly represented, as were 2 (4%) of the 10–14 age group, 32 (17%) of the 15–18 age group, and 16 (17%) of the 19–24 age group, for a total of 48 (14.5%).

Table 3 also shows that intimidation by force, as indicated by respondents GBV experiences in school, showed that 53 (46%) males and 10 (5%) females face intimidation in school. When we look at it by age group, 9 (17%) of the 10–14 age group, 43 (23%), of the 15–18 age group, and 14 (15%) of the 19–24 age group face intimidation in school, for a total of 63 (19%). Table 2 indicated that psychological abuse and being called names they don't like to affect 11 (9%) males, 13 (6%), 11 (21%), of the 10-14 age group, 6 (3%), of the 15-18 age group, and 7 (7%) of the 19-24 age group affected by psychological abuse, for a total of 24 (7%). Rape male 0, female 4 (2%) of the 10–14 age group 1 (2%), of the 15–18 age group 3 (2%), and of the 19–24 age group 0, and total 4 (1%) on this survey. The age group 15–18 is more at risk for rape compared to other age groups.

Table 3 also indicates insults: 49 (42% male), 100 (47% female), of the 10-14 age group 40 (75%), of the 15-18 age group 78 (43%), of the 19-24 age group 31 (33%), and total 149 (45%) rape attempts: male 0 responded, female 5 (2%), of the 10-14 age group 1 (2%), of the 15-18 age group 2 (1%), of the 19-24 age group 2 (2%), and total (1.5%) One grade 10 female student expresses her idea of GBV as follows; *Sexual violence mostly affects girls, and female students are more vulnerable even when, while we are walking on the road wearing uniforms, the people we call*

adults touch our breasts and buttocks and go on their way as if nothing happened, and the passengers do not stop them even though, due to adaptation, we students pass quietly. (FGD, 2022). Thus, the data shows that the major school-based violence ranges from embarrassment to rape and attempted rape. One 11th grade female student shares her experiences as follows;

Many days when I go to school, I get harassed by men. I hate it because I see it as sexual harassment. Worse of all, two students attempted to rape me in the schoolyard. I couldn't tell anyone at the time, but I don't know why everyone thought I was the one to be blamed, There is a close floor in our school where many students go, and I had never been there, but that day I went to see it alone. Two male students in uniform grabbed me from the front and behind, and when they heard another sound, they ran away, and I escaped them. (In-depth interview conducted on October, 20, 2022, cafeteria)

To support this another key informant interview forwarded as follows,

Let me share with you what I saw with my own eyes on the road. One day, while walking on the road, I saw adult man kicking a student buttocks. The girl was angry but, she turned around and continued walking. He turned around and laughed with pride. I was angry, and I stopped and told him that what he did was sexual violence, but he told me to mind my own business; you are too old; no one wants you; that's jealousy, and he left. I was sad because I couldn't do anything. (KI, interviewed on September 08, 2022, Office).

The above table-3 clearly indicated, regarding to slap and pinch male 7(6%), female 30(14%) of the 10-14 age group 12(23%), of the 15-18 age group 20(11%), of the 19-24 age group 5(5%), and total 37(11%). psychological abuse and being called names they don't like. Males are 44 (38%), females 53 (25%) of the 10-14 age group 7 (13%), of the 15-18 age group 60 (33%), of the 19-24 age group 30 (33%), and total 97 (29%), at risk for psychological abuse and being called names they don't like.

As we can see in the table above, when we look at how many students do things that they don't believe in the influence of their friends, there were most of the time 38 (11.5%) respondents, 81 (24.5%) respondents who were some of the time, 56 (17.0%) respondents who were not very often, and the remaining 155 (47.0%) respondents who answered that none of their friends had any

influence. A Grade 12 female student responded, *sometimes my friends skip school to hung out outside the school we call it (day party) prepared by our school students, those students pressure me to go; if i don't want to go, they will make fun of me saying 'fara.* (FGD, 2022).

Regarding the respondent's open discussion with their family, 56 (17.0%) respondents openly talked with their families every day, 93 (28.2%) respondents talked some of the time, 52 (15.8%) respondents did not talk very often, and the remaining 129 (38.1%) respondents never had an open discussion with their family. One the grade 11 student respond as follows, *I am too shy to talk to my family about my life and what I am going through; I find it easier to talk to my friends than to talk to them.* (FGD, 2022). In general, regarding the above ideas and the ideas raised by the male teacher during the focus group discussion, *different types of violence happened to students in school and outside of school; most of them are not considered violence, so they don't dare to say that they have been attacked. Students fight with each other; they threaten; they abuse each other; there are students who isolate them, but they don't tell their teachers or families about all this abuse.* Regarding this in-depth interviews about the issue as follows; *the insults that some students inflict on our physical appearance are more than words can describe. It is difficult to cope with the stigmatization and feeling of inferiority that come to us when we don't want them.* (IDI, 2022).

4.4 The influences of GBV on student's school related activities

Assessment of respondents' feelings, emotions, and actions related to gender-based violence. Subjects were asked to identify what they had experienced and the influences of gender-based violence on their life activities, and Table 3 displays the responses of the subjects.

Table 4: The consequences of SRGBV on a person

Variable		Gender		Age			Frequency	Percent
		Male	Female	10-14	15-18	19-24		
Have you ever considered dropping out of school?	Yes	66(57%)	62(29%)	9(17%)	69(38%)	50(53%)	128	38.8%
	No	50(43%)	152(71%)	44(83%)	114(62%)	44(47%)	202	61.2%
Reduce interest in school	Yes	77(66%)	187(87%)	3(6%)	170(93%)	91(97%)	264	80.0%
	No	39(34%)	27(13%)	50(94%)	13(7%)	3(3%)	66	20.0%
Absenteeism	Yes	80(69%)	46(21%)	15(28%)	67(37%)	44(47%)	126	38.2%
	No	36(31%)	168(78.5%)	38(72%)	116(63%)	50(53%)	204	61.8%
Decrease academic achievement	Yes	63(54%)	151(70.5%)	24(45%)	114(62%)	76(81%)	214	64.8%
	No	53(46%)	63(29%)	29(55%)	69(38%)	18(19%)	116	35.2%
Have you ever considered working for your family's standard of living?	Yes	91(78%)	81(38%)	4(7.5%)	99(54%)	69(73%)	172	52.1%
	No	25(21.5%)	133(62%)	49(92%)	84(46%)	25(26.5%)	158	47.9%
Are you having trouble moving your mind while a teacher is teaching?	Yes	50(43%)	72(34%)	21(40%)	93(51%)	8(8.5%)	122	37.0%
	No	66(57%)	142(66%)	32(60%)	90(49%)	86(91%)	208	63.0%
Have you ever seen anyone using drugs and alcohol at school?	Yes	93(80%)	100(47%)	20(38%)	99(54%)	74(79%)	193	58.5%
	No	23(20%)	114(53%)	33(62%)	84(46%)	20(21%)	137	41.5%
Have you ever been threatened or intimidated?	Yes	60(52%)	20(9%)	13(24.5%)	60(33%)	7(7%)	80	24.2%
	No	56(48%)	194(91%)	40(75%)	123(67%)	87(92.5%)	250	75.8%
Have you ever been afraid to move at school?	Yes	35(30%)	95(44%)	27(51%)	59(32%)	44(47%)	130	39.4%
	No	81(70%)	119(56%)	26(49%)	124(68%)	50(53%)	200	60.6%
Spreading rumors about a person's personal sex life	Yes	30(26%)	60(28%)	6(11%)	70(38%)	14(15%)	90	27.3%
	No	86(74%)	154(72%)	47(89%)	113(62%)	80(85%)	240	72.7%
Have you ever experienced discrimination?	Yes	28(24%)	38(18%)	7(13%)	54(29.5%)	5(5%)	66	20.0%
	No	88(76%)	176(82%)	46(87%)	129(70%)	89(95%)	264	80.0%
Corporal punishment	Yes	54(46.5%)	8(4%)	9(17%)	50(27%)	3(3%)	62	18.8%
	No	62(53%)	206(96%)	44(83%)	133(73%)	91(%)	268	81.2%
Have you ever seen sexual harassment in school?	Yes	104(90%)	188(88%)	25(47%)	173(94.5%)	94(57%)	292	88.5%
	No	12(10%)	26(12%)	28(53%)	10(5%)	0	38	11.5%
Have you ever been in a situation where you did not want to be pressured into doing so?	Yes	82(71%)	58(27%)	3(6%)	90(57%)	47(57%)	140	42.4%
	No	34(29%)	156(73%)	50(57%)	93(51%)	47(50%)	190	57.6%

(Source: own Survey Result, 2022)

Table 4 also indicated that 66 (57%) male and 62 (29%) female respondents had thought about and tried to drop out of school, as had 9 (17%) of the 10–14 age group, 69 (38%), the 15–18 age group, and 50 (53%), the 19–24 age group. The remaining 202 (61.2%) respondents had never thought of dropping out. Then there were 77 (66%) males and 187 (87%) females in this age group. 3 (6%) respondents in the 10–14 age group, 170 (93%) in the 15–18 age group, and 91 (97%) in the 19–24 age group had to reduce their interest in school, and the remaining 66 (20.0%) respondents were those who had not reduced their interest in learning.

Along with this, there were 80 (69%) males and 46 (21%), respectively, regarding their age: 15 (28%), 10-14 age group, 67 (37%), 15-18 age group, and 44 (47%), who frequently absented themselves from school. However, there were 204 (61.8%) respondents who never absented themselves from school. There were 63 (54%) male and 151 (70.5%) female students and 24 (45%) 10–14 age group respondents, 114 (62%), 15–18 age group respondents, and 76 (81%), 19–24 age group respondents who experienced a decrease in academic achievement, and 116 (35.2%) respondents who did not experience a decline in the academic result.

In the same way, the table also indicated 91 (78%) male students and 81 (38% female) also, 4 (7.5%) respondents in the 10–14 age group, 99 (54%), in the 15–18 age group, and 69 (73%), in the 19–24 age group, considered working for their family's standard of living, but the other 158 (47.9%) respondents don't consider working for their family's living status.

In-depth interview with One grade 12 female student explains as follows:

I am 16 years old, and I live with my father and my younger brothers. Two years ago, I dropped out of school and was selling roasted grain while working, and I was covering my mother's medical expenses. Even though my father works as a security guard, his money is not enough for us because he is drunk. When she died, I went back to school. Before, I was good at school, but now I don't understand much because I get up at night, and when I come back from school, I sell roasted grain in the evening. Sometimes I can fall asleep while the teacher is teaching us because I have a lot of thoughts. I sit in the classroom, and my thoughts go somewhere else. My family is my responsibility. In fact, when I turn 18, I want to go and work in an Arab country. Some teachers and students don't understand people's

problems. The students give me nicknames, they laugh at me, and they make me cry. Sometimes I stay away from school to escape this, and sometimes I think about dropping out of school. (In-depth interview conducted on October, 20, 2022, at school)

Another finding of this research showed that 50 (43%) male students and 72 (34% female students) in the 10–14 age group, 93 (51%), the 15–18 age group, and 8 (8.5%) in the 19–24 age group said that we have trouble when our thoughts go somewhere else while the teacher is teaching, while the remaining 208 (64.0%) respondents said that our full attention is on the lesson thought by the teacher.

Table 4: 93 (80%) males, 100(47%) females and 20 (38%) age group 10-14, 99 (54%), age group, 15-18 and 74 (79%) 19-24 age group respondents said that they have seen drug and alcohol users on the school premises, while 137 (41.5%) and 137 (41.5%) respondents stated that they have not seen any students doing such activities on the school premises. Furthermore, 60 (52 students male, 20 (9 students and 2 students female), 13 (24.5%) age group 10-14 (24.5%)) 10-160 (33.3 gr15-1860 (33%) 15-18 age group, and 7 (7%) 19–24 age group respondents said that they have never received threats and intimidation in and around school, while only 0 (24.2%%) respondents responded that they have received threats and intimidation.

Table 4 indicates 35 (30%) males and 95 (44% females) in each age group. 27 (51%), 10-14 age group, 59 (32%), 15-18 age group, and 44 (47%), 19-24 age group respondents said that they were afraid to go everywhere in the school, and the remaining 130 (39.5%) respondents said that they can move around the school premises without any fear.

One of female teacher in the school expresses her idea as follows:

Education is not only a fundamental right but also a cornerstone for enjoying and achieving other rights. More than half of the SDGs hinge on education. Everyone should support intervention to end violence against children, which causes developing countries to remain in the cycle of poverty, gender discrimination, powerlessness, hunger, limited gainful employment, poor consumption, and increasing mortality rates. (KI, 2022).

Table 4 indicates 30 (26%) males and 60 (28%) females in each age group. 6 (11%), 10-14 age group, 70 (38%), 15-18 age group, and 14 (15%) 19-24 age group respondents who experience Spreading rumors about a person's personal sex life, and the remaining 240 (72.7%) never experience it. On the other hand, 28 (24%) males and 38 (18%) females and 7 (13%) 10-14 age group respondents, 54 (29.5%) 15-18 age group respondents, and 5 (5%) 19-24 age group respondents experienced discrimination compared to the remaining 264 (80.0%) respondents who did not experience discrimination. Similarly, the above table indicated that 54 (46.5%) males and 8 (4%) females experienced corporal punishment in the 10–14 age group, 50 (27%), 15–18 age group, and 3 (3%), 19–24 age group respondents experienced it, and the other 68 (81.2%) respondents stated that they had not experienced corporal punishment. Show power: male and female teachers tend to inflict corporal punishment on students as a way of demonstrating that they have power over them. One of male teacher in the school expresses his idea as follows: *teachers punish us more when we men do things than women; they don't have mercy for us.* (FGD, 2022).

Table 4 indicated 104 (90%) males, 188 (88%) females, and 25 (47%) in the 10–14 age group, 173 (94.5%) in the 15–18 age group, and 94 (57%) respondents saw sexual harassment in school, and the remaining 38 (11.5%) respondents did not see sexual harassment in school. In addition, 82 (71%) males and 58 (27%) females and 3 (6%) 10–14 age group respondents, 90 (57%), 15–18 age group respondents, and 47 (57%), 19–24 age group respondents said there had been a situation where they did not want to be pressured into doing so, and the remaining 190 (57.6%) answered no. In general, both the teachers and the students raised the point during focused group discussion that the whole school figure should be change. For this reason, everyone should do their part when a student's grades drop, loses interest, or exhibits inappropriate behavior. We should not be ignored.

4.5 Factors of GBV in school

Respondents asked to identify what are the major causes that lead to GBV in their life and Table 5 displays the responses of the subjects.

Table 5: Major causes of students lead to GBV

Variable	Strongly Disagree		Disagree		Neutral		Agree		Strongly agree	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Gender perspective	72	21.8	52	15.8	65	19.7	60	18.2	81	24.5
Age	45	13.6	63	19.1	76	23.0	78	23.6	68	20.6
Sex	38	11.5	60	18.2	56	18.2	74	22.4	102	30.9
Cloths	62	19	82	25	69	21	65	20	13	4
Low family income	43	13	78	24	58	18	80	24	32	10
Lack of awareness	64	19	69	21	59	18	52	16	47	14
Low community level of education	31	9.4	57	17.3	63	19.1	78	23.6	101	30.6
Upbringing	52	15.8	36	10.9	66	20.0	82	24.8	94	28.5
Cultural influence	51	15.5	51	15.5	67	20.3	66	20.0	95	28.8
Religion	123	37.3	59	17.9	58	17.6	33	10.0	57	17.3
School environment	47	14.2	40	12.1	81	24.5	69	20.9	93	28.2
Unable to know school rules and regulation	62	18.8	63	19.1	85	25.8	59	17.9	61	18.5
To get good results from teachers	58	17.6	58	17.6	79	23.9	75	22.7	60	18.2
Drug, chewing chat and alcohol use	64	19	89	27	35	11	43	13	60	18
Not punished accordingly	38	11.5	35	10.6	44	13.3	80	24.2	133	40.3
Social media	83	25	75	23	41	12	31	9	61	18

(Source: Survey Result, 2022)

In the above table regarding gender perspective as a cause or not of gender-based violence, respondents 81 (24.5%) strongly agreed, 60 (18.2%) agreed, and 65 (19.7%) were neutral. However, 72 (21.8%) respondents strongly disagree, and 52 (15.8%) respondents disagree. One of female FGD interviewees of grade 12 student explained the situation just like this: *sometimes not only society but, the teachers and the students believe that female and male students have different roles in school so, the attention given to female students different than male students and this scares me because it prevents me from achieving many things due to restriction.* (FGD, 2022). In addition, age exposes or does not expose gender-based violence; respondents 68 (20.6%) strongly agree and 78 (23.6%) agree; on the other hand, 76 (28.0%) respondents were neutral, 45 (13.6%) strongly disagree, and 63 (19.1%) respondents disagree.

Table 5 also indicated that 102 (30.9%) respondents strongly agreed with the cause, and 74 (22.4%) agreed. In addition, 56 (18.2%) were neutral. 38 (11.5%) respondents strongly disagreed, and 60 (18.2%) disagreed. 13 (4%) strongly agree about clothing as a cause of gender-based violence. 65

(20%) respondents agree, and 69 (21% respondents) are neutral, on the other hand. 82 (25%) respondents strongly disagreed, and 62 (19%) respondents disagreed. Male student FGD participants express their idea as follows: *female student uniforms need attention because they wear tight clothes some female don't look like students with big ear ornaments, nails, and face paint.* (FGD, 2022).

The results showed whether low family income was the cause of gender-based violence or not. 32 (10%) respondents strongly agreed, 80 (24% agreed), and 58 (18%) were neutral. On the other hand, 78 (24% of respondents strongly disagreed) and 43 (13% disagreed) disagreed. Similarly, the table about the lack of awareness about gender-based violence indicated that 47 (14%) strongly agreed with the cause and 52 (16%) agreed with the item. In addition, the respondents' responses indicated that 58 (18%) were neutral. On the other hand, 64 (19%) strongly disagreed, and 69 (21% disagreed). One of the key informational school staff workers express their idea as follows:

Unusual things are used in school. For example, unnecessary physical contact between male and female students that is taken as a joke and leads to sexual assault, putting the phone hidden in the school without permission, having a boyfriend, straightening uniforms for different sizes, dyeing hair, painting nails—we see so many types of behavior in schools that should be corrected from the ground up because it has become so entrenched that it seems too late to correct it. (KI, 2022).

In the above table regarding low community level of education as the cause of gender-based violence, respondents (101, 30.6%) strongly agreed, 78 (23.6%) agreed, 57 (17.3%) agreed, 57 (17.3%) neutral, 31 (9.4%) strongly disagreed, and 57 (17.3%) disagreed. 94 (28.5%) strongly agree about upbringing as the cause of gender-based violence, 82 (24.8%) disagree, 66 (20.0%) respondents were neutral, 52 (15.8%) strongly disagree, and 36 (10.9%) disagree. One of the grade 11 male student participants deal about the issue as follows: *In our society, we observe that many negative things are becoming more common and more attention-grabbing. Making fun of other personalities through stories and metaphors is not shameful, but it is an activity that earns attention. All this happened because of our unlearning society.* (FGD, 2022). Table 5 also talks about cultural influence as a cause of GBV. 95 (28.8%) strongly agree, 66 (20.0%) agree, 67 (20.3%) are neutral, 67 (20.3%) are neutral, and 51 (15.5%) strongly disagree and 51 (15.5%)

disagree. 123 (37.3%) strongly disagree with Religion as the cause of GBV. Relatively, 59 (17.9%) disagreed. On the other hand, 57 (17.3%) strongly agreed, and 33 (10.0%) agreed. *The school is a small country that represents different parts of society. Students from different communities reflected on their community's way of life, communication, leadership, and culture. Repeated stereotyping allows environments to develop where it occurs repeatedly and is tolerated.* (KI, 2022).

Another finding of this research showed that 93 (28.2%) strongly agree about the school environment as a cause of GBV and 69 (20.9%) agree; however, 81 (24.5%) were neutral, 47 (14.2%) strongly disagreed, and 40 (12.1%) disagreed. To support this idea, female teacher FGD argued that the *school environment exposes students to many things, such as sexual harassment, because the school is surrounded by many hotels, entertainment venues, cafes, and other business areas.* Among the study respondents, 61 (18.5%) strongly agree about being Unable to know school rules and regulations as a cause of GBV, 59 (17.9%) agree, 85 (25.8%) are neutral, 62 (18.8%) strongly disagree, and 63 (19.1%) disagree. The result showed that the identified item was an outcome of GBV, with the major causes being sex, lack of weariness, Low community level of education, Drug, chewing, and alcohol use, not being punished accordingly, and social media. Male teacher FGD participants express their idea as follows:

Teaching this year's students is like going through a fire because their behavior is so difficult. Some families do not control their children and never care about their children's behavior. The society has parable expression like, 'የዘንድሮ ተማሪ፣ ተማሪ ድሮ ቀረ፣ የፈጠነ ትውልድ...' However, society ignores the students when they see them on the street during school hours or when they jump over the school fence to escape. (FGD, 2022).

4.6. Factors associated with Gender-based violence.

4.6.1. Bivariate analysis

The bivariate logistic regression analysis revealed that Age, Sex, Education level, Low family income, Friend pressure, Drug, Chewing chat and Alcohol use, Lack of awareness, Dress, and Social media found significantly associated with GBV in and around school.

Table 6: Bivariate analysis of factors associated with GBV in selected secondary school at Arada sub-city Addis Ababa, Ethiopia, 2022

Variable	Categories	GBV seen in and around school		COR	95% CI	P- value
		Yes	No			
Age of respondent	10-14	22	31	15.148	(6.113,37.534)	0.000
	15-18	93	90	10.403	(4.768,22.701)	0.000
	19-24	86	8			0.000
Sex of the respondent	Male	47	78	1		
	Female	154	51	3.653	(2.270,5.877)	0.000
Educational status	Grade 8	13	30	1		0.000
	Grade 9	28	30	14.538	(5.725,36.922)	0.000
	Grade 10	53	33	6.750	(2.906,15.680)	0.000
	Grade 11	44	26	3.923	(1.769,8.697)	0.001
	Grade 12	63	10	3.723	(1.632,8.493)	0.002
Low family income exposes	Strongly disagree.	43	2	1		0.005
	Disagree	78	9	0.114	(0.024, 0.543)	0.006
	Neutral	58	4	0.284	(0.110, 0.730)	0.009
	Agree	80	11	0.170	(0.051, 0.564)	0.004
	Strongly agree	32	13	0.338	(0.137, 0.834)	0.019
Peer pressured	Male	143	10	1		
	Female	148	29	0.357	(0.168, 0.759)	0.007
Drug, chewing chat and alcohol use	Strongly disagree.	64	2	1		0.000
	Disagree	89	5	0.072	(0.016, 0.317)	0.001
	Neutral	35	1	0.130	(0.047, 0.357)	0.000
	Agree	43	5	0.066	(0.009, 0.507)	0.009
	Strongly agree	60	26	0.268	(0.095, 0.755)	0.013
Lack of awareness	Strongly disagree.	64	2	1		0.000
	Disagree	69	7	0.073	(0.016, 0.330)	0.001
	Neutral	59	4	0.238	(0.093, 0.609)	0.003
	Agree	52	6	0.159	(0.051, 0.498)	0.002
	Strongly agree	47	20	0.271	(0.100, 0.733)	0.010
Dress	Strongly disagree.	62	2	1		
	Disagree	82	10	0.047	(0.009, 0.241)	0.003
	Neutral	69	5	0.176	(0.060, 2.205)	0.536
	Agree	65	13	0.105		
	Strongly agree	13	9	0.289		
Social media	Strongly disagree.	83	2	1		
	Disagree	75	7	0.054	(0.012, 0.238)	0.000
	Neutral	41	1	0.211	(0.086, 0.517)	0.001
	Agree	31	2	0.055	(0.007, 0.422)	0.005
	Strongly agree	61	27	0.146	(0.033, 0.653)	0.012

Source: (own survey, 2022)

Table 6 above clearly indicated that, regarding age, those between 10 and 14 years were 15.148 times more likely exposed to GBV compared with those who were in the age group of 15–18 years. Those who are in the age group between 15- and 18-years COR [10.403, (4.768, 22.701)] were 10.403 times less likely to be exposed to GBV than those who are in the age group less than 10 to 14 years.

Table –6 also indicated about Sex of female students were 3.653 times COR [3.653 (2.270,5.877)] more likely expose to GBV than those male respondents. Those study participants, educational status of students in grade 9 COR [14.538 (5.725, 36.922)], were found to be 14.538 times more likely to expose to GBV than grade 8, and grade 10 COR [6.750 (2.906, 15.680)], were found to be 6.750 times more likely to expose to GBV than those who are in grade 8 and less likely to expose to GBV than Grade 9. Those who are grade 11 COR [3.923 (1.769, 8.697)] were found to be 3.923 times more likely to expose themselves to GBV than grade 8 and grade 12 and less likely to expose themselves to GBV than grade 9, grade 10, and grade 12. They were 3.723 times COR [3.723 (1.632, 8.493)] more likely to expose themselves to GBV compared with those who are in grade 8 and less likely to expose themselves to GBV than in grades 9, 10, and 11.

Those respondents who strongly agreed that low family income exposed them to GBV were 0.338 times COR [0.338 (0.137, 0.834)] more likely to expose them to GBV than those who disagreed. Study respondents agree that low family income exposures to GBV were 0.170 times COR [0.170 (0.051, 0.564)]. Less likely to strongly disagree, neutrals were 0.284 times COR [0.284 (0.110, 0.730)] less likely to compared with those who strongly disagree, and respondents who disagreed about Low family income exposures to GBV were 0.114 times COR [0.114 (0.024, 0.543)] less likely to expose themselves to GBV than those who strongly disagree.

Among the study respondents, those who were female students exposed to GBV by Peer pressure were 0.357 times [COR] [0.357(0.168, 0.759)] less likely to have GBV than those who were male students. Regarding the question about Drug, chewing tobacco, and alcohol use, those who strongly agreed to being exposed to GBV COR [0.268 (0.095, 0.755)] were 0.268 times less likely to be exposed to GBV than those who strongly disagreed. Concerning respondents who lack awareness and strongly agree to exposed GBV COR [0.271 (0.100, 0.733)], they were found to be 0.271 times less likely to strongly disagree. Regarding dress, the respondents were found to be

neutral to exposed GBV COR [0.176 (0.060, 2.205)] and 0.176 times less likely to strongly disagree. Finally, those respondents who disagreed that social media exposed them to GBV were 0.054 times COR [0.054(0.012, 0.238)] less likely to expose them to GBV than those who strongly disagreed. Study respondents neutral to social media exposure to GBV were 0.211 times COR [0.211 (0.086, 0.517)]. less likely to strongly disagree, agree were 0.055 times COR [0.055 (0.007, 0.422)] less likely to disagree, and respondents who strongly agree about social media exposures to GBV were 0.338 times COR [0.146 (0.033, 0.653)] less likely to expose themselves to GBV than those who strongly disagree (**Table 6**).

4.6.2. Multivariate analysis

In multivariate analysis some of the variables which had a significant association in the bivariate analysis showed significant association except for Sex, Education level, Friend pressure, Drug, chewing chat and Alcohol use, Lack of awareness, Dress, and Social media.

Study participants who are Age groups between 15-18 AOR [0.153(0.042,0.552)] were 0.153 times less likely expose to GBV than age group between 10-14 and Age groups between 19-24 AOR [0.265 (0.085, 0.824)] were 0.265 times less likely expose to GBV than age group between 10-14. Because they have an immature mind and vision, they can easily be vulnerable. Regarding Respondents perception, those who strongly agree to low family income AOR [0.030 (0.001, 0.892)] 0.030 times less likely to be exposed to GBV than those who strongly disagree (**Table 7**).

Table 7: Multivariate analysis of factors associated with gender-based violence in selected secondary school at Arada sub-city Addis Ababa, Ethiopia, 2022.

Variable	Categories	GBV seen in and around school		COR	AOR	95% CI	P value
		Yes	No				
Age of respondent	10-14	22	31	1	1		0.014
	15-18	93	90	15.148	0.153	(0.042 0.552)	0.004
	19-24	86	8	10.403	0.265	(0.085 0.824)	0.022
Sex of the respondent	Male	47	78	1	1		
	Female	154	51	3.653	0.640	(0.153, 2.683)	0.542
Educational status	Grade 8	13	30	1	1		0.478
	Grade 9	28	30	14.538	19789830.573	(0.000 .	0.999
	Grade 10	53	33	6.750	0.064	(0.000, 124.257)	0.477
	Grade 11	44	26	3.923	0.088	(0.000, 294.759)	0.557
	Grade 12	63	10	3.723	29.143	(0.665, 1276.874)	0.080
Low family income exposes	Strongly disagree	43	2	1	1		0.310
	Disagree	78	9	0.114	9.570	(0.010, 8845.118)	0.517
	Disagree	58	4	0.284	19.754	(0.013,	0.422
	Neutral	80	11	0.170	9.610	28935.461)	0.572
	Agree	32	13	0.338	0.030	(0.004,	0.043
	Strongly agree					24800.368) (0.001, 0.892)	
Friend pressured	Yes	143	10	1	1		
	No	148	29	0.357	0.357	(0.198, 2.182)	0.493
Drug, chewing chat and alcohol use	Strongly disagree	64	2	1			0.051
	Disagree	89	5	0.072	0.140	(0.020, 0.968)	0.046
	Disagree	35	1	0.130	0.076	(0.011, 0.536)	0.010
	Neutral	43	5	0.066	0.119	(0.010, 1.427)	0.093
	Agree	60	26	0.268	0.288	(0.058, 1.439)	0.129
	Strongly agree						
Lack of awareness	Strongly disagree	64	2	1			0.515
	Disagree	69	7	0.073	0.454	(0.063, 3.269)	0.433
	Disagree	59	4	0.238	3.208	(0.438, 23.520)	0.251
	Neutral	52	6	0.159	1.267	(0.218, 7.350)	0.792
	Agree	47	20	0.271	0.842	(0.183, 3.866)	0.825
	Strongly agree						
Dress	Strongly disagree	62	2	1			0.586
	Disagree	82	10	0.047	0.000	0.000 .	0.998
	Disagree	69	5	0.176	0.204	(0.015, 2.829)	0.236
	Neutral	65	13	0.105	0.165	(0.013, 2.167)	0.170
	Agree	13	9	0.289	0.310	(0.040, 2.388)	0.261
	Strongly agree						
Social media	Strongly disagree	83	2	1	1		
	Disagree	75	7	0.054	0.498	(0.131, 1.896)	0.307
	Disagree	41	1	0.211			
	Neutral	31	2	0.055			
	Agree	61	27	0.146			
	Strongly agree						

Source: (own survey, 2022)

4.7 Student coping mechanism to GBV

According to the question presented in the FGD and the key informant, in what ways do students cope with or defend against GBV in and around school?

Female FGD participants deal about the issue as follows:

We, students, have suffered the same abuse; however, the impact it brings to us may be different because a student who talks to her or his family openly about everything and a student who studies with full resources can easily resolve the violence, but a student who does not have a clear conversation with family, but the violence receives easily can disrupt education even from destiny. (FGD, 2022).

One of key interviewee, 32-year-old women explained the situation just like this:

Adolescence and youth are ages of hormonal and other physical changes associated with puberty. Mood fluctuations, anxiety, and transient depressive feelings are most common. Young people are more vulnerable than adults. Ineffective communication and low self-confidence in building unhealthy relationships can expose them to GBV. These are results of the fact that they learn from their parents how to react to a problem. We should equip students in school with ways to solve problems they face in any area of their lives besides education. (KI, 2022).

Regarding this, one of the teachers at FGD forwarded that.

By encouraging the student to ask openly about an issue that arises in the environment and participate in various social issues, we can increase students' self-confidence. Improved knowledge to manage period health and increased confidence to identify and address instances of sexual and gender-based violence. Encourage the student to speak up whenever they're experiencing emotional and physical abuse, especially in relationships. Students need to stop thinking like he or she will change because we buried our sisters and brothers because of these words. (FGD, 2022)

The school principal suggests:

‘The problem is GBV in school such as insulting, kicking, sexual jokes, comments, discouraging, intimidation etc. I observe such practices specially up on female students but as a severity of the problem the trained of female students to report the issue to the expected body in the school is low, because of are awareness gap; they are not considered such practices as sexual harassment. This creates a challenge to exactly know the prevalence and effects of the problem in this school’. (KI, 2022)

One FGD female teachers explains as follows; *SRGBV, has a long-term impact on children's and young people's emotional, physical, and psychological well-being. In most of our society, Violence is not considered Violence. Despite this, the culture of speaking openly with each other has not yet developed, and for this reason, the students have been attacking and harming themselves instead of fearing the community.* (FGD, 2022)

This is an institution-based cross-sectional study that attempted to assess Gender-Based Violence in secondary schools in the case of selected (Menelik and Meskerem Primary and Secondary) Government schools in Arada sub-city, Addis Ababa, Ethiopia. A possible rationale for the obtained findings as they relate to existing literature was offered. That is according to the research objective, and attempts to relate the present results of the analyses with previous studies were briefly discussed as follows:

4.8. Prevalence of Gender-based violence

Survey results reveal that the prevalence of GBV experienced or witnessed in and around school was found to be 61%. On this finding, 201 (61%) of them, responded that they have experienced or witnessed GBV in and around school; on the other hand, 129 (39%) respondents responded that they have never experienced or witnessed GBV in and around school. Regarding this survey, Girls are at greater risk than boys (77% versus 36%), and the age group 19–24 is more at risk than the 10–14 age group and the 15–18 age groups (91% versus 41.5%, 51%). Similarly, grade 12 students were more violent than the other grade level students (86%). This finding is higher than the study conducted in Ethiopia, where the prevalence of violence among youth aged 15–24 years was 21.5%. (Alehegn, B. et al., 2022), Wolaita Sodo (56.3%) And lower than according to research

conducted in Uganda, by 2013, 77% of primary school children and 82% of secondary school children had experienced unwanted school-related gender-based violence (Magwa 2015). Globally, an estimated 246 million children and adolescents experience any form of school violence. (UNESCO,2017).

4.9. Types of Gender-Based Violence in School

In this research, sexual harassment found among 109 students (51% of female students). Age groups 19–24 is more at risk than age groups 10–14 and 15–18 (70% versus 6% and 22%). The finding of this study was lower than the study conducted in Fitawurari Abayineh secondary and preparatory school (63.3%), where female students faced sexual harassment at school. Physical violence, like intimidation by force, puts males more at risk than females (46% versus 5%), and the age group 15–18 is more at risk than the age groups 10–14 and 19–24 (23% versus 17%, 15%), and Corporal punishment puts males at 46.5% versus 4% females. The qualitative work shows that males are more at risk than females for physical violence. According to the FGD, many students said that they were physically abused by their teachers. UNESCO and the UN (2016) stated that at the school level, there are indications that male and female teachers are more powerful than students. It is thus a demonstration of the belief that teachers have physical power over their students. However, many of these students suffer physical violence in schools from their teachers.

The findings of this study, including psychological abuse and being called names they don't like by males at higher risk than females (38% versus 25%), intimidation by force (8.6%), and insulting females at higher risk than males (47% versus 42%), support this study, according to The University of South Africa also did a study in 2012 on bullying, and the results of the study showed that a total of 1,158 (34.4%) had been victims of bullying (Laas and Boezaart 2014). To support this, UNESCO, and UN Women (2016) revealed that Most violence remains unreported or unrecognized, particularly where social and gender norms make it hard for children to report or recognize certain behaviors and actions as violence. The study revealed that psychological violence was the most common type of GBV experienced. According to research conducted in Nigeria, 72.5% of students experience psychological violence at government secondary schools (Olufunmilayo et al., 2018).

In general, to support the present study, a study conducted by UNESCO and the UN (2016) defined school-related gender-based violence as acts of threats of physical, sexual, and psychological violence happening in or around the school compound because of stereotypes, roles, or norms attributed to or expected of them because of their sex or gendered identity. It also refers to the differences between girls' and boys' experiences of vulnerability to violence. A study conducted by (Addisu S. et al., 2021) female high school students in eastern Ethiopia revealed that more than half (55%) of the study participants had experienced any type of GBV during their lifetime.

4.10. The influences of GBV on students in school-related activities

This study also found that 128 (38.8%) respondents thought they dropped out of school due to SRGBV. 66 (57%) male and 62 (29% female) students in related age groups (9 (17%) of the 10–14 age group, 69 (38% of the 15–18 age group, and 50 (53% of the 19–24 age groups of respondents) had thought about dropping out of school due to SRGBV. In this study, male students, and students in the age group 19–24 was more at risk for dropping out of school than the other groups, and the remaining 202 (61.2%) respondents had never thought of dropping out. Then there were 264 (80.0%) respondents who had to reduce their interest in school regarding SRGBV. 77(66%) male student and 187(87%) female students in similar 3(6%) age group 10-14, 170(93%) age group 15-18 and 91 (97%) of the 19-24 age group students has loss of interest for education specially, female students and age group 19-24 more at risk for this and the remaining 66(20.0%) respondents were those who had not to reduce their interest to learn. Along with this, there were 126 (38.2%) respondents who frequently absented themselves from school; however, there were 204 (61.8%) respondents who never absented themselves from school. There were 214 (64.8%) respondents who experienced a decrease in academic achievement and 116 (35.2%) respondents who did not experience a decline in academic results. 172 (52.1%) of respondents considered working for their family's standard of living; the other 158 (47.9%) respondents don't consider working for their family's living status.

Moreover, 122 (37.0%) respondents said that they have trouble when their thoughts go somewhere else while the teacher is teaching; 50 (43%) male and 72 (34%) female students affected by this, and 40 (24% of the 10-14 age group), 93 (51%), 15-18 age group, and 8 (8.5%), 19-24 age group exposed to loss of focus. On this survey, male students and age group 15-18 are at greater risk

compared to the other, while the remaining 208 (64.0%) respondents said that their full attention is on the lesson thought by the teacher. 193 (58.5%) respondents said that they have seen drug and alcohol users on the school premises, while the remaining 137 (41.5%) respondents stated that they have not seen any students doing such activities on the school premises.

In addition to the above, 250 (75.8%) respondents said that they have never received threats and intimidation in and around school, while only 80 (24.2%) respondents responded that they have received threats and intimidation. There were 200 (60.6%) respondents who said that they were afraid to go everywhere in the school, and the remaining 130 (39.4%) respondents said that they could move around the school premises without any fear (see table 3). To support the above outcome, GBV has complex consequences for adolescents. In Africa, researchers have identified that the consequences of sexual and physical violence on adolescents are a greater risk of sexual activity that is risky (unsafe), victimization, HIV infection, compromised physical health, and finally death. (Meinck et al., 2015). Victims of GBV often tend to blame themselves (self-blame) and feel guilt or shame. They are stigmatized and blamed by family, friends, and society.

The study confirmed by Addisu GBV shows a severe public health problem among a sample of female high school students in eastern Ethiopia. The health impacts of GBV reported by young women who had experienced abuse were severe. It not only affects the health of students but also leads to poor school performance, dropout, repetition of a grade, absenteeism, and reduced interest in school. (Addisu et al., 2021). Young people aged 15–24 years who are sexually active are at a greater risk of experiencing adverse health and social outcomes, including unplanned pregnancy or Sexually Transmitted Infection (STI) acquisition, than older populations (CDC, 2013). GBV also undermines the rights, autonomy, and security of the victims and reinforces gender equality in society.

4.11. Factors of Gender-based violence

One of the findings of this study is that, in multivariate binary logistic regression analysis, students' age and family income were found to be significantly associated with GBV. In the multivariate binary logistic regression model, the factor that was significantly associated with GBV was students' age. Age [$0.265 (0.085, 0.824)$] was significantly associated with exposure to GBV. Compared to Kenya, 32 and 66% of females aged 18 to 24 reported at least one experience of

sexual or physical violence, respectively, and 49% of females aged 13 to 17 reported experiencing some type of sexual or physical violence. Because Adolescence and youth are times of rapid growth and development, at this age, they want to decide for themselves what they want to do and struggle to solve their problems. To confirm this study, Adolescence is the stage of development in which an individual shows changes in physical, biological, and psychological aspects, and in general, it is the time of transition from childhood to early adulthood (Steinberg, 2004). They are open to both positive and negative ideas; their age gives them the power to do anything, and they often understand things through feelings.

Another significant multivariate analysis was Low family income exposure to GBV [0.030 (0.001, 0.892)]. The results showed whether low family income was the cause or not of GBV. 56 (17.0%) respondents strongly agreed, and 85 (25.7%) agreed. To support this study, Student performance is negatively correlated with the low Socioeconomic status of their parents because it prevents the individual from gaining access to sources and resources for learning (Duke, 2000; Lopez, 1995). Families have a key role in children's upbringing and should be places of sanctuary, growth, and development. Parents and caregivers can be the first line of support for children and facilitate access to essential services (World Education 2021). Students who have a poor family are more exposed to GBV because a student from a poor family may not talk and listen to his or her family openly about anything faced; students may be subjected to labor exploitation at home; students may not pay attention to their responsibilities at home; and students may be subjected to psychological violence at school because he or she does not meet the necessary resources.

The study has revealed that there were 130 (39.5%) respondents who said that they were afraid to go everywhere in the school. 35 (30%) male and 95 (44% female) students in related age groups, 27 (51% of the 10-14 age group), 59 (32% of the 15-18 age group), and 44 (47% of the 19-24 age groups) of respondents had thought about dropping out of school due to SRGBV. In this study, female students and students in the age group 10–14 were more at risk of being afraid to go everywhere in the school, and the remaining 200 (60.6%) respondents said they could move around the school premises without any fear, respectively, which is comparable to the results at Ambo Secondary and Preparatory School, where 84 (60.9%) reported feared harassment in the school and 54 (39.1%) never feared being sexually harassed in the school (Eshetu, 2015). The study indicated that students who are always bullied may develop a fear of school and become irregular

in school. These finding lays credence to that of Sanusi (2015), who found out that one of the influences of SRGBV is the feeling of insecurity in the school among victims and victims who absented themselves from school. The research revealed that victims may isolate themselves from other students in the school, and when the school environment is not very secure, both physically and psychologically, students become more vulnerable. According to Prinsloo, a safe school is a school that is free of danger and where possible harm is absent, a place where non-educators, educators, and learners may work, teach, and learn without fear of ridicule, intimidation, harassment, humiliation, or violence. Prinsloo (2005).

4.12. Coping mechanism for school-related gender-based violence

According to FGD and in-depth interview findings, SRGBV has a marked influence on students as well as their physical, emotional, and sociocultural interactions. This study found that, Due to fear of stigma, bullying, shame, fear of society and response, lack of confidence, and being unable to know where to go after exposure, the violence is worse and unreported. Family relationships and peer associations are important determining factors that can promote or protect young people from GBV. The study found that students who don't have experience having a free discussion about reproductive issues with their family are highly vulnerable to GBV compared to those who do. On the other hand, this research found that not all forms of GBV are exposed equally. Strengthening relationship skills and equipping students with soft skills like effective communication and self-confidence to build healthy relationships can protect them from GBV.

CHAPTER FIVE

CONCLUSION, AND RECOMMENDATIONS

5.1. Conclusion

This study is designed to examine which kinds of GBV students experience and what factors are associated with them, their coping mechanisms, and the solution to implement at school in the case of Menelik primary and secondary schools and Meskerem primary and secondary schools in Arada sub-city, Addis Ababa. To answer the basic research questions, data have been collected from the sample population, which is selected based on sampling techniques, and the following conclusions are drawn:

Many respondents had experienced GBV and had seen GBV in and around the school. The findings of this study also showed that more respondents had experienced different types of GBV. Based on the collected data, analysis and interpretation have been made, from which the following findings are drawn: Concerning the types of GBV, it is found that the more experiences the study area has, the more psychological violence there is, such as insulting, embarrassment, depression, sexual harassment, unwanted sexual comments, spreading rumors, being afraid to move at school, abuse, being called names they do not like, appreciating or depreciating without the will of the individual, and peer pressure.

Moreover, the study identified a high prevalence of GBV at school among male and female students, and factors such as students' age and low family income showed significant associations with GBV at school. The study also found that unsafe school environments exacerbate students' vulnerability and expose them to physical and sexual harassment. During my practical observation, I saw adults who sat around the school chewing gum or using other substances, and some people in businesses exposed to violence. The other concern is about coping mechanisms or defenses against GBV associated with being unable to have free discussions with parents or teachers. Some students openly discuss with their families and teachers any violence they face; compared to those who do not speak openly, the students who do not speak openly are affected more, but the ones who speak openly face the same abuse and get over it easily.

Finally, this study also revealed the lack of school laws and departments to implement laws on SRGBV, the inability to know school laws and regulations, and low integration with parents, the community, and other stakeholders in schools more exposed to GBV. During my practical observation, one school had a gender club that was not strong and organized by female and male students, female and male teachers, administrative staff, and people from the community, and the other school did not have a gender club.

5.2. Recommendation

Education has an important role to play in transforming the root causes of violence, especially GBV. Based on the findings of the study, the necessary recommendations are being made to minimize GBV at the school level and to create awareness. The following recommendations forwarded.

5.2.1 Concerning the types of GBV,

- **For the School and education sector,** opening a reproductive counseling service club or girls club in the school that includes male and female students and teachers and building networks with students' families.
- **For the community,** increase knowledge and awareness in the community and encourage the creation of a community rapid response team regarding GBV.

5.2.2 Apropos of determinant factors associated with GBV in school,

- To reduce gender-based violence (GBV) in educational settings like schools, it is crucial to identify and eliminate risk factors that increase vulnerability. Policymakers, non-governmental organizations, and stakeholders should develop effective intervention and prevention strategies to reduce GBV in educational institutions.
- The Ministry of Education has responsibility for SRGBV, while regional and local structures, such as BoWYCA, ensure gender, youth, and children's issues are integrated into development plans. Local collaboration with stakeholders is essential to promote a safe learning environment, empower students, and improve school infrastructure. Sub-city

educational offices should train, inform, educate, and communicate on SRGBV, while mass media should increase the number of experts trained in gender issues.

5.2.3 To enhance the Coping mechanism.

- Students and parents should participate in anti-violence activities, create SGBV awareness, provide psychosocial support, and promote reporting of violence. Parents should be physically and emotionally present, raise awareness, and strengthen coalitions and networks. Schools should teach assertive communication, recognize manipulation, and abuse signs, and create programs for students to share their stories without judgment.

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Annex I

Questionnaire for students (English version)

Statement of Consent and signature

Please read the information above and indicate your consent by putting your name and signature in this format.

Greetings,

Good morning/Afternoon, My name is I am working with Selamawit Befekadu who is completing her Master's Degree at Addis Ababa University College of Developmental Studies, Center for Gender Studies. This study is part of the requirements for the fulfillment of the MSc program she is enrolled in. I would like to ask you about some important issues related to Gender-Based Violence.

Whatever information you provide will be kept strictly confidential and will not be shown to other individuals. Participation in this study is voluntary, if you prefer not to respond to all questions or some, of the question it is your right and you don't have to answer any question if you don't, and you can stop the interview at any time. However, I hope that you will actively participate in this survey since your views are important. The study may require 20 minutes. So please give me only some minutes to complete my questions.

At this time, do you want to ask me anything about the survey?

May I begin the interview now? (Circle)

1 = Yes 2 = No (End the interview)

Name & Signature of interviewer: _____ Date: _____

Name & Signature of Supervisor: _____ Date: _____

Part I: Background characteristics of students (Background Information)

1. Sex A Male B Female
2. How old are you? A. 10-14 B. 15-18 C. 19 – 24
3. What is your Religion?
 A Orthodox B. Muslim C. Protestant D. Other specify-----
4. Grade level
 A. 8 B. 9 C. 10 D. 11 E. 12
5. Whom do you live with?
 A. Both parents (Father and Mather)
 B. Mother Only
 C. Father only
 D. Relatives
 E. Other specify.....

Part 2: Students GBV knowledge assessment

1. How do you express GBV at your age?
2. How and why GBV occur in and around the school?
3. Can you mention some factors that contribute for GBV at school?
4. Have you ever seen GBV in and around the school? A.Yes B. No
5. If the answer to that question is yes which of the following do you experience?
 A. Embarrassment
 B. Sexual harassment
 C. Isolation
 D. Bullying
 E. Beating and Stubbing
 F. Rape
 G. Insulting and Humiliation
 H. Rape attempted
 I. Slap and Pinch
 J. Psychological trauma
6. I have open discussion with my parents about what happened to me every day?

- A. Yes, most of the time
 B. Yes, some of the time
 C. Not very often
 D. No, never
7. I do things I don't want to do under pressure from my friends?
 A. Yes, most of the time
 B. Yes, some of the time
 C. Not very often
 D. No, never
8. I feel hopelessness
 A. Yes, most of the time
 B. Yes, some of the time
 C. Not very often
 D. No, never

Part 3: A written questionnaire based on the modsley personality test method

In the next question, you will be asked questions about your feelings, emotions, and actions. Parallel to the question "Yes" and "No" option are provided. Therefore, answer "Yes" or "No" in a way that describes your personality, feelings and actions. Put '√' under your choice.

No.	Yes	NO
Have you ever considered dropping out of school?		
Reduce interest in school		
Absenteeism		
Decrease academic achievement		
Have you ever considered working for your family's standard of living?		
Are you having trouble moving your mind while a teacher is teaching?		
Have you ever seen anyone using drugs and alcohol at school?		
Have you ever been threatened or intimidated?		
Have you ever been afraid to move at school?		
Spreading rumors about a person's personal sex life		
Have you ever experienced discrimination?		
Corporal punishment		
Have you ever experience sexual harassment in school?		
Have you ever been in a situation where you didn't want to be pressured into doing so?		

Part 4: agreement questions for causes and effects of GBV

Please give your answer in the provided box by putting “√”

Causes of GBV?	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender exposes to GBV					
Age exposes to GBV					
Sex exposes to GBV					
Dress exposes to GBV					
Low family income exposes to GBV					
Lack of awareness exposes to GBV					
Low community level of education exposes to GBV					
Upbringing					
Cultural influence exposes to GBV					
Religion exposes to GBV					
School environment exposes to GBV					
Unable to know school rules and regulation exposes to GBV					
To get good results from teachers exposes to GBV					
Drug, chewing chat and alcohol use exposes to GBV					
Not punished accordingly exposes to GBV					
Social media exposes to GBV					

Open ended question about understanding of students over natural secondary sexual characteristics

- 1 How do you manage changes with secondary sexual characteristics?
- 2 How open are you discussing with your parents about GBV?
- 3 With who are you comfortable talking and why?
- 4 How was their response/ reaction?

Assessment of the safety of the school surrounding

- 5 Have you considered (perceive) the safety and security of school surroundings?
- 6 What are the challenges of the school community mainly on adolescence?

Amharic version of study respondent's information sheet

የጥናቱ ተሳታፊዎች እና የመረጃ ሰጪዎች ቅጽ

ውድ ተማሪ

ጤና ይስጥልኝ ስሜይባላል። እኔ ከሰላማዊት በፍቃዱ ጋር እየሰራሁ ሲሆን ይህ ጥናት በአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ፕሮግራም ሁለተኛ ድግሪዎን በስርአተ ይታ መስክ ለመመረቅ ከሚያስፈልጓት መስፈርቶች አንዱና ዋናው ነው። የዚህ መጠይቅ ዋና አላማ በአንደኛና በሁለተኛ ደረጃ ታዳጊ ተማሪዎች ላይ የሚደርሰውን ስርአተ ይታን መሰረት ያደረገ ጥቃትን በተመለከተ ያለውን ስርጭት እና ተያይዘው ያሉ ምክንያቶችን ለይቶ ለማወቅ እንዲሁም ችግሮቹን በተመለከተ መፍትሄ ለማግኘት የሚካሄድ ጥናት ነው። ይህ ጥናት ከተፈለገው ግብ መድረስ እንዲችል ትክክለኛ መረጃዎችን መሰብሰብ እና ማጠናከር ያሻል። በመሆኑም ለዚህ ጥናት ስኬታማነት የአንተ/ቺ በቅንነትና በተአማኒነት መረጃ መስጠት እጅግ ወሳኝ ነው። በዚህ መጠይቅ የሚሠበሰበው መረጃ በሚስጥር የሚጠበቅ ሲሆን የሚውለውም ለዚህ ጥናት አላማ ብቻ ነው። በመሆኑም አንተ/አንቺ በመጠይቁ ውስጥ የቀረቡትን ጥያቄዎች በጥሞና በማንበብ እና አስተያየትህን/አስተያየትሽን በመግለፅ የበኩልህን/የበኩልሽን እንድታበረክት/ እንድታበረክቺ በትህትና እጠይቃለሁ።

ስለዚህ በዚህ ጥናት ለመሳተፍ ፍቃደኛ ነህ/ ነሽ? አዎ አይደለውም..... አመሰግናለሁ።

እኔ በፊርማዬ ከዚህ በታች አንዳረጋገጥኩት ስለዚህ ትክክለኛ የጥናት ዕቅድ አላማ ተረድቻለሁ ለጥያቄዎቹ ስለጉዳዩ የማቀውን ነገር መልስ መመለስ እንዳለብኝ አውቄያለሁ።

እኔ የምሰጠው መረጃ ለጥናቱ አላማ ብቻ እንደሚውል እና የእኔ ማንነት ወይም ደግሞ የእኔ መረጃ በአስተማማኝ ሁኔታ እንደሚስተናገድ ተረድቻለሁ መሳተፍ ካልፈለኩኝ ያለመሳተፍ እንደምችልና መመለስ ያልፈለኩትን ጥያቄ አለመመለስ እንደምችል ተገንዝቢያለሁ። ከዚህ በተጨማሪም መጠይቁ በሚጠየቅበት ወቅት በማንኛውም ሰአት ጥያቄዎችን መመለስ ማቆም እንደምችል ተረድቻለሁ።

ከላይ ባለው መረጃ መሰረት እኔ በዚህ ለመሳተፍ ፍቃደኛ መሆኔን ተስማምቻለሁ።

ፊርማ..... ቀን.....

ውድ የሆነ የትምህርት ጊዜህን/ ጊዜሽን በመሰዋት ይህንን በመሙላት ስለተባበርኩኝ/ ስለተባበርሽኝ በቅድሚያ ምስጋናዬ ይድረስህ/ የድረስሽ። አንተ/አንቺ ለሃያ(20) ደቂቃ የሚሆን ውይይት ይኖረናል።

መመሪያ : የሚከተሉት ጥያቄዎች ለተማሪዎች የተዘጋጁ ናቸው። እንደ ጥያቄው ዓይነትና ባህሪ በባዶ ቦታው ላይ በመፍፀፍ በማንበብ ወይም ምልክት (✓) በማድረግ መልስ ሾሙ።

ማሳሰቢያ

በመጠየቁ ላይ ስም መፍ አያስፈልግም

የተጠያቂው/ የተጠያቂዋ ቁጥር..... መለያ ቁጥር.....

- ሐ. ማግለል
- መ. በጉልበት ማስፈራራት
- ሠ. የአካል መደብደብ፣ በስለት መወጋት ወይም መረገጥ
- ረ. አስገድዶ መድፈር
- ሰ. ስድብ፣ ማጥላላት፣ ማዋረድ
- ሸ. የአስገድዶ መድፈር ሙከራ
- ቀ. በጥፊና ካልቾ መምታት፣ መቆንጠጥ
- በ. የስነ ልቦና ጫና መፍጠር፣ ቅፅል ስም መጠራት(ባልወደዱት)

2.6 ከቤተሰቦቹ ጋር በየቀኑ ሰላጋጠመኝ ጉዳይ ውይይት አለኝ

- ሀ. አዎን፤ ሁልጊዜ
- ለ. አዎን፤ አልፎአልፎ
- ሐ. አማራጭ ሳጣ
- መ. በጭራሽ

2.7 የማላምንበትን ነገር በጓደኞቹ ግፊት አደርጋለሁ

- ሀ. አዎን፤ ሁልጊዜ
- ለ. አዎን፤ አልፎአልፎ
- ሐ. አስገዳጅ ሲሆን
- መ. በጭራሽ አላደርግም

ክፍል ሦስት፡- የሰብእና መፈተሻ መንገድ መሰረት ያደረገ መጠይቅ

ቀጥሎ በሚቀርበው መጠይቅ ላይ የናንተን ባህርይ፣ ስሜትና ድርጊት የሚመለከቱ ጥያቄዎች ቀርበዋል። በጥያቄዎቹም ላይ ትይዩ “አዎ” ወይም “አይደለም” የሚሉ አማራጮች ቀርበዋል። በመሆኑም የናንተን ባህርይ፣ ስሜትና ድርጊት የሚገልፅ መንገድ “አዎ” ወይም “አይደለም” በማለት አማራጮቹ ስር (✓) በማድረግ ምላሽ ስጡ።

ተቁ	ባህርይ፣ ስሜትና ድርጊት	አዎ	አይደለም
3.1	ትምህርት ማቋረጥ አስባለሁ/ሽ ታውቃለህ/ሽ?		
3.2	የመማር ፍላጎትህ/ሽ ቀንሶ ያውቃል?		
3.3	ክላስ በተደጋጋሚ መቅረት ገጥሞህ/ሽ ያውቃል?		
3.4	የውጤት ማሸቆልቆል ገጥሞህ/ሽ ያውቃል?		
3.5	ከቤተሰብህ የኑሮ ደረጃ አንፃር በትርፍ ሰአት ስራ ለመስራት አስባለሁ/ሽ ታውቃለህ/ሽ?		
3.6	በአንድ ነገር ላይ ለማተኮር ስትሞክር/ሪ አእምሮህ/ሽ ወደ ሌላ ቦታ እይሄድ ትቸገራለህ/ሽ?		
3.7	አደንዛዥ እዎችን ፣ ጫትና አልኮልን የሚጠቀም ሰው ትምህርት ቤት ውስጥ አይተህ/ሽ ታውቃለህ/ቂያለሽ?		
3.8	ዛቻና ማስፈራራት ደርሶብህ/ሽ ያውቃል?		

3.9	በግቢው ውስጥ በፈለጉት ቦታና ጊዜ ለመንቀሳቀስ ፈርተህ/ሽ ታውቃለህ/ቁያለሽ?		
3.10	ስለ ግል ግንኙነትህ/ሽ ወሬ እየተወራ መማር አቅቶህ/ሽ ያውቃል ?		
3.11	የመከላከል/የቸልተኛነት/ የማግለል ድርጊት አጋጥሞህ/ሽ ያውቃል?		
3.12	አካላዊ ድብደባ ገጥሞህ/ሽ ያውቃል?		
3.1	የታዊ ትንኮሳ ትምህርት ቤት ውስጥ አይተህ/ሽ ታውቃለህ/ቁያለሽ?		
3			
3.14	በሰው ግፊት የማትፈልገው/ጊው ህይወት ውስጥ ገብተህ/ሽ ታውቃለህ/ቁያለሽ?		
ሌሎች ካሉ ግለፅ /ጭ			

ክፍል አራት:-

ለእያንዳንዱ ጥያቄ በመልስነት ሊቀርቡ ይችላሉ ተብለው የሚታሰቡ አምስት አማራጮች አሉ። እነዚህም አማራጮች 5- በጣም እስማማለሁ 4- በመጠኑ እስማማለሁ 3- በመጠኑ እስማማለሁ 2- አልስማማም 1 - ጨርሶ አልስማማም የሚሉ ናቸው። በዚህም መሰረት ከዚህ በታች በቀረቡት ጥያቄዎች ትይዩ በአማራጮቹ ትክክል የምትሰጠውን መልስ በሰንጠረዥ ውስጥ ባለው ክፍት ቦታ ይህን ምልክት (✓) በማድረግ መልስ/ሺ።

ለየታዊ ጥያቄ መንስኤ ወይም ምክንያት ሊሆኑ የሚችሉ	ጨርሶ አልስማማም	አልስማማም	በመጠኑ እስማማለሁ	እስማማለሁ	በጣም እስማማለሁ
ማህበረሰቡ የሴትንና የወንድን ሚና/የስራ ድርሻ መለየት(Gender)					
እድሜ					
ፆታ					
አለባበስ					
የቤተሰብ ገቢ አናሳ መሆን					
የግንዛቤ ማነስ					
የማህበረሰቡ ዝቅተኛ የትምህርት ደረጃ					
አስተዳደግ					
የባህል ተጽዕኖ					
ሃይማኖት					
የትምህርት ቤቱ አካባቢ					
የትምህርት ቤቱን ደንብና ስርዓት አለማወቅና አለመተግበር					
ከመምህራን ጥሩ ውጤት ለማግኘት					
አደንዛዥ እያችን ፣ ጫትና አልኮልን መጠቀም					
የህግ መላላት(ተገቢውን ቅጣት አለማድረግ)					
ማህበራዊ ገፅ መስፋፋት(social media)					
ሌሎች ካሉ ግለፅ /ጭ					

የጉርምስናን ተፈጥሮአዊ ለውጦችን አስመልክቶ ለመረዳት

- 9. የተፈጥሮ አካላዊ ለውጦችን በተመለከተ ማንን በግልጽ ታማክራለህ/ሪያለሽ?
- 10. ስለ ሥነ - ተዋልዶ ጤና ምን ያህል ከቤተሰብህ ጋር ውይይት ታደርጋለህ/ጊያለሽ?
- 11. የሚገጥምህ/ሽን ማንኛውንም ችግር ለማሟከር ማንን ትመርጣለህ/ትመርጫልሽ? ለምን?

ትምህርት ቤት በዙሪያው ያለውን ደህንነት ግምገማ

- 12. የትምህርት ቤት አካባቢ ደህንነት እና ምቹነት እንዴት ትገልጻለህ/ትገልጫለሽ?
- 13. ትምህርት ቤት አካባቢ ያለ ማህበረሰብ ምን ይጠበቅብታል?
- 14. በዚህ መጠይቅ ያልተካተቱና ይበጃሉ የምትላቸው/ያቸው ነገሮች አሉ? ካሉ ዘርዘር/ሪ

ጠቃሚ የሆነ መረጃ ስለሰጠሽኝ/ሽኝ ክልብ አመሰግናለሁ!

Annex II

FOCUS GROUP DISCUSSION GUIDING QUESTIONS

(English version)

Greetings,.....i am currently doing a research to assess Gender-Based Violence in Primary and Secondary Schools: The case of Selected Public Schools in Arada Sub City, Addis Ababa to fulfill the requirement for Masters in Gender study. I am here to interview you on some issues which enable us to support the quantitative findings of the study from. Your response to this interview will remain confidential and anonymous.

Guide line

- Form three groups with equal distribution by their status and each group holds 8 members.
- Please no side talk.
- Please do not disturb when others talk/ do not interfere.
- Please don't be embarrass when you have something to say.

Focus group discussion guiding questions

1. What does GBV mean?
2. How do you consider GBV on students?
3. What is the manifestation of GBV in students?
4. Have you ever seen any GBV act on students in and around school?
5. Who are victims of GBV most of the time?
6. What are the factors that contribute to violence at school?
7. What possible strategies are suggested to protect students from GBV?
8. In what ways do students cope or defend against GBV?

Conclusion word

Anything you may want to add related our discussion?

Closing statement

Express thanks to participants

Remind the group that the audiotape will be transcribed and kept anonymous. Acknowledge and show respect for each member.

Thank you for your participation in the interview.

የትኩረት ቡድን የምክክር መሪ ጥያቄዎች

ሰላምታዬን በማቅረብ

እኔ ሰላማዊት በፍቃዱ በአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ፕሮግራም ሁለተኛ ድግሪዬን በስርአተ ሆታ መስክ ለመመረቅ ከሚያስፈልጉኝ መስፈርቶች አንዱና ዋናው ይህ መጠይቅ ነው። የዚህ መጠይቅ ዋና አላማ በአንደኛና በሁለተኛ ደረጃ ታዳጊ ተማሪዎች ላይ የሚደርሰውን ስርአተ ሆታን መሰረት ያደረገ ጥቃትን በተመለከተ ያለውን ስርጭት እና ተያይዘው ያሉ ምክያቶችን ለይቶ ለማወቅ እንዲሁም ችግሮቹን በተመለከተ መፍትሄ ለማግኘት የሚካሄድ ጥናት ነው። ይህ ጥናት ከተፈለገው ግብ መድረስ እንዲችል ትክክለኛ መረጃዎችን መሰብሰብ እና ማጠናከር ያሻል። በመሆኑም በአሁኑ ወቅት በአራዳ ክፍለ ከተማ በተመረጡ በአንደኛና በሁለተኛ ደረጃ የህዝብ ትምህርት ቤቶች ውስጥ በሆታ ላይ የተመሰረተ ጥቃትን ለመገምገም ጥናት እያካሄድን ነው። ስለሆነም እዚህ የመጣሁት የጥናቱን መጠነኛ ግኝቶች ለመደገፍ በሚያስችሉን አንዳንድ ጉዳዮች ላይ ቃለ መጠይቅ ላደርጋችሁ ነው። ለዚህ ቃለ መጠይቅ የምትሰጡት ምላሽ ምሥጢራዊ እና ስማችሁ የማይታወቅ ይሆናል እንዲሁም በቴፕ የተቀረጹት ሰዎች ስማቸው እንደማይገለጹ ለቡድኑ እናሳውቃለን።

መመሪያ

- በተማሪዎች ሆታ እና አስተማሪዎችን እያንዳንዱ ቡድን 8 አባላት ይይዛል።
- ምንም አይነት የጎን ንግግር አይፈቀድም።
- ሌሎች ሲያወሩ/ ጣልቃ ባለመግባት እባክዎ አይረበሹ።
- መናገር የምትፈልገው ነገር ሲኖርህ አታፍር።

የትኩረት ቡድን የምክክር መሪ ጥያቄዎች

1. ሆታን መሰረት ያደረገ ጥቃት ምን ማለት ነው?
2. በተማሪዎች ላይ የሆታን መሰረት ያደረገ ጥቃትን እንዴት ትቆጥራለህ?
3. በተማሪዎች ውስጥ የሆታን መሰረት ያደረገ ጥቃት መገለጫ ምንድን ነው?
4. በትምህርት ቤትም ሆነ በአካባቢው በሚገኙ ተማሪዎች ላይ የሆታን መሰረት ያደረገ ጥቃትድርጊት አይተህ ታውቃለህ?
5. አብዛኛውን ጊዜ የሆታን መሰረት ያደረገ ጥቃት ሰለባዎች እነማን ናቸው?
6. በትምህርት ቤት ለአመጽ አስተዋጽኦ የሚያደርጉት ነገሮች ምንድን ናቸው?
7. ተማሪዎችን ከሆታን መሰረት ያደረገ ጥቃት ለመጠበቅ ምን ዓይነት ስልቶች ሊጠቁሙ ይችላሉ?
8. ተማሪዎች የሆታን መሰረት ያደረገ ጥቃትን መቋቋም ወይም መከላከል የሚችሉት በምን መንገዶች ነው?

የመደምደሚያ ቃል

ከውይይታችን ጋር ተያያዥነት ያለው ነገር መጨመር ትፈልግ/ረ ይሆን?

ቃለ ምልልሱ ላይ ላደረጋችሁት ተሳትፎ እናመሰግናለን

Annex III
INTERVIEW GUIDE FOR KEY INFORMANTS
(English version)

Greetings,.....i am currently doing a research to assess Gender-Based Violence in Primary and Secondary Schools: The case of selected public schools in Arada Sub City, Addis Ababa to fulfill the requirement for Masters in Gender study. I am here to interview you on some issues which enable us to support the quantitative findings of the study from. Your response to this interview will remain confidential and anonymous.

Are you willing to participate in this study?

1- No

2- Yes (continue interviewing)

1. Background information

- Sex _____
- Age _____
- Educational Background _____
- What is your current professional position? _____

2. Key informant interview guide

1. How do you understand Gender-Based Violence?
2. How have you seen the gender role that female and male students are performing?
3. In what context gender roles of students are exercised?
4. How do you Consider GBV in this school?
5. What forms of GBV are this adolescent are facing?
6. In what ways do students cope or defend against GBV?
7. What kind of service are you providing (counseling, awareness, psychological support,)?
8. How does school management further go to avert GBV? engage parents, community, and other stakeholders to address GBV?
9. What challenges are the school community facing to address GBV? What are the remedies/punishments that made the perpetrator accountable?

10. How you treat punishment of perpetrator leads to another violence or revenge? how do you secure life of the victims?

11. How is the follow-up of the GBV victim?

12. What possible suggestion do you forward to enhance school capacity and eradicate GBV?

Area of interview:.....

Date of interview (Ethiopian calander) _/_/_

Name of interviewer:.....

Thank you for your participation in the interview.

ለቁልፍ መረጃ ሰጪዎች የቀረበ ቃለ-መጠይቅ መመሪያ

ሰላምታዬን በማቅረብ

እኔ ሰላማዊት በፍቃዱ በአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ፕሮግራም ሁለተኛ ድግሪዬን በስርአተ ስታ መስክ ለመመረቅ ከሚያስፈልጉኝ መስፈርቶች አንዱና ዋናው ይህ መጠይቅ ነው። የዚህ መጠይቅ ዋና አላማ በአንደኛና በሁለተኛ ደረጃ ታዳጊ ተማሪዎች ላይ የሚደርሰውን ስርአተ ስታን መሰረት ያደረገ ጥቃትን በተመለከተ ያለውን ስርጭት እና ተያይዘው ያሉ ምክያቶችን ለይቶ ለማወቅ እንዲሁም ችግሮቹን በተመለከተ መፍትሄ ለማግኘት የሚካሄድ ጥናት ነው። ይህ ጥናት ከተፈለገው ግብ መድረስ እንዲችል ትክክለኛ መረጃዎችን መሰብሰብ እና ማጠናከር ያሻል። በመሆኑም በአሁኑ ወቅት በአራዳ ክፍለ ከተማ በተመረጡ በአንደኛና በሁለተኛ ደረጃ የህዝብ ትምህርት ቤቶች ውስጥ በሰታ ላይ የተመሰረተ ጥቃትን ለመገምገም ጥናት እያካሄድን ነው። እዚህ የመጣሁት የጥናቱን መጠነኛ ግኝቶች ለመደገፍ በሚያስችሉን አንዳንድ ጉዳዮች ላይ ቃለ መጠይቅ ላደርጋችሁ ነው። ለዚህ ቃለ መጠይቅ የምትሰጡት ምላሽ ምሥጢራዊ እና ስማችሁ የማይታወቅ ይሆናል።

በዚህ ጥናት ለመካፈል ፈቃደኛ ነህ?

1. አይደለሁም
2. አዎ

ቁልፍ መረጃ ሰጪ ቃለ መጠይቅ መመሪያ

1. በሰታ ላይ የተመሰረተ ጥቃትን እንዴት ትረዳለህ/ጃለሽ?
2. በሴትና ወንድ ተማሪዎች መካከል ያለውን የሰታ ሚና እንዴት አየኸው/ሽው?
3. የተማሪዎች የሰታ ሚና በምን መልኩ የሚተገበር ይመስልሃል/ሻል?
4. በትምህርት ቤት ውስጥ ሰታን መሰረት ያደረገ ጥቃት እንዴት ነው የሚታየው?
5. በተማሪዎች ላይ በብዛት የሚታየው ሰታን መሰረት ያደረገ ጥቃት የቱ ዓይነት ነው?
6. ተማሪዎች ሰታን መሰረት ያደረገ ጥቃትን መቋቋም ወይም መከላከል የሚችሉት በምን መንገዶች ነው?
7. ትምህርት ቤት ውስጥ ሰታን መሰረት ያደረገ ጥቃትን ለመከላከል ምን ዓይነት አገልግሎት እየሰጠ ነው (ምክር፣ ግንዛቤ፣ ስነ ልቦናዊ ድጋፍ፣ውይይጥ.....)?
8. የትምህርት ቤቱ አስተዳደር ሰታን መሰረት ያደረገ ጥቃትን ለማስቀረት ምን እየተሰራ ነው? ወላጆችን፣ ማህበረሰቡን እና ሌሎች ባለድርሻ አካላትን ሰታን መሰረት ያደረገ ጥቃትን በተመለከተ ንግግር በማቅረብ ያሳትፋል?
9. የትምህርት ቤቱ ማህበረሰብ ሰታዊ ጥቃትን ችግር ለመፍታት ምን ተግዳሮቶች ተደቀኑበት? ጥቃት አድራሹን ተጠያቂ የሚያደርጉት እንዴት ነው?
10. የጥቃቱ ሰለባ የሆኑትን ተማሪዎች ሕይወት አስተማማኝ ማድረግ የምትችለው እንዴት ነው?
11. ሰታን መሰረት ያደረገ ጥቃት ተገጂዎች መከታተያ እንዴት ነው?
12. ሰታን መሰረት ያደረገ ጥቃትን አስመልክቶ ለትምህርት ቤቱ ምን ሐሳብ ማቅረብ ትፈልጋለህ/ሽ?

የቃለ መጠይቅ ቀን (ኢትዮጵያዊ ካላንደር)_____

Annex IV

In-depth interview for selected students

Greetings,.....i am currently doing a research to assess Gender-Based Violence in Primary and Secondary Schools: The case of selected public schools in Arada Sub City, Addis Ababa to fulfill the requirement for masters in Gender study. I am here to interview you on some issues which enable us to support the quantitative findings of the study from. Your response to this interview will remain confidential and anonymous.

Are you willing to participate in this study?

1. No
2. Yes (continue interviewing)

In-depth interview guide

1. What comes to your mind when you think of GBV?
2. Have you ever experienced GBV?
3. What forms of GBV do you face?
4. When and where did you experience GBV?
5. Did you tell anyone?
6. Did you seek help when you were experiencing GBV?
7. What actions were taken? /What help were you receiving?
8. What are the situations that pre-dispose to GBV?
9. What are the effects of GBV?
10. What do you suggest to reduce the impact of GBV?
11. Who is responsible to combat GBV?
12. What should be done to help GBV survivors in this school?

Checklist

1. Are female and male student toilets properly separated?
2. How does the school manage GBV in and around the schools?
3. How the school environment is safe for students in and around the school?

Date of interview (Ethiopian calendar) _/_/_

Name of interviewer:.....

Thank you for your participation in the interview.

ለተመረጡ ተማሪዎች ጥልቀት ያለው ቃለ መጠይቅ

ሰላምታዬን በማቅረብ

እኔ ሰላማዊት በፍቃዱ በአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ፕሮግራም ሁለተኛ ድግሪዬን በስርአተ ይታ መስክ ለመመረቅ ከሚያስፈልጉኝ መስፈርቶች አንዱና ዋናው ይህ መጠይቅ ነው። የዚህ መጠይቅ ዋና አላማ በአንደኛና በሁለተኛ ደረጃ ታዳጊ ተማሪዎች ላይ የሚደርሰውን ስርአተ ይታን መሰረት ያደረገ ጥቃትን በተመለከተ ያለውን ስርጭት እና ተያይዘው ያሉ ምክያቶችን ለይቶ ለማወቅ እንዲሁም ችግሮቹን በተመለከተ መፍትሄ ለማግኘት የሚካሄድ ጥናት ነው። ይህ ጥናት ከተፈለገው ግብ መድረስ እንዲችል ትክክለኛ መረጃዎችን መሰብሰብ እና ማጠናከር ያሻል። በመሆኑም በአሁኑ ወቅት በአራዳ ክፍለ ከተማ በተመረጡ በአንደኛና በሁለተኛ ደረጃ የህዝብ ትምህርት ቤቶች ውስጥ በይታ ላይ የተመሰረተ ጥቃትን ለመገምገም ጥናት እያካሄድን ነው። እዚህ የመጣሁት የጥናቱን መጠነኛ ግኝቶች ለመደገፍ በሚያስችሉን አንዳንድ ጉዳዮች ላይ ቃለ መጠይቅ ላደርጋችሁ ነው። ለዚህ ቃለ መጠይቅ የምትሰጡት ምላሽ ምሥጢራዊ እና ስማቸው የማይታወቅ ይሆናል።

በዚህ ጥናት ለመካፈል ፈቃደኛ ነህ?

1. አይደለሁም
2. አዎ (ቃለ-መጠይቅ መቀጠል)

ጥልቀት ያለው ቃለ መጠይቅ መመሪያ

1. ስለ ይታን መሰረት ያደረገ ጥቃት ስታስብ ወደ አእምሮህ የሚመጣው ምንድን ነው?
2. የይታን መሰረት ያደረገ ጥቃት ተሞክሮ አጋጥሞህ ያውቃል?
3. ምን አይነት የይታን መሰረት ያደረገ ጥቃት ዓይነት በተደጋጋሚ ያጋጥማል?
4. ጥቃቱ መቼና የት ገጠመህ/ሽ?
5. ለማን ነግረኸው/ሽው ነበር?
6. የይታን መሰረት ያደረገ ጥቃት ሲገጥምህ እርዳታ ፈልገህ ነበር?
7. ለጥቃቱ ምን አይነት እርምጃዎች ተወስደዋል?
8. ይታን መሰረት ያደረገ ጥቃት እንዲደርስ ቅድመ ሁኔታዎች አሉት?
9. ይታን መሰረት ያደረገ ጥቃት ውጤቶች ምንድን ናቸው?
10. የይታን መሰረት ያደረገ ጥቃትን ተፅዕኖ ለመቀነስ ምን አስተያየት አለዎት?
11. ይታን መሰረት ያደረገ ጥቃትን የመዋጋት ሃላፊነቱ የማን ነው?
12. በዚህ ትምህርት ቤት ውስጥ ለጥቃቱ ሰለባ ይሆኑትን ለመርዳት ምን መደረግ አለበት?

የአይታ መመዘኛ

1. ትምህርት ቤት የሚገኙ የሴትና የወንድ መጻዳጃ ቤቶች በተገቢው መንገድ ይለያሉ?
2. ትምህርት ቤቱ በትምህርት ቤቶችና በአካባቢው የይታን መሰረት ያደረገ ጥቃት አስተዳደር እንዴት ነው?
3. የትምህርት ቤቱ ነባራዊ ሁኔታ አስተማማኝ ነው?

የቃለ መጠይቅ ቀን (ኢትዮጵያዊ ካላንደር).....
ቃለ ምልልሱ ላይ ላደረጋችሁት ተሳትፎ እናመሰግናለን

