

Impact of Violence Against Girls on Their Educational Achievement: The Case of Government Secondary Schools in Harari Regional State, Ethiopia

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Abstract: The purpose of the study was to explore the types, causes, and actors of violent acts and its impact against girl's educational achievement at secondary schools, in Ethiopia. To carry out this study, a descriptive survey method was employed. The data was collected using questionnaire, interview, observation checklist and document analysis. Descriptive and inferential statistical analysis and interpretation was employed in order to come up with result. The finding of the study revealed that physical, psychological and sexual violent acts against girls in secondary schools are alarmingly continued. The types of physical violence practiced were beating with sticks, kneeling down, and sportive punishment. Whereas, threatening, mockery, spreading rumors, verbal assaulting and name calling are types of experienced psychological violence. Moreover; intimidation, sexual harassment and seduction are experienced types of sexual violence. Furthermore, Mal-examination practice, need for good grade, failing to observe anti violent regulations by school leaders, overcrowded classroom, lack of separate latrine for girls, teachers punitive attitudes, lack of counseling on sexual education, dressing in a peculiar manner are the cause for violence. Perpetrators of violent acts on their way to and from school are taxi or Bajaj drivers, out of school boys, male peers and teachers. Besides to this, the impact of violence on girl's educational achievement are low self-esteem, low academic performance, school dropout and retention. To mitigate the existing problems, empowering girls club, developing anti-violent rules and regulations, awareness creation training should be arranged for concerned stakeholders. Appropriate and educative punishment should be taken upon perpetrators of violence by judicial authorities and school administrators to protect girls from violence and to ensure the rule of law. And also income generating activities should be established by NGOs and governments for girls from poor families.

Keywords: Violence Acts, Girl Students, Secondary Schools, Students Achievement, Perpetrators

1. Introduction

1.1. Background

Violence is a delicate issue that stimulates fear. It also evokes emotions and has a negative image, so it takes courage to face it openly. Avoiding unpleasant and painful experiences is a natural human reaction, but in reality, violence in both communities and schools is increasing at an alarming rate around the world and is devastating to all sectors of society. As stated by UNCRC, on Article 19 of the United Nations convention on the rights of the child defines violence as "all forms of physical or mental violence, injury,

and abuse [22]." As WHO definition offered in the world report on violence and health reads, 'the intentional use of physical force or power threatened or acted against oneself, another person or against, a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation' [24]. Both definitions indicate that violent acts include physical, sexual, and psychological abuse and neglect.

As stated by Crawford, M. and Unger, R "the meaning of violence against woman may vary from society to society or country to country, depending up on their culture and knowledge, individuals could craft their own definitions of violence. Violence against women may manifest itself in

many forms, from psychological intimidation and coercion through name calling, sexual harassment, stalking, moderate physical violence (pushing, shoving, slapping), to severe physical violence beating, using weapons and sexual assault" [5].

As Yegomawork cited, although women are chief supporters of a society and vanguard of the family welfare they have marginal status received the least benefit from the societal resources and violated just because of their gender [26]. Among the different forms of violence, a number of studies have documented sexual violence. As cited by Heise et al. Put it population based studies conducted in several countries have shown prevalence rates ranging from five to 29% in their lifetime [10].

As cited in study by Bagarukayo et al, the problem is also researched in many of developing countries for example in 1992 study of 400 primary school female students randomly selected from 40 schools in Uganda 49% of sexually active girls reported that they had been forced to have sexual intercourse and 22% said that they had been given gifts or rewards to have sexual intercourse [3].

As stated by Yohannes, though the initiation of harm against women and girls has become increasingly recognized as a major health and human right concern, a few countries have the reliable information regarding the prevalence of violence against women, in general, and sexual harassment against school girls, in particular [27]. Specially, in Africa, little is known about the frequency of violence against women [27]. As cited by Langford, estimates of violence range widely due to the under-reporting that skews official statistics, the use of different definitions, and different data collection methodologies used in his survey [14]. Beside, on the part of the victims, lack of awareness, embarrassment, and self-blaming play important role for under reporting [14].

As stated by Ermias, Many of the victims especially in developing countries do not characterize their victimizations as a crime and they may not want to define somebody they know who victimized them as perpetrators. On the top of that women and girls blame themselves for sexual assault [7]. Sexual violence against women has a series negative consequence for the society in general and for the victims in particular. Many research evidences indicated that sexual violence clearly interferes with female students' academic performance, achievement, and motivation.

In relation to this the study conducted by Fisher et al, at in educational settings, sexual violence or harassment does not need to be severe to have negative consequences., for example, college women who were sexually harassed even at "low level" reported feel more negative feeling, about themselves, their peers, their teachers, and their school at large [8]. These negative feelings, in turn will lower or affect their educational performances [8].

Violence against women and girls is one of the most devastating consequences of gender inequality. One of the most recent and comprehensive studies on violence against children in Ethiopia was published in 2006 by the African Child Policy Forum and Save the Children Sweden. The

report was produced as an input to the UN Study on Violence against Children. The research addressed issues of physical, psychological and sexual violence against children at home, in schools and in the community [2, 21]. Thus, girl's violence was prevailing everywhere in Ethiopia and even in Harari regional state, as researcher from his work experience and his leadership position as school principal in the research area he has observed that there exist different types of abusive behaviors under practiced in secondary schools. To explore the types, its cause, the major actors and the impact of violence on the educational achievement of girls, he has initiated to conduct the study to see the current practice and to give pertinent information about effects of violent incidences for school principals, teachers, Department-heads, educational officials, and political leaders to take corrective actions based up on the suggested possible recommendation.

1.2. General Objectives

The overall objective of this study was to explore the types, causes, and actors of violent acts and its impact on girls educational achievement in secondary schools.

The specific objective of this study attempts to:

Identify the types of violent acts experienced against girls in the secondary schools.

Identify the major cause of violent acts against girls in and around secondary schools.

Identify perpetrators of violent acts against girls on their way to and from schools.

Assess the impact of violent acts on girl's educational achievement in the secondary schools.

2. Literature Review

2.1. The Concept of Violence

There is no universally accepted definition of violence against women and girls. Some human right activities prefer a broad based definition that includes structural violence such as poverty, and unequal access to health care and education. Others argue for a more-limited definition in order not to lose the actual descriptive power of the term. Violence considered as violation of certain rights that every human being should have namely the rights to life, security, dignity and physical and psychological well-being. As reported by the African Child Policy Forum, Addis Ababa, Ethiopia, Article 1 of the United Nations declaration on violence against women provides the following definition "Any act of gender based violence that results in, or is likely to result in physical; sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or private life [2].

2.2. Prevalence of Violence Against Girls in Developing Countries

As stated by World Bank in developing countries, the problem is particularly severe because violence is, at times, extreme and takes place in conjunction with an increased risk

of HIV infection in places where HIV rates are high. Similarly in an educational setting in Ecuador, 22 percent of the adolescent girls reported being victims of sexual abuse [25].

As cited by Dereje and Derese a qualitative study in Addis Ababa, Ethiopia found that bullying and attempted rape were factors in low female enrollment rates in, and high dropout rates from secondary schools. Also there was public awareness and concern about this, but many families and schools felt helpless to bring about change [6].

As cited by Dereje and Derese both male and female respondents in this study identified girls' "dress" and their general behavior as a cause of bullying and sexual violence. Respondents and researchers both noted that school crowding and teacher apathy further contributed to violent behaviors in schools [6]. As stated by Hallam, African Rights, a united kingdom-based NGO, reported that sexual violence against girls in schools is "an extremely grave problem" in many African countries, including South Africa, Zambia, Sudan, Nigeria, and the Democratic Republic of Congo [9]. This study report discusses a series of sexual abuse incidents perpetrated by male student, teachers as well the outsiders against female students from primary schools to universities. Student clubs and organizations were one locale for sexual harassment and abuse against female students, with alcohol consumption considered to be contributing factor in many cases [9]. As stated by Hallam, Sexual abuse by teachers identified in the African Rights report and believed to be "more wide spread than most institutions care to admit," abusive acts ranged from sexist jokes and innuendoes to pressuring students to engage in sexual relations. Promise for good grade and the threats of failure, used by some male teachers to achieve sexual relations with students [9].

As study conducted by Kadzamira et al, in some instances, students engaged in sexual relations with teachers for money. School administrators often dismissed such cases by "some teachers are known to harass girls who refuse to have sexual relationships with them in such ways as being refused exit permits, punished for no clear reason at all, ill-treated in class" The secondary school student from Malawi [13]. In some countries, male students who resented a grading system that favored teachers' "girl friends" and included punishments for male students who approached these female students brought incidences of teacher sexual abuse forward [13].

As stated by Hendrie, in united state schools, both student-to-student and teacher-to-student sexual harassment and teacher-to-student sexual abuse have been widely reported [11].

As cited in Afenyadu. G, DTS Consortium, A study of the sexual and reproductive health status of 400 in-school and out-of-school adolescents in Dodowa Ghana found that adolescent pre-marital sexual activity is common (54 percent of the never-married male students and 32 percent of the never-married female students reported sexual experience) [1]. While both female and male adolescents reported forced to have sex, in-school female adolescents were more susceptible to forced sex, and junior secondary school female

adolescents were the most susceptible [1]. Teachers accounted for 5 percent of those forcing female students to have sex and one-third of the 50 teachers interviewed in the study reported that they knew one or more teachers who had had sex with students [1]. Most of these relationships are not reported to school authorities, including those involving coercive sex. Some described these relationships to be mutual ones based on sex in exchange for marks, money, or love [1]. The authors argue that the simultaneous practice of unprotected and multiple partner sexual behavior by teachers may put their sexual and reproductive health at risk, as well as that of their partners [1]. Study conducted by Mbassa Menick, in Cameroon, a study of sexual abuse in schools in the city of Yaoundé revealed that about 16 percent of the 1,688 surveyed students reported being abused [15]. Approximately 15 percent of these attacks took place in schools. Of these, classmates perpetrated about 30 percent or other school friends of the victims and about 8 percent by teachers; family friends, neighbors, other acquaintances or strangers accounted for the rest [15].

The study carried out by Botswana Gazette, the prevalence of sexual abuse, including rates of sexual activity, whether respondents had forced or coerced to have sex, and if so, who coerced them and whether or not condoms were used [4]. The findings indicated that 38 percent of the girls questioned reported that they had been touched in a sexual manner without their consent, while 17 percent reported having had sex, with 50 percent of them saying that it was forced [4]. Thirty-four percent of the students said they had sex for money, gifts, or favors [4]. Of those sexually active, 48 percent said they had never used a condom [4]. Most of the sexual harassment, unwanted touching, and forced sex came from peers, i.e., boys of the same age as the girls surveyed [4].

The findings of the Human Rights Watch, report concur with Rossetti's, conclusion on the complicity of the school administration in maintaining silence about this problem and protecting the perpetrators [12]. The absence of appropriate reporting channels in schools to the legal and law enforcement domains has discouraged many from seeking redress [12]. The report cites the difficulties in identifying and tracking abusive teachers, problems with implementing effective reporting mechanisms, the need for protection of complainants, and the lack of coordination and communication of policies as potential barriers to improving the situation [12]. As cited by Omale. J, in Kenya reports that various forms of gender violence are everyday occurrences in primary, secondary, and university education [16].

2.3. Gender Inequality

Around the world, men continue to have more power and privileges than women. This pattern of gender inequality often involves the traditional structure of rooted femininity and masculinity. Such structures include sexual passiveness and ignorance, as well as aggressive and violent sexual behavior for men and boys, as appropriate for women and girls. They are the leading cause of gender-based violence around the world. At the same time, this pervasive gender

inequality contributes to widespread resistance to speaking more openly about sex and sexuality. As the study by PATH stated, there are approximately one billion adolescents alive today (nearly one out of every six people on the planet), with 85% percent of them living in developing countries [18].

2.4. Violence Against Girls at School

As the study conducted by African child policy forum every child shall have the right on education “Article 11.1, African Charter on the Rights and Welfare of the Child” [2]. Children should not subject to violence in any place, for any reason and Schools where children spend a large proportion of their time should provide a safe and protective environment where they can be free to develop and form relationships outside of their family unfortunately, the reality for many school children in Africa is altogether different [2]. Both boys and girls suffer physical and psychological violence at school. A study by the African child policy forum on the prevalence of violence against Ethiopian children discovered that 72 percent of respondents had slapped while at school, and 60.8 percent had hit with a stick [2].

2.4.1. Sexual Violence in Schools

While beating directed at girls and boys, other forms of violence at school seems predominantly, affect girls [2]. The 2002 Human rights watch report scared at school, found that girls in South Africa suffer from a number of forms of violence which, it not unique to female students, certainly have a greater prevalence among girls than boys have [2]. The report states, "Rape, sexual abuse, sexualized touching and emotional abuse in the forms of threats of violence" [2]. Violence of a nature that specifically targets girls is not limited to individual African nations or specific socio economic groups [2]. A survey in a district in Uganda showed that 31 percent of girls questioned had experienced sexual abuse, similarly, 50 percent of respondents to a 2005 survey of 1,493 school-aged girls said that teachers or fellow school children had touched their private parts without permits on [2]. Gender-based violence such as sexual harassment, including unwanted touching, teasing of a sexual nature, and sexual assault, seem to be common in African schools [2]. Relationships at school often mimic those between adults including their unhealthy aspects [2]. In South Africa, where domestic violence is prevalent, school children have reported high level of violence within their relationships with students [2].

2.4.2. Implications of Gender Violence on Education

As study conducted by Rossetti, although to a limited extent, there is compelling evidence that gender-based violence negatively impacts students' educational outcomes. However, it is important to "An average of 11 percent of students said they wanted to quit school because a teacher had asked for sexual favors. Among those in the first year of secondary school, 17 percent said they were ready to drop out [20]. As cited by Rossetti, researcher's uncovered evidence in one study that at least 11 percent of the girls surveyed were

seriously considering dropping out because of ongoing harassment by teachers [20]. As report of Human Rights Watch, in the aftermath of sexual violence, girls in South Africa reported being unable to concentrate, not being interested in school, transferring to a different school and, for some, and leaving school altogether [12]. As study conducted by Dereje and Derese, in Ethiopia school related gender based violence (SRGBV) was a factor in both low enrollment and school dropout for girls [6]. The negative effects of gender violence in schools go beyond low enrollment and retention. For those girls, who she told me that he loved me and I yelled at him. After that in class, he tried to hit me, or send me out of class for no apparent reason [6].

3. Methods

Since this study was focused on exploration of violent acts against girl's students and its impact on their educational achievement in the secondary schools, the researcher employed both qualitative and quantitative methods of data collection. The methodological framework of this study was descriptive survey. Descriptive survey is preferred over other methods as it enables to make investigations with narration of events, comparisons, and drawing conclusion based on the information obtained from relatively large and representative samples of the target population. As Parkash said, that survey research is important to collect detailed descriptions of existing phenomena with the intents of employing the data to justify current conditions and practices [19]. Survey research is also important to deal with the incidences, distribution, and relationships of educational variables in their natural setting for example at schools.

3.1. Area of Study

The area of the study was purposely selected to ensure the success of the study. In the selection process, the researcher from his work experience has considered research gap in the area, the accessibility and the possibility in terms of transport, and communication with the informants. The study was conducted at Harar Town in the Harari regional state, Ethiopia. The investigator found it was comfortable with this area because of it was easy to access and communicate with the informants by the official language Amharic and local language Afan Oromo. This simplified the whole research process.

3.2. Sampling Procedure and Participants

A Purposive sampling was used to select three sample schools because in the two of the schools, rural and urban students were found and in one of the school only urban students were found, to get rich information for the study. Stratified random sampling was used for the selection of male teachers based on their year of experience. Available sampling was employed for the selection of female teachers, Principals, Vice- principals, and PTA members, because each school has small number of such participants. Thirdly,

stratified random sampling techniques was employed for the selection of students from target population to create equivalent number of homogeneous group from different grade level and sex out of selected secondary schools. Among the total population of teachers 161, (132 Males and 29 Females), 50% of male teachers, that is 66 male and 29 (100%) female teachers were taken as a sample. For students out of total 2971 (1646 males and 1325 females), 10% of the students from three selected schools (Harar, Abadir and Hamaressa) secondary schools were taken as a sample based on grade level and sex strata.

3.3. Data Collection Tools and Procedures

The researcher employed four types of data gathering tools. The data from the primary source of information was collected through questionnaire, semi-structured interview, and observation checklist. The secondary data was gathered from document analysis of annual reports, and violent acts related disciplinary case minute from sampled secondary schools.

3.4. Data Analysis

In this study both qualitative and quantitative methods of data analysis were employed to analyze the data obtained through questionnaire, and other tools of data collection. The quantitative data was analyzed by descriptive statistics such as mean, frequency, percentages, standard deviation; and inferential statistics such as t-test, to see the mean significance differences between teachers and students; the t-test was used at the level of significance 0.05 to infer the significant difference and similarity between the responses of two different groups. This test was calculated by using the statistical package for social science (SPSS) for windows version 20. The quantitative data from questionnaire was analyzed using tables, each table followed by interpretation

of the analysis integrated with the qualitative interpretation from the open-ended items; interview, observation, and document analysis in order to triangulate the discussion. The analysis was made by integrating the results obtained through different data collecting instruments based on the stated objectives. Finally, the result of the interpretation was discussed, and summarized to suggest recommendations.

4. Data Presentation Analysis and Interpretation

In this section, the data collected by using different data collection instruments was tabulated, presented, and analyzed by dividing them in to sections, based on the specific objectives of the study. The data was obtained and integrated through different methods, under each section to triangulate the result.

4.1. Demographic Characteristics of the Participants

As it can be seen in study result among 88 teachers, 61 (69.3%) of them were men and with respect to qualification, 80 (90.9%) of them were degree holders. Regarding experience, among 88 teachers 32 (36.4%) of them had an experience ranging from 1-10 years, while only 13 (14.8%) of teachers had an experience of more than 31 years. In general, the finding from the questionnaire with respect to teachers suggests that, the number of male teachers in secondary schools were more than double of the number of female teachers. This implies that females did not equally participate as their male counterparts in teaching profession in secondary schools. The presence of teachers with the right qualification and significant number of years of experience also helped the researcher to obtain sufficient information on violence experienced against girl students in secondary school.

Table 1. Teachers and student's response with respect to types of violent acts experienced against girl students.

No	Category of experienced violence	Respondents						
		Teachers				Students		
		Rank				Rank		
			1	2	3	1	2	3
1	Physical	f	20	45	23	19	222	31
		%	22.7	51.1	26.1	6.9	81.6	11.4
2	Psychological	f	54	26	8	210	15	47
		%	61.4	29.5	9.1	77.2	5.5	17.3
3	Sexual	f	12	19	57	46	36	190
		%	13.6	21.6	64.8	16.9	13.2	69.9

Regarding students participants 272 students, 123 (45.2%) of them were females. With respect to age, among 272 students, the majority 171 (62.9%) of them were in the range of 14-16 years and only two (0.7%) of them were at the age above 21 years. Regarding distance to school, 133 (48.9%) of them were coming from a distance of 1-2 km and only 24 (8.8%) of them were coming from a distance of more than 6km. To wards living residences the majority 217 (79.8%) are from urban area and only 55 (20.2%) of them are living in rural area. Moreover, 202 (74.3%) of the

respondents were living with their parents and only 11 (4%) of them were living with friends. In general, the finding from the questionnaire suggests that, the number of male students were more than that of female students by 10%. This shows that the enrollment of female student was less than male in secondary schools. This implies that the support provided for girl students to provide equal chance for participation in their education is yet insufficient in secondary schools.

4.2. Types of Violent Acts Experienced Against Government Secondary School Girl Students

As analysis result from teachers and students responded to items related to types of violent acts practiced against secondary school girl students, that could be similar for both groups majority of the respondents of (teachers and students) confirmed that psychological violence as the first most experienced violent acts against girl students and physical and sexual violence as the second and third experienced types of violent acts.

Similarly, Interview response with the principals, HEB women affairs head, and RWYACAB expert indicated that psychological violence and abuse were the most experienced type violence in secondary schools, which includes mockery, verbal insult, threatening, and name-calling. Followed by physical violent like corporal Punishment, forcing students to kneel down, sportive punishments, flogging with rubber strings are acts common in secondary schools. Sexual violence and abuse represents one of the types of gender-

based violence committed against school girls such as seduction, sexual harassment...

This finding is similar with the studies of UNICEF; WHO; Dereje and Derese the review of these three major documents clearly indicates that violence and abuse against children, is widespread all over the world and that there are many patterns of similarity in the types of violence [23, 24, 6]. Physical, psychological, and sexual violence and abuse are the main categories. The victims of the violence and abuse are in many cases children and girls, who are in particular vulnerable to sexual abuse and violence. In general, they found that both girls and boys are victims of verbal abuse, bullying, harassment, and rape. School-related gender-based violence can be broadly clustered into two overlapping categories: explicit gender (sexual) violence, which includes sexual harassment, intimidation, abuse, assault, and rape, and implicit gender violence, which includes corporal punishment, bullying, verbal, and psychological abuse, teacher's unofficial use of students for free labor and other forms of aggressive or unauthorized behavior [23, 24, 6].

Table 2. Responses of teachers and students with respect to physical the types of violence in secondary schools.

No	Items	Respondents								PSD	t-test	Significance
				SD	D	U	A	SA	Mean			
1	Beating with sticks	T	f	4	7	11	18	48	4.13	0.13	0.88	not significant
		S	f	13	5	35	69	150	4.24			
			%	4.8	1.8	12.8	25.4	55.1				
2	Kneeling down	T	f	9	9	9	15	46	3.91	0.13	0.90	not significant
		S	f	10.2	10.2	10.2	16.1	52.3	3.79			
			%	14	10	15	211	22				
			%	5.2	3.7	5.5	77.6	7.4				
3	Pinching	T	f	58	9	8	8	5	1.78	0.12	1.74	not significant
		S	f	65.9	10.2	9.1	9.1	5.7	1.57			
			%	174	64	17	12	5				
			%	63.9	23.5	6.3	4.4	1.8				
4	Snatching property	T	f	53	2	6	11	16	2.25	0.17	1.86	not significant
		S	f	60.2	2.3	6.8	12.5	18.2	1.93			
			%	140	80	8	18	26				
			%	51.5	29.4	6.6	6.6	5.9				
5	Sportive punishment	T	f	10	11	12	23	32	3.64	0.15	1.71	not significant
		S	f	11.4	12.5	13.6	26.1	36.4	3.90			
			%	14	38	19	91	110				
			%	5.2	13.9	6.9	33.5	40.4				
6	Slapping	T	f	9	12	11	37	19	3.51	0.12	1.88	not significant
		S	f	10.2	13.6	12.5	42.0	21.6	3.74			
			%	17	14	12	208	21				
			%	6.3	5.2	4.4	76.5	7.7				

F- Frequency, %-Percent, SA-strongly agree, A-Agree, UD-Undecided, D-Disagree, SD-strongly disagree, N₁=88; N₂=272; P=0.05; df=358, critical (Table) t-value=1.96, PSD-pooled standard deviation, T-teachers, S-students.

4.2.1. Physical Violent Acts Experienced Against Girls Students in Government Secondary Schools

As it can be seen in table 2, the majority of teacher's participants and students strongly agreed beating with sticks is a type of physical violence experienced against girl students in the secondary schools of the region. Moreover, the mean value form responses of the teachers and students with respect to item given showed df= 358, at the level of significance 0.05, and the calculated t-value 0.88 is less than

the critical t-value 1.96. This shows no significance mean difference between responses of the two groups. Therefore, the majority of the respondents confirmed that beating with sticks was experienced physical violence against girl students in the secondary schools of the region.

Similarly, the majority of teachers and students strongly agreed kneeling down as type of physical violence in the secondary schools. The majority of the teachers and students respondents with no significant mean difference confirmed that pinching and snatching property are the least

experienced type of physical violence in the secondary schools.

As shown from the analysis majority of the teachers and students, with no significance mean difference of the two groups slapping was a physical violence type experienced against girls. Interview, participants of secondary school principals also confirmed that beating with sticks, kneeling down, sportive punishment, and slapping are types of physical violence against girl students when they are late from school, they did not work their homework or assignments due to additional home duties to support their mothers, at home, this in one way or another way still affecting girl students participation and their academic achievements in secondary schools of the region...

Similarly, the PTA members of the respective secondary schools during interview with respect to physical violent acts said ...a few teachers also uses physical punishments against girl students that is beating with sticks; also they said that some parents even refused to send their daughters to the school due to fear of physical attacks from out of school boys on their way to and from school and also interview participants of the experts

from the regional education bureau women's affairs department and the regional women youth and children bureau confirmed that the existence of physical violent acts against girls are still in practice at secondary schools and primary schools even if its magnitude is slowly decreasing. Moreover, analysis from observations within the three sample secondary schools with respect to types of physical violence students who are late from the school face corporal punishment such as beating with sticks, kneeling down and sportive punishments by teachers and school principals.

Similarly the study conducted by Save the Children Denmark Ethiopia, indicated that corporal punishment in the form of doing physically demanding jobs, forcing students to kneel down, twisting fingers/arms with pencils in between, pinching ears, flogging with rubber strings are common violent acts in schools [21]. Such corporal punishment is perpetrated by teachers, school guards and principals when students (of both sexes) repeatedly engaged in disruptive behavior in the class, or fail to complete homework, or break rules and regulations or they are late for school, etc. [21].

Table 3. Response of teachers and students with respect to type of Psychological violence acts against girls.

No	Items		Respondents							PSD	t-test	Significance
				SD	D	U	A	SA	Mean			
1	Threatening	T	f	7	9	3	7	62	4.23	0.15	1.68	not significant
		S	%	7.9	10.2	3.4	7.9	70.5	3.98			
		T	f	15	23	17	114	103	1.52	0.12	0.91	not significant
		S	%	5.5	8.5	6.3	41.9	37.9	1.63			
2	Aggression	T	f	70	1	11.4	3	4	4.38	0.15	0.26	not significant
		S	%	79.5	1.1	11.4	3.4	4.5	4.34			
		T	f	158	80	16	12	6	3.88	0.13	0.75	not significant
		S	%	58.1	29.4	5.9	4.4	2.2	3.98			
3	Mockery	T	f	5	5	2	16	60	3.75	0.15	1.09	not significant
		S	%	5.7	5.7	2.3	18.2	68.2	3.59			
		T	f	8	17	11	74	162	3.38	0.17	1.29	not significant
		S	%	2.9	6.3	4.0	27.2	61.4	3.60			
4	Spreading rumors	T	f	-	6	15	51	16	3.75	0.15	1.09	not significant
		S	%	-	6.8	17.0	57.9	18.2	3.59			
		T	f	25	14	23	89	121	3.38	0.15	1.09	not significant
		S	%	9.2	5.1	8.5	32.7	44.5	3.60			
5	Verbal assaulting	T	f	8	13	9	21	37	3.38	0.15	1.09	not significant
		S	%	9.1	14.8	10.2	23.9	42.0	3.59			
		T	f	10	24	127	18	93	3.38	0.15	1.09	not significant
		S	%	3.7	8.8	46.7	6.6	34.2	3.60			
6	Name calling	T	f	15	12	6	35	20	3.38	0.15	1.09	not significant
		S	%	17.0	13.6	6.8	39.8	22.7	3.60			
		T	f	48	20	14	100	90	3.38	0.15	1.09	not significant
		S	%	17.6	7.4	5.1	36.8	33.1	3.60			

F- Frequency, %-Percent, SA-strongly agree, A-Agree, UD-Undecided, D-Disagree, SD-strongly disagree, N₁=88; N₂=272; P=0.05; df= 358, critical (Table) T-value=1.96, PSD-pooled standard deviation, T-teachers, S-students.

4.2.2. Psychological Violence Acts Experienced Against Girl Students in Government Secondary Schools

As it can be seen in table 3, teachers and students respondents strongly agreed with the statement that threatening was a psychological violence type experienced against girls. Similarly, the mean value for responses of the teachers and students with respect to item given showed df= 358, at significance the level of 0.05, the calculated t-value 1.68 is less than the critical t-value 1.96. This shows that, no

significance mean difference between two groups. Therefore, the majority of the respondents confirmed that threatening was a psychological violence type experienced against girl students in the secondary schools of the region.

With regard to aggression as violent act the majority of teachers, and students, strongly disagreed aggression as type of psychological violent acts against girls. However, mockery and spreading rumors respectively are the most experienced type of psychological violence act against secondary school girls. Regarding the statement that verbal assaulting and

name calling respectively are also the type of psychological violence acts experienced against girls in secondary schools.

Generally the findings obtained from the questionnaire with respect to psychological violence acts confirmed that threatening, mockery, spreading rumors, verbal assaulting, and name-calling are the most experienced type of psychological violence acts against secondary schools girl students in the region. However, aggression is the least experienced psychological violent act against girl students. Similarly, interviewee result with of principals and experts also confirmed that "...the psychological violence's experienced against girls in secondary schools are mockery, verbal assaulting, and name calling by male peers (class mates) and out of school boys based on the manner that girls students dressed and their hair style which contradicts with the school rules and regulations".

In addition, the PTA members said that 'because of the

threat of additional attacks by actors girls did not tell their parents and the pertinent body any psychological violent acts they have faced within the school on their way to and from the school". Analysis result from observation checklist also indicated that girl students faced verbal assault and mockery from their male peers, teachers, and principals during flag ceremony and break time as psychological violent acts.

Similarly, the study conducted by save the children Denmark Ethiopia, concerning the prevalence and perpetrators of psychological violence and abuse [21]. Four types of psychological violence and abuse: verbal insult, degrading/humiliating, threatening and name-calling were identified, and described. These violent acts were merged resulting psychological violence and abuse on school girls. Schoolgirls are vulnerable to these psychological violence and abuse at school on the way to or from school and at home [21].

Table 4. Response of teachers and students with respect to sexual violence acts against girls in government secondary schools.

			SD	D	U	A	SA	Mean			
1	Touching private body parts without consent	T	50	16	10	2	10	1.93	0.1	0.1	not significant
		S	56.8	18.2	11.4	2.3	11.4	1.94			
		T	6	10	1	25	46	4.08	0.16	0.5	not significant
		S	154	50	31	6	31	4.0			
2	Intimidation	T	56.6	18.4	11.4	2.2	11.4	4.08	0.14	0.07	not significant
		S	6	10	1	25	46	4.0			
		T	6.8	11.4	1.1	28.4	52.3	1.65	0.13	1.89	not significant
		S	35	6	3	108	120	1.66			
3	Attempted rape	T	12.9	2.2	1.1	39.7	44.1	3.61	0.25	0.04	not significant
		S	60	15	2	6	5	3.84			
		T	68.2	17.0	2.3	6.8	5.7	3.87	0.25	0.04	not significant
		S	185	46	6	19	16	3.83			
4	Harassment	T	68.0	16.9	2.2	6.9	5.9	3.61	0.13	1.89	not significant
		S	3	15	13	39	18	3.87			
		T	3.4	17.0	14.8	44.3	20.5	3.84	0.25	0.04	not significant
		S	20	9	40	120	83	3.87			
5	Seduction	T	7.4	3.3	14.7	44.1	30.5	3.84	0.25	0.04	not significant
		S	8	9	11	21	39	3.87			
		T	9.1	10.2	12.5	23.9	44.3	3.84	0.25	0.04	not significant
		S	25	28	34	65	120	3.83			
		T	9.2	10.3	12.5	23.9	44.1	3.83	0.25	0.04	not significant
		S	9.2	10.3	12.5	23.9	44.1	3.83			

F- Frequency, %-Percent, SA-strongly agree, A-Agree, UD-Undecided, D-Disagree, SD-strongly disagree, N₁=88; N₂=272; P=0.05; df=358, critical (Table) T-value=1.96, PSD-pooled standard deviation, T-teachers, S-students.

4.2.3. Sexual Violence Acts Experienced Against Girls in Secondary Schools

As it can be seen in table 4 analysis result for the teachers and students the mean value between the responses of the two groups with respect to item given showed that touching private body without consent was not a sexual violence type experienced against girl students in the secondary schools. With regard to intimidation and harassment respectively are the types of sexual violence, experienced against girl students. However, the majority of the respondents confirmed that attempted rape is the least experienced type of sexual violence.

In general, from the findings, teachers and students response intimidation, sexual harassment, and seduction were the most experienced type's sexual violent acts against secondary school girl students. However, touching private

body without consent, and attempted rapes were the least experienced types of sexual violence in the secondary schools.

Similarly, the interview response from school principals with respect to sexual violence against girls showed that "...seduction and sexual harassment are experienced both by teachers and students with regard to need for good marks." *The findings drawn from the observation checklist analysis with respect to types of sexual violence showed that girl students face sexual harassment, and seduction from their male peers, and teachers. Moreover, play activities and discussions in the in school playground at a time of break and even in the classroom conducted separately by girl students against their male peers and during the flag ceremony girl students stand their turn alone due to fear of sudden body touching without consent from male peers.*

This study finding is similar with the study conducted by

Save the Children Denmark Ethiopia that Sexual violence and abuse represents one of the different types of gender-based violence Committed against school girls [21]. It is the act of forcing school girls to engage in sexually motivated activity without their consent which includes seduction, sexual harassment and attempted rapes [21].

4.3. Within School Causes of Violence and Abusive Acts Against Girls in Government Secondary Schools

As it can be seen from analysis result of the questionnaire the participants of teachers and students response mal-examination practice and need for good grade are the major cause of violence and abusive acts against girl students in secondary schools. Similarly, majority of the respondents confirmed that failing to observe school anti violent disciplinary regulations and destructive peer relationship between students respectively are the major causes of violence and abusive acts against girl students in the secondary schools. Moreover, participant of teachers and students response with respect to lack of separate latrine for girls, overcrowded classroom and dressing in a peculiar manner respectively are the major causes of violence and abusive acts against girl students in secondary school of Harari regional state.

In general, the findings obtained from the questionnaire with teachers and students respect to causes of violence acts experienced against girl students majority of respondents confirmed that mal-examination practice and need for good grade; failing to observe school anti violent disciplinary regulations; destructive peer relationship between students; overcrowded classroom; lack of separate latrine for girls, teachers punitive attitudes, lack of counseling about sexuality education and dressing in a peculiar manner were the major causes of violence and abusive acts against girl students in the secondary schools.

The information emerged from interview conducted with PTA and women affairs expert from regional education bureau with respect to the causes of violent acts experienced against girl students in secondary schools also showed that "...traditional and cultural taboos of our society that were considered as positive but they have the negative impact on girl students, some psychological coercion, threats of physical violence or corporal punishment by teachers to engage in dating relationships, and in some instances teachers did not use force but abused their authority by offering money, love or better grades for these sexual favors, or relationships...".

Similarly, the study conducted by Panos, Hallam, Omale, identified widespread incidence of harmful practices within the school environments [17, 9, 6]. Many of these mal-practices have been found committed in particular against girls, although boys also suffer from some of these bad practices, such as corporal punishment [17, 9, 16]. The findings regarding sexually related abuse and violence within the school environment are particularly worrying [17, 9, 16]. These include uses of sexual language, forced to have sex in turn for high marks [17, 9, 16]. Lack of awareness of existing policies,

rules, and regulations maintain this situation [17, 9, 16].

4.3.1. Out of School Causes for Violence Acts Against Girl Students in the Secondary Schools

Generally, the analysis output obtained from the questionnaire with teachers and students respect to causes of violence acts experienced against girl students outside secondary schools the majority confirmed that family divorce, students living environment, exposure to modern media or pornographic films and movies, poor economic background of the family, lack of good family supervision, irregular transport access to and from the school, over protection from family towards girls, and poor relationship between girls and parents are out of school causes for violence acts against girl students in the secondary schools of Harari regional state. In addition, the following sentiments also emerged from the interview participants: Exposure to modern media or pornographic films and movies, poor economic background of family, lack of good family supervision, irregular transport access to and from school, over protection from family, and Poor relationship between girls and parents. The principals and experts involved with interview said that "...girls by themselves are sometimes the causes of violence acts because girl students made unnecessary relationship with male peers and dress in a peculiar manner..."

Similarly, the study conducted by Panos, Hallam, Omale, as Poverty can force young girls to trade sex for money to supplement family income and/or pay school fees Of particular concern is the Cross-generational, or "sugar daddy" phenomenon, in which older men engage in sexual relations with younger girls who presumed to be disease free [17, 9, 16]. In the same manner as researcher observation and eye witness especially in urban area "School girls were involved in income generating activities to support their families economically in towns like, Adama, Addis Ababa, Dire Dawa, and Harar. So they were forced to work in cafeterias, bars and coffee/tea shops as waiters to support themselves and their families. Some poor parents, particularly those in rural areas, forced school girls to work as maid and domestic servant's in towns to bring income for their families".

4.3.2. Perpetrators of Violent Acts Against Girls on Their Way to and from Schools

As shown in analysis output of the teachers and students participants' response confirmed male peers, teachers, out of school boys, school administrators, friends and relatives and taxi or Bajaj drivers were the perpetrators of violent acts against girls on the way to and from secondary schools. The school guards were the least Perpetrators of violent acts against girls on the way to and from school in government secondary school. Almost, all the interviewee highly confirmed that with respect to perpetrators of violent acts against girls on their way to and from schools, that taxi drivers are the main perpetrators of violent acts against girls due to the fact that because of home responsibilities they had most of them become late from school so to arrive on time and to get Bajaj service they were forced to made unnecessary relationship within Bajaj or taxi drivers and that

exposed them to violent acts, this was followed by out of school boys, and male peers.

This finding is related with the study conducted by Save the Children Denmark Ethiopia, which found that different groups of people perpetrate violent and abusive acts against school girls in different settings [21]. The most common perpetrators on the way to and from school include: non-school boys (e. g., jobless youth), school boys, married older men (sugar daddies) looking for young girls, unmarried men looking for suitable partners to satisfy their sexual desires, civil servants, soldiers, and police officers [21]. Major perpetrators at home are parents, step-parents, older siblings and other close relatives [21]. In schools violence and abuse against school girls is largely committed by teachers, unit leaders, principals, school guards, school boys, and school girls themselves [21].

4.4. The Impacts of Violent Acts Against Girl Students on Their Educational Achievement in the Government Secondary Schools

As it can be seen from analysis of teachers and student's response as impact of violent acts against girl students on their educational achievement confirmed that stigmatization was not the cause of violent acts against girl students on their educational achievement in the secondary schools. However, low self-esteem/ deprivation, low academic performance, retention in the class and dropout from school are causes for impact of violent acts against girl students on their educational achievement in the secondary schools. Also Student's standard examination result analysis of the year 2009/10 E.C from respective selected secondary schools documentation archrival shows that the total mean value of male and female student was 55% and 45% respectively. Therefore, from the two years archrival result analysis girl students were low achievers compared to boys in their academic achievement in sample secondary schools.

5. Discussion

In this section based on the findings that emerged concerning explorative study questions were discussed. The discussion refers to literature reviews and draws reflections from the whole study. The result of the study indicated that the violence acts against girls in secondary schools continued as a physical, psychological, and sexual violence. The type of violence that was practiced as physical violence in secondary schools were beating with sticks, kneeling down; sportive punishments and slapping. However, pinching and snatching property were the least experienced types of physical violence acts against girl students.

Similarly, threatening, mockery, spreading rumors, verbal assaulting, and name-calling were the most experienced type of psychological violence acts against secondary schools. However, aggression was least experienced psychological violence type experienced against girl in the secondary schools. Moreover, intimidation, sexual harassment, and seduction were the most experienced sexual violent acts against secondary

school girl students. However, touching private body without consent and attempted rape were the least experienced type of sexual violence in the secondary schools.

Participants from secondary schools teachers, students, PTA members, school principals and experts also insured, that mal-examination practice, need for good grade, failing to observe school anti violent disciplinary regulations, destructive peer relationship between students, overcrowded classroom, lack of separate latrine for girls, teachers punitive attitudes (banishing students from classroom), lack of counseling sexuality education, dressing in a peculiar manner, and love letters from peer boys were the major causes of violence and abusive acts against girl students within the government secondary schools. Similarly, teachers and students Participants from secondary schools confirmed that family divorce, students living environment, exposure to modern media or watching pornographic films and movies, poor economic background of family, lack of family supervision, irregular transport access to and from school, over protection from family, poor relationships between girls and parents were the out of school cause for violence acts against girl students in the secondary schools.

Regarding the perpetrators, teachers, students, PTA members, principals, and experts from HREB and RWYCAB confirmed that taxi or Bajaj drivers, out of schoolboys, male peers and teachers are the perpetrators of violent acts against girl students on the way to and from school in government secondary schools. However, teachers, students, PTA members, principals and experts from HREB and RWYCAB insured that school administrative workers and school guards were the least perpetrators of violent acts against girls on their way to and from school in secondary schools.

Moreover, teachers, students, PTA members, principals, and expert from regional education bureau confirmed that the impact of violence acts against girl students in secondary schools are low self-esteem, low academic performance, dropout from school and retention in the class. However, the teachers, students, PTA members, principals, and expert from regional education bureau and RWYCAB insured that stigmatizations and unwanted pregnancy/ unsafe abortion are the least effect as violent acts against girl on their educational achievement in the regional government secondary schools.

6. Conclusion and Recommendation

6.1. Conclusion

Based on the major findings of the study, the following conclusions are drawn: Within different magnitude and degree, the psychological, physical, and sexual categories of violence acts were practiced against girl students in the government secondary schools. Failure to provide school facilities and to implement anti-violent rules and regulations, ineffective management and lack of supervision from parents and schools administration, lack of counseling on sexuality education, lack of good communication between parents and girls, and parent's poor economic background were the root

causes for the existences of violent acts against girl's students in the secondary schools. The major perpetrators committed to violent acts against girls on their way to and from the school are taxi or Bajaj drivers, out of schoolboys, male peers and teachers. Similarly, low self-esteem, low academic performance, dropout, retention in the class are the major effects of violent acts against girl students so that this affect girl students' academic achievement and equal participation with their male counterparts in the secondary schools. However, school guards, administrative workers, and relatives are the least actors of violent acts against girl's students in secondary schools. One of the direct consequences of violence against girl's students is a diminished interest in attending classes. Girls who have been verbally abused or sexually harassed by their teacher are more likely to skip the teacher's class to avoid further abuse or harassment. In addition, girls who have been sexually abused on their way to school will be denied attendance at school. Excessive workload at home often leads to delays in attending school, resulting in school girls missing one, two, or whole day morning lessons due to school gates being closed. They may be forced to be absent. Some of the different types of violence are interrelated and affect secondary school students in different ways. For example, beatings can affect the physical and mental health of school girls, resulting in delayed arrival at school. This leads to the closing of the school gates. Similarly, sexual violence, especially rape, exposes girl's students to various types of psychological abuse that affect self-confidence, self-esteem, and future life. This means that exposure of secondary school students to one type of violence can lead to another (more serious) type of violence.

6.2. Recommendation

Based on the findings and conclusions, the following recommendations have been made: School administration should establish a school-level girls 'club to assist girls in reporting violence and abuse and to provide appropriate counseling and other necessary support to victims of violence. Women's clubs should be empowered by school managers to provide peer education and to report and follow up on violence and abuse in and around the school. School managers need to develop anti-violence rules and regulations to provide students with a safe and protective learning environment and to effectively monitor and evaluate their practices. Local governments and school managers coordinated by in collaboration to the Parent Teacher Associations (PTA) need to provide awareness creation training for stakeholders on the impact of violence against school girls on their school performance. Appropriate and educative punishment should be taken on perpetrators of violence by judicial authorities and school administrators to protect girls from violence and ensure the rule of law. Parents need to provide regular follow-up and supervision so that when a daughter encounters violence on her way to and from school, she is aware of the problem of violence and how to save herself. Activities that generate

effective income, such as coffee, tea, snacks, stationery store management, gardening vegetables, hair dressing and haircuts with in the school grounds to empower girls who come poor families and to prevent victims from Sugar Daddy, due to financial dependence. This should be established by NGOs and governments support. Finally, the focus of this study was primarily on the act of violence and its impact on state secondary school students. However, the issue of violence is not limited to this group. This requires further research to address issues related to violence against non-school girls, school girls and seniors in private schools to determine the extent of the problem and to take corrective action.

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