

IN-SCHOOL GENDER-BASED VIOLENCE IN PUBLIC PRIMARY SCHOOLS IN ONE MUNICIPALITY, KENYA

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Abstract

All children deserve a school surrounding that is safe and nurturing-one that will permit them to grow, succeed and take full advantage of their full potential. However, many students in the developing world face a different daily reality of exposure to gender-based violence (GBV) through both explicit and implicit forms which considerably affect girls' social interest and academic pursuits. This study therefore sought to explore the nature and extent of In-school Gender-Based Violence (IGBV). The study employed a mixed method approach and concurrent triangulation design was adopted, targeting 2500 primary going girls of between class 7 and 8 in the Municipality Public Primary Schools. Purposive sampling was used to select the girls in class 7 and 8. Focused group discussion guide and questionnaires were used to collect complementary data for this study. Qualitative Data was analyzed by use of thematic and matrix analysis and quantitative data was analyzed using descriptive statistics. The study findings revealed different manifestations of sexual, psychological and physical violence which targeted the adolescent girls. The study has helped to expose subtle types of IGBV and this would be useful to school leaders, educational policy makers and implementers. From the findings of the study, an all-inclusive school approach including the management, teachers, pupils and the curriculum is necessary to ensure effective sensitization of the presence of the different forms of IGBV.

**Keywords: Gender-based violence (GBV), In-school Gender-based Violence (IGBV),
Manifestation of Gender-based violence, Sexual Violence, Gendered dimension
of physical violence.**

Background and Rationale for the study

The United Nations defines “violence against women,” as “any act of violence directed at women that results in, or is likely to cause, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life” (United Nations General Assembly, 1993).

Gender-based violence is a worldwide problem that affects the wellbeing of the victim and in some worse scenario lead to death however the national public health policy and actions is addressing the setback gradually (Akiba, LeTendre, Baker & Goesling, 2002). Findings from a multi-country study on domestic violence and women’s health carried out by the World Health Organization (WHO) in fifteen sites and ten countries revealed that between 15-71% of the women had been physically abused by a partner over the course of their lifetime (WHO, 2005).

Furthermore the issue of gender-based violence and sexual harassment becomes complex in a school environment generally perceived as safe. The Academy for Educational Development (AED) report (2004) on African Schools, notes that both boys and girls are victims, but groping, bullying, verbal abuse, and rape are most often suffered by girls and young women (Wible, 2004).

A number of studies in Sub-Saharan Africa has undoubtedly revealed the existence of sexual violence and sexual harassment of the girls for instance Gwirayi, 2013 on Zimbabwe, the human rights watch 2001 on South Africa, Muhanguzi 2011 on Uganda and Leach 2003 on Ghana, Malawi and Zimbabwe. For instance, a study by Hyde, Ekatan, Kiage & Barasa, 2001 reveal that girls often experience sexual advances from male teachers and students in school and by “sugar daddies” outside of school. In developing countries, it is estimated that about 40 percent of girls who start school will abandon their education before completing five years (Wible, 2004). Frequently, the reason is gender-based violence or the fear of sexual violence in schools. The consequences are loss of educational opportunity, stagnation of girls’ school completion rates, and resulting loss of national productivity (Hyde et al., 2001).

Leach, Fiscian Kadzamira, Lemani, and Machakanja, (2003) cite that recognizing GBV as an impediment to girls’ educational pursuits seems remote evident by the absence of clear framework to tackle GBV in schools. In addition, it’s phenomena that is still progressively being studied and little has been documented about its causes and consequences hence there is no appropriate strategy to tackle the problem. Moreover, GBV is perceived differently in several countries and many global organizations have used the term GBV inconsistently adding to the complexity of the problem (Leach, Dunne, & Salvi, 2014).

Undoubtedly many studies researching on educational problems such as low achievement, low retention rate and poor quality of instruction and unethical conduct of teachers allude to the presence of GBV (Leach et al., 2003). Therefore a need to explore and categorize in-school gender-based violence manifestations within an explicit gender framework, to provide a clear gender structure within which to understand and confront in-school gender-based violence was necessary.

Manifestation of In-School Gender-Based Violence.

Gender-based violence affects both men and women and includes physical, verbal, psychological and emotional as well as sexual violence (Leach and Humphreys 2007). Leach 2006 further differentiates between two expressions of gender-based violence into; *explicit* gender

violence which is clearly sexual in nature characterized by sexual advances and other forms of sexual harassment such as touching, verbal abuse and acts of intimidation, assault, forced sex and rape which are uncalled for. *Implicit* or symbolic gender violence covers actions that are less overt and directly gendered, and emanate from everyday school practices that reinforce gender discrimination such as gender differentiated punishments.

Despite the high prevalence of gender violence in schools, many studies ignore the gendered dimension of school related gender-violence and only sexual violence is viewed as gendered since it is experienced more often by girls (Brown 2002, Burton 2005). It is also imperative to note that different forms of GBV in schools overlap and reinforce each other and the rates vary enormously between and within countries (UNESCO 2012a)

Much evidence from Sub-Saharan Africa shows how schools may be uninviting for children with widespread physical, psychological and sexual violence(Burton 2005; Burton and Leoschut 2012; Gwirayi,2013; Hyde et al., 2001; Jones, Moore, Villar-Marquez & Broadbent, 2008; Leach et al, 2003, Leach and Makachanja 2000; Muhanguzi 2011, Wible 2004,USAID/Wellesley Centers for Women 2003;

Sexual Violence and it's prevalence in schools

Sexual violence is particularly hidden owing primarily to the sense of shame felt by victims (Jones et al., 2008) and the negative experiences that they have had while reporting the occurrences' of sexual violence. Nevertheless, available information suggests that sexual violence in schools is a serious problem in many countries particularly for the girls (UNESCO, 2017). A study by Leach and Machakanja (2000) and Leach *et al.* (2003) provides evidence of the existence of sexual harassment in their study on the abuse of junior secondary school girls by older boys, teachers and 'sugar daddies' in Zimbabwe, Ghana and Malawi and found that there was a high level of sexual aggression from boys, which went largely unpunished in the schools, and some cases of teachers asking girls for sex with all this acts being condoned.

It is worth noting that teachers in the three educational systems brush aside the reports made by the girls about sexual violence notwithstanding the evidence provided by both male and female pupils. Consequently, the girls become unsure and apprehensive about reporting such incidences attributable to the blame placed on them for inviting such abuse and to extreme levels treated contemptuously by the teacher whom the girl turned down his offer in front of other pupils such as beating her or warning her with exams failure (Leach et al., 2003).

Another study by USAID (2003) and Wible (2004) reveal a consistent pattern of sexual abuse and harassment of female students by both male students and teachers. Many of the studies report male teachers demanding for sexual favors' from girls for grades, preferential treatment in class or money which according to Luke and Kurz 2002, Gavey 2005 makes it even more complex to differentiate between consensual and coerced sex. However whether consensual or coerced many Education acts are against both forms of behaviors which is against the code of professional conduct, yet cases are rarely pursued or reported (Leach and Machakanja, 2000).

Kenyan educational institutions also provide similar instances of girls being raped on their way to school and teachers who have been found culpable of the sexual act and impregnating the girls (Omale, 1999). For instance St Kizito girls in 1991, where 19 girls were killed and 71 others

raped and injured, Keveye girls school Vihiga district in 1996 where three male teachers were implicated for impregnating twelve girls at the same time, and a recent one in 2006 in Kangubiri girls high school in Nyeri County where ten girls were raped (Ruto, 2009) is reflective of what is happening on the ground.

Numerous studies in Sub-Saharan Africa whilst researching on the education of girls uncovered the existence of gender-based violence. However, the way the issue of sexual violence is brought out implies a less threatening event that happens to girls. For instance, Brenner (1998) talks of 'girls provocatively getting close to male teachers'; Ruto (2009) on St Kizito case where the head teacher explained that 'the boys did not intend to harm the girls, they were just having fun'; Anderson-Levitt *et al.* (1998) cite 'a tiny group' of male teachers asking girls for sexual favors and of boys 'teasing' girls who have turned down their sexual advances. In other words, the description given to the violence against girls in the above studies mirrors the society's perception of trying to lessen the problem rather than address it.

In a survey of teachers and students in four South African countries (Swaziland, Namibia, Botswana and Lesotho) between 70% and 96% of respondents in Swaziland and Botswana respectively assert that violence occurs in their schools including sexual, verbal, physical violence and violence based on gender expression. Violence related to sexual diversity in all the four countries as revealed by respondents ranged from 18% in Swaziland to 44% in Botswana. Verbal and physical violence was also common and in most cases perpetrated by older boys against younger boys and girls. (UNESCO, 2016). In Kenya, a report by the Kenya Demographic and Health Survey (2009) documents almost a quarter of all the girls below 15 years of age are forced into their first sexual encounter.

Out-side SSA school violence has been investigated in genderless framework and the findings from various studies suggest corporal punishment to be the most common form of school violence defined in gender-neutral terms as bullying or gang violence. For example in Asia, Middle East and North Africa, corporal punishment appears to be the most form of school violence without gender definition. Cultural taboo such as in India makes it difficult to delve into sexual violence but some studies reveal parts of Asia like east and southern Asia experiencing sexual violence (Leach *et al.*, 2014).

There is limited research into sexual violence in schools despite the widespread concern about the high incidence of male sexual violence against women in society (Leach *et al.*, 2014)

Gendered Dimension of Physical violence and its prevalence in schools.

This type of violence is broad and encompasses what is also referred to by Leach, 2006 as the implied form of violence and non-sexual forms (Leach and Makachanja 2000). It includes corporal punishment, verbal abuse and bullying and it's mainly condoned by teachers and students. Some studies have uncovered the existence of implicit forms of gender-based violence while looking at various aspects of education like underachievement e.g. Gordon (1995) in Zimbabwe and Leach *et al.* (2003) in Botswana and Ghana.

The most common form of implicit gender violence is corporal punishment against girls as evidenced by the reports of the above studies despite the vice being banned in many countries.

Corporal punishment is any punishment in which physical force is used and that is intended to cause some degree pain or discomfort; it is often used to punish poor performers in academics or correct misbehaviour (UNESCO, 2017) Although corporal punishment has not been framed in gendered terms it is strongly linked to performances of aggressive masculinity and its persistence and widespread abuse implicitly endorses physical violence in such relations which play out differently among female and male students (Leach and Humphreys, 2007) . For instance physical punishment in schools can be used to reinforce gendered norms about masculine toughness and feminine submission (Dunne and Leach 2005). In addition, some female teachers preferred using verbal abuse than corporal punishment as identified by Leach and Machakanja (2000) in their Zimbabwe study.

In Asia until recently many research studies have delved into corporal punishment which is often widespread and brutal such as pinching of the ears and slapping and chaining the pupils in Bangladesh and Pakistan respectively but is dealt with largely in gender-neutral terms(Leach et al., 2014; UNICEF 2001)

Bullying as another form of violence is widely documented (UNICEF, 2014) and affects a very high number of children in African schools and is reinforced by a broader culture of violence in the family and community (Jones et al., 2008). Students are bullied when they are repeatedly exposed to aggressive behaviour from their peers that intentionally inflict injury or discomfort such as hitting, kicking, name calling, spreading rumours, stealing belongings or money, threats and intimidation (Jones et al., 2008, Ndetei et al 2007). Other expressions of bullying may include the appropriation of space and resources in the classroom and school compound, the use of teacher time, boys shouting down girls trying to answer teacher questions and public ridicule (Leach et al., 2003).

Like corporal punishment, bullying affects both boys and girls and the ways in which bullying is expressed is frequently gendered and reflect unequal power relations (GMR, UNGEI, UNESCO, 2015; Plan International, 2013) moreover, students may be targeted for bullying because of non-conformity to expected gender norms or their real or perceived gender identity. Surveys in countries such as China revealed that one-fifth of children reported being verbally or physically bullied and in Zambia two-thirds of the children reported the same experiences with China (Plan International, 2013). In addition a study by Africa Mental Health, Ndetei et al(2007) in a Kenyan study on bullying in public schools in Nairobi show that girls were bullied by both sexes unlike boys who were bullied only by boys which confirms the normalization of masculinity and femininity as observed by(Leach and Makachanja 2000)

Teachers may themselves engage in psychological bullying when they speak in a derogatory way to students based on the students' sex, race or class. Girls maybe made to feel worthless, unteachable, and stupid if they are viewed as behaving in a manner inconsistent with their assigned role in society (Plan International, 2013.)

Recent estimates from plan international based on the number of children affected by verbal bullying a common form of violence in schools show 246 million boys and girls suffering from school related violence every year (GMR, UNESCO, UNGEI. 2015). In France 40 % of students reported being victims of cyber bullying (Blaya, 2013) In Zambia 61% of school children reported being bullied in the previous month (Fleming and Jacobsen,2010). And millions more suffer

physical violence at school under the guise of discipline; over one half of children worldwide in countries where they have no legal protection from corporal punishment (UNESCO 2014b)

Jones et al., 2008 notes that in a survey in Kenya of Nairobi public schools between 63 percent and 82 percent of students reported various types of bullying while a survey in South Africa found that more than half of respondents had experienced bullying once or twice in the last month. However many studies does not look at bullying in the context of gender but in general and from their findings there is slight evidence reflecting masculinity and femininity based on the type of bullying referred by both gender.

Research Design

This study employed mixed methods approach and adopted the concurrent triangulation design where both quantitative and qualitative data were obtained. A combination of approaches results in a more complete understanding of educational problems (Lodico, Spaulding and Voegtle, 2006). In addition, by including both quantitative and qualitative methods the gaps left by one method (e.g. a quantitative one) can be filled by another (e.g. a qualitative one) (Bryman, 2008). Lodico et al (2006, p. 282) observe that “ in mixed-methods research, the researcher has flexibility in choosing methods of data collection, and the presentation of results can be convincing and powerful when both summary numbers and in-depth portraits of a setting are included”. This design was appropriate for discussing the nature and extent of in-school gender-based violence in the chosen context.

Sample size and sampling Techniques.

Purposive sampling technique was used to select the girls in class 7 and 8 because they are more likely to be exposed to the violence as they were entering into adolescence and they will be in a position to articulate the issue of in-school gender-based violence. Sample size for the girls was determined using the table for determining sample size suggested by Krejcie and Morgan (1960). From the table a target population of 2500 required a sample size of 336; therefore 336 girls were selected randomly to participate in the study with 42 respondents from each of the selected 8 public primary schools in the municipality for quantitative data and for qualitative data, a sample size of 80 was selected from the sample size, who were placed in 8 focus groups each of 10 participants. Each group had its own moderator to meet the requirements of using mixed method research design with an emphasis on qualitative design (Morgan, 2007). The moderators were prepared beforehand to enable them to perform their role in this study. They were also exposed to the data collection tools so as to enable them clarify any arising issues

Data collection instruments

Focus Group Discussion Guide

This is a form of group interview in which there are several participants in addition to the moderator; there is an emphasis in the questioning on a particular fairly tightly defined topic; and the accent is upon interaction within the group and the joint construction of meaning relevant to questions about whether there is in-school gender based violence (Bryman, 2008). Through the use of the focus group discussion, an in-depth understanding of nature and perception of in-school gender-based violence came out clearly from the respondents through their multiple view points on the topic. Due to the nature of the topic, focus group discussion provided an opportunity for participative open interaction among the members.

Questionnaire.

Questionnaire consists of a set of questions printed in a specific order on a set of form or forms. According to Kothari (2004), this method of data collection is quite popular and is mainly used in big enquiries. Self-administered questionnaire was borrowed from DevTech Systems, Inc. and the Centre for Educational Research and Training (USAID, 2006). They have developed an instrument that measures school related gender-based violence that was used in Malawi and the researcher modified the instrument to fit the study. This questionnaire was used to generate data on the extent of IGBV.

Trustworthiness of qualitative data.

Trustworthiness refers to the level to which the measuring instruments provide consistent, credible and dependable results (Guba, 2004). Transferability was safeguarded through purposive sampling, where rich and specific information was obtained reflective of thick description using the storyline written by participants. Credibility of the study was achieved through triangulation where the researcher used interview schedules, focus group discussions and participants writing stories to generate data and elicit the different perspectives that the respondents had of in-school-gender-based violence. For the study to be dependable a detail explanation of the procedures and processes of data collection and analysis was outlined (Shenton A. K. 2004)

Results and Discussion

Table 1

Background information of respondents

Age group	Frequency	Percentage
11-12 years	44	15
13-14 years	163	55
15-16 years	82	28
17-18 years	05	2

A total of 156 class seven pupils participated in the study as respondents compared to 138 class eight pupils totaling to 294 respondents. The total sample was approximately 12% of class 7 and 8 pupils in public primary schools in the municipality in relation to the target population.

Findings indicate slightly above half of respondents were aged between 13 and 14 years and they represented 55% of the sample. Respondents who were between 15 and 16 years of age constituted 28% of the sample while those who were aged between 11 and 12 years comprised 15% of the sampled respondents. It was also noted that 2% of the respondents were aged between 17 and 18 years. These findings depict a sample that is within adolescence stage and highly vulnerable to gender-based violence. The ages of the respondents allow them to recognize aspects of gender-based violence whenever they occur.

Nature of in-school gender-based violence

Findings in table 4.2 present girls' perception of IGBV as generated from themes of the conversations the researcher had with the respondents in 10 focus groups with a total of 8 groups used.

Table 2

Summary of girl's perceptions on the nature of in-school gender-based violence

S/no	Nature of in-school gender-based violence	Frequency	EMERGING THEMES
Sexual nature of in-school gender-based violence			
1	"My friend was raped/ being raped by a head teacher or male teacher"	Termly	Forceful contact of sexual nature
2	"Big boys want sexual intercourse with me."	Monthly	Forceful contact of sexual nature
3	"Boys touching my breast and buttocks during evening preps"	Weekly	Sexual harassment
4	"Boys wanting to kiss me by force"	Weekly	Forceful contact of sexual nature
5	"A teacher holding my arm and secretly extending to my breasts"	Termly	Sexual harassment
6	"Boys passing near me and hitting my breasts"	Monthly	Sexual harassment
7	"Boys touching my private parts"	Termly	Sexual harassment
8	"Being given free presents and later they tell me to pay sexually"	Termly	Sexual manipulation
9	"Being forced by boys to love them"	Weekly	Sexual advances
10	"Girls drop out because of forced/early marriages"	Termly	Sexual abuse
Physical nature of in-school gender-based violence			
11	"Beating girls on the buttocks/being abused by beating"	Weekly	Corporal punishment
Psychological nature of in-school gender-based violence			
12	"Fear to sit near boys because they may touch me"	Weekly	Use of school space
13	"Verbal abuse from boys"	Weekly	Use of abusive language
14	"Boys telling me that i have big "KCC" breasts"	Weekly	Use of abusive language

Findings in Table 2 show that IGBV was frequent and the leading perpetrators of gender-based violence were male class mates and sometimes male teachers. Incidents of sexual harassment emanating from male class mates and male teachers were frequent and they included sexual advances like touching the girls' body parts in a manner annoying to the girls, coercion to enter into sexual relationships, harassment by male teachers and forced early marriages outside school. Male teachers were also found to perpetrate in-school gender-based violence against their female pupils. During the focus group discussions, some of the interviewed girls indicated that they had

experienced behavior interpreted as sexual advances from their male teachers. An important example is in table 2 number five where some girls complained of some teachers holding their arms and secretly extending to their breast.

Detailed analysis of focus groups discussions and written stories created various emerging themes which included; gender-based violence of sexual nature, physical abuse and psychological abuse.

In-school gender-based violence (IGBV) of sexual nature.

Most of the pupils expressed instances where they have been forced to have sex with a boy, their breast and buttock being touched, raped and boys making sexual comments to them in the following illustration presented as written in the stories;

“the two teachers like me and they even ask for sexual”, in relation to this another respondent wrote “the teacher call this girl and told her that he shall meet with her in his home during lunch time.....he took her in his bedroom he start to touch her breast and buttocks and she raped the girl..” “ some boys take advantage when you sit together he starts by touching your hands, then shoulders, then breast, then.....and we are afraid to report the matter to the teachers because the boy can be a prefect” “I don’t like the way boys for standard six the way that abuse the small girls and they force them to have sexual if not they bit them or they punish that young girls” “one of them came in front of me and started catching my private parts, breast and my buttocks. Then some boy said that if you tried screaming you will be raped by these other boys”

Not only are the girls being forcefully asked for sex but they are also being threatened if they refuse to do what the boys want them to do.

Physical nature of IGBV

It is evident that the major physical abuse mentioned in the focus groups and written stories is whipping/beating/caning. The pupils complained of teacher’s caning them many strokes and in most stories they do not like teachers beating them on the buttocks especially when they are menstruating. For instance one respondent wrote

“I feel very bad when a teacher beat me many cains, I also feel bad when my friend is being beaten with teachers about the cases that she don’t know” and many respondents also wrote

“I am embarrassed because teachers cane us at the back, sometimes you are through menstruation”.” The teacher should not beat us too much like more than 10 cains”

Psychological nature of IGBV

Various psychological abusive situations that the girls noted include being called names and use of abusive language. For example one respondent states

“I always been verbally abused by boys every day, whenever I entered the classroom. They make fun of me saying that I look ugly and I am a fat-so. This has really affected my academic performance and makes me not to participate in co-curricular activities” another respondent wrote; *I feel bad when a boy calls me in an abusive way like that I have big KCC(breast)”” when they verbally abuse you and call you ‘ekemoni eke’ meaning “cat” “Sometimes I feel uncomfortable in*

class especially when somebody has verbally abused me” “when a teacher spends all the lesson talking about you”

Findings of this study are similar to findings of a research conducted by Leach and Machakanja (2000) and Leach *et al.* (2003) who found that there was a high level of sexual aggression from boys against girls in schools, which went largely unpunished. The researchers also found incidents of teachers propositioning girls for sex. This was largely tolerated and ‘normalized’. These studies were conducted in Ghana, Malawi and Zimbabwe and in all the three educational systems there was reluctance to take action against either teachers or pupils. Teachers downplayed or dismissed the suggestion that some teachers had sex with their pupils, although both male and female pupils talked about teachers offering to give girls high grades or gifts in exchange for sex. At the same time, there was reluctance among girls to report incidents for fear of victimization.

The scale of in-school gender-based violence on females

In-school gender-based violence was categorized as sexual, physical or psychological and respondents were asked to give their views regarding the extent to which they are affected. The responses are summarized in the tables below.

Table 3

The extent of sexual violence in public primary schools

Nature of violence	Type of violence	Percentage response (%)	
		Yes	No
Sexual violence	Rape/forced sex	Yes	17.8
		No	82.2
	Coerced sex in exchange for incentives	Yes	8.3
		No	91.7
	Inserting objects into genitals	Yes	13.7
		No	86.3
	Unwanted removal of clothing	Yes	17.1
		No	82.9
	Prying and peeping in latrines, changing rooms and in the classroom under desk	Yes	36.8
		No	63.2
	Touching/ pinching private parts and/or breasts	Yes	25.7
		No	74.3
	Exposure of genitalia	Yes	18.1
		No	81.9
Sexual comments	Yes	28.3	
	No	71.7	
Being forced to watch sexual acts/pornography	Yes	10.8	
	No	89.2	

Findings in table 3. indicate that sexual violence existed in public primary schools in the municipality. Peeping was the most prevalent form of sexual violence with 36.8% of the respondents indicating that they had experienced prying and peeping at some point in the course of

their stay at school while in latrines, changing rooms and in class room under desk. Coerced sex in exchange for gifts and other incentives was the least prevalent form of sexual violence with 91.7% of respondents indicating that they had not experienced this form of violence at school.

Table 4

The extent of physical violence in public primary schools

Nature of violence	Type of violence	Percentage response (%)	
Physical violence	Beating or fighting (punching, kicking ,slapping)	Yes	38.3
		No	61.7
	Grabbing (pulling hair, pinching, twisting earlobes')	Yes	49.5
		No	50.5
	Use of weapon (sticks, stones,)	Yes	29.6
		No	70.4
	Whipping or canning	Yes	57.0
		No	43.0
	Being pushed/shoved	Yes	69.3
		No	30.7
	Excessive physical labor as sanctions for wrong-doing.	Yes	27.8
		No	72.2

Findings in table 4. indicate that the most prevalent form of physical violence was pushing. This was reported by 69.3% of the respondents. The results further reveal that whipping/ canning was rife in public primary schools in the municipality with 57.0% of the respondents indicating that they had experienced this form of violence at school. Grabbing was also evident 49.5% of the respondents indicated that they had had their earlobes twisted, hair pulled and/or pinching. Excessive physical labour and the use of weapons and objects against female students were the least prevalent forms of physical violence with 27.8% and 29.6% of the respondents saying that they had experienced these forms of physical violence respectively.

Table 5***Psychological violence in public primary schools***

Nature of violence	Type of violence	Percentage response (%)	
Psychological violence	Insulting, name calling or shouting	Yes	75.3
		No	24.7
	Threatening, intimidated or frightened with harm or punishment	Yes	34.1
		No	65.9
	Afraid to go to school	Yes	89.9
		No	10.1
	Afraid to participate in class	Yes	87
		No	13
	Afraid to say no to some one	Yes	38
		No	62
	Receiving threatening or unwanted letters	Yes	32.5
		No	67.5
	Lack of care and support	Yes	26.6
		No	73.4
	Teacher forcing me to do what I didn't want to do	Yes	30.8
		No	69.2
Friends forcing me to do something I didn't want to do	Yes	62.3	
	No	37.7	

Findings in table 4. shows that psychological violence was prevalent in public primary schools in the municipality. It was observed that 89.9% of the respondents indicated that they were afraid to go to school due to psychological violence that they experience from time to time while at school. It was further observed that 75.3% of the respondents had experienced insulting, name calling and shouting while at school and 87% of the respondents were afraid to participate in class due to issues of psychological violence that may be directed at them as a result of such participation.

The findings of this study is also similar to a survey carried out in four South African countries (Swaziland, Namibia, Botswana and Lesotho) where 70% and 96% of respondents in Swaziland and Botswana respectively reported that violence occurs in their schools including verbal and physical violence and violence based on gender expression. While verbal violence is reported to be the most common, physical violence is also common and mostly perpetrated by older boys against younger boys and girls. Violence related to sexual diversity was also reported in all the four countries ranging from 18% of respondents in Swaziland to 44% in Botswana (UNESCO, 2016)

6.0 Summary, conclusion and recommendations

The results of the study revealed that in-school gender based violence (IGBV) was rampant in public primary schools in the municipality. The leading perpetrators of IGBV were male class mates and some male teachers. Incidents of sexual harassment emanating from male class mates and some male teachers were frequent and they included sexual advances like touching the girls' body parts in a manner annoying to the girls, coercion to enter into sexual relationships, harassment by male teachers and forced early marriages. Male teachers were also found to perpetrate IGBV against their female pupils. During the focus group discussions, the interviewed girls indicated that they had experienced behavior interpreted as sexual advances from their male teachers.

IGBV was categorized as sexual, physical or psychological and respondents (students) were asked to give their views regarding the extent to which they were affected sexually, physically and psychologically.

Findings indicate that sexual violence existed in the study site. Peeping was the most prevalent form of sexual violence with 36.8% of the respondents indicating that they have observed peeping at some point in the course of their stay at school. Coerced sex in exchange for gifts and other incentives was the least prevalent form of sexual violence with 91.7% of respondents indicating that they had not experienced this form of violence at school.

The most prevalent form of physical violence was pushing reported by 69.3% of the respondents. The results further reveal that whipping/ canning was rife with 57.0% of the respondents indicating that they had experienced this form of violence at school. Grabbing was also evident 49.5% of the respondents indicated that they had had their earlobes twisted, hair pulled and/or pinching. Excessive physical labour and the use of weapons and objects against female students were the least prevalent forms of physical violence with 27.8% and 29.6% of the respondents saying that they had experienced these forms of physical violence respectively.

Further still, research findings indicated that psychological violence was prevalent. It was observed that 89.9% of the respondents indicated that they were afraid to go to school due to psychological violence that they experience from time to time while at school. It was further observed that 75.3% of the respondents had experienced insulting, name calling and shouting while at school. Findings also show that 87% of the respondents were afraid to participate in class due to issues of psychological violence that may be directed at them as a result of such participations. Based on the study findings there are implications; An all-inclusive school approach involving management, teachers, pupils and the curriculum is necessary to ensure that the messages are consistent and reinforced by teachers and pupils alike. The teacher training curriculum will need to prepare teachers in identification and dealing with IGBV in their schools; teachers can be key instruments for change.

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