

**RELATIONSHIP BETWEEN SCHOOL RELATED GENDER BASED
VIOLENCE AND STUDENTS ACADEMIC PERFORMANCE IN
SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA**

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NOVEMBER, 2018

DECLARATION

Students Declaration

I confirm that this research thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This study is dedicated to my children Faith, Kelvin, Joseph and my learners at Molo Academy Primary School in Molo Sub County, Nakuru County.

ACKNOWLEDGMENT

Glory and honour to the Lord Almighty for seeing me through the study. My first gratitude and appreciation goes to my supervisors Prof. Kisilu Kombo and Dr. Peter Gathara for their guidance and advice which has enabled me to conduct the study. Dr. Gathara, special thanks for your concern and consistent encouragement during the trying period. Your patience and consistent encouragement gave me hope. God bless you abundantly.

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ACRONYMS AND ABBREVIATIONS

EFA	Education for All
G&C	Guidance and Counseling
GBV	Gender Based Violence
GOK	Government of Kenya
KCSE	Kenya Certificate of Secondary Education
MDG	Millennium Development Goal
SDG	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
SRGBV	School Related Gender Based Violence
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

ABSTRACT

In the recent past cases of gender based violence have been on the increase especially among young girls and boys in school. In particular are cases of peer-to-peer and teacher student sexual harassment experienced in secondary schools across the country. However, amidst the increased crimes among children in schools, educators and education policy makers have underemphasized the sexual and gender based violence in schools. Global data on School Related Gender Based Violence are fragmented. While there is some evidence on the harmful effects, its impact on academic achievement in particular has not been studied extensively. Studies in Kenya on gender based violence on school going children has focused on the number of cases rather than the effects and impacts. This study therefore sought to investigate the relationship between school related gender based violence and students' academic performance in secondary schools in Nakuru County. Social Feminism theory was used to guide in conceptualization of the study. The study adopted descriptive survey design. The study population comprised of students, guidance and counseling teachers and principals in public secondary schools. The study used simple random sampling technique to select 97 students from the target population who participated in the study. All the 18 principals and one guidance and counseling teacher from each of the 18 secondary schools were selected to take part in the study. The sample for the study was therefore 133. On the other hand purposive sampling technique was used to select all the guidance and counseling teachers and school principals to participate in the study. The study collected primary data using simplified questionnaires. Reliability of instruments was ensured through piloting and reliability testing of questionnaires. Data obtained was analyzed statistically using both descriptive and inferential statistics. Descriptive statistics included frequencies and percentages. Findings were presented using tables and discussions. Study findings revealed that female students underwent almost all types of bullying as opposed to their male counterparts who never experienced both non-consensual and sexual assaults. Violence and abuse being prevalent at schools is a major hindrance to the education of girls and negatively influencing their school performance. In conclusion there are acts of School related gender based violence which is a serious issue that has some impact on the performance of students if not mitigated whether reported by any group of respondent or not. As a mitigation measure, school principals have regularly been educated on how to address the issue within school. The ministry has also introduced life skills programme taught in schools in every class so as to help them cope with every day challenges including gender based violence. However there was no concrete information from the respondents to confirm whether life skills programme is being executed effectively in secondary schools. This information will also assist school managers in designing programmes to reduce the cases of gender based violence in schools which is hoped to help in taming the declining performance in secondary Schools.

CHAPTER ONE

INTRODUCTION

This chapter presents the introduction to the study which covers: the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitations of the study, conceptual framework and assumptions of the study.

1.1 Background to the Study

Access to education is a crucial right for all children, and plays a vital role in poverty reduction and socio-economic development. Children's education and protection rights are neither regarded nor satisfied by States when school-related gender violence and abuse put boys and girls physical and psychological well-being at risk. Gender violence in and around schools has been perceived in recent years as a serious worldwide phenomenon that has been disregarded for a really long time in the school environment. Schools are not generally the child-friendly places they are presumed to be (Ellis, 2014).

Gender based violence (GBV) remains to be a global concern regardless of geographical, cultural, social, economic, ethnic, or other boundaries (UNESCO, 2014). It happens both within the school and outside the school environment. However, gender based violence in schools is a complex, multifaceted societal concern (Save the Child & Action Aid, 2010) referred to as School Related Gender Based Violence (SRGBV). SRGBV includes violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex, sexuality, or gender identities. The underlying intent of this violence is to reinforce gender roles and perpetuate gender inequalities. It includes rape, unwanted sexual touching,

unwanted sexual comments, corporal punishment, bullying, and verbal harassment (Kibriya, Tkach, Ahn, Valdez Gonzalez, Xu & Zhang, 2016). SRGBV is also a violation of basic human rights, particularly to children who are defenseless, and represents a major hindrance to participation in education, gender equity and to the realization of Education for All (EFA) goals (Alexander, 2011) and now the recent Sustainable Development Goals (SDGs).

The EFA, and part of SDGs key objectives is to strongly advocate for international education agenda and enhance gender equality in education. These objectives have been key in attracting international attention and guiding the educational operations over time. Through these initiatives, considerable gains have been made in access to education in both developed and developing Nations (Concern Worldwide, 2013).

Amidst these initiatives, SRGBV continues to be one of the most pervasive yet least recognized human rights violations in the world and a major challenge to the achievement of EFA across the globe. Plan and Child Helpline International (2011) has established that globally, between 500 million and 1.5 billion children experience violence every year, mainly within schools. Furthermore, an estimated 150 million girls and 73 million boys experienced sexual violence. In the United Kingdom, it has been established that SRGBV in and around schools is a major barrier to the realization of all children's rights to education, and protection from all forms of violence and abuse (Pinheiro, 2006).

In Bangladesh a survey by Plan programme (2007) established that 91% of school children reported having been physically punished and in India study carried out across 13 states found out that more than half of children reported having been

involved in different forms of sexual abuse. Surprisingly in Swaziland, one-third of girls between ages 13 and 17 revealed that their first sexual experience was forced and that it took place in their own homes (Fraser, 2012).

A study by Save the Children in Yemen revealed that 31 per cent of school children were exposed to sexual abuse (Leach et al., 2013). A similar 2008 study in Lebanon showed that 16 per cent of school children reported sexual abuse, majority being girls. In a similar study in Peru, 169 teachers were prosecuted because of rape and other inappropriate behavior in 2007 alone (Ibid). Gender based violence has no boundaries and the cases are wide spread across the world. The trend has however been that, girls are most at risk of Gender Based Violence within and even outside school environment, but boys are also vulnerable (United Nations Girls' Education Initiative (UNGEI, 2013).

Majority of the gender based violence cases occur at home or in school, committed by persons known to the victims (Wanjiru, 2011). Cases of peer-to-peer sexual harassment have been experienced frequently in both primary and secondary schools. Wubs, Lief, Alan, Sheri, Hans, Sylvia and Catherine (2009) in a survey on dating violence among school students in Cape Town South Africa and Dar es Salaam, Tanzania found out that, 10.2% - 37.8% of the students had been victims of sexual violence, 3.1% - 21.8% had been perpetrators, while 8.6% - 42.8% had been both. This compares with the global survey by World Health Organization (2002) which established that 150 million girls under the age of 18 had experienced sexual violence, while 36% - 62% of reported sexual assaults were committed against girls who were 15 years or younger.

In Kenya it is not clear on the origin of gender based violence in school however, the first case to be publicly highlighted can be traced back to 1991 where high school male students invaded a girls' dormitory and raped more than 70 girls, another 19 female students died while escaping from the attack at a tender age of 15 and below (Sang, 2008). In July 1996, several girls were attacked and raped within the school compound in Muranga. In 2006 there was yet another case of mass rape against schoolgirls in which approximately 15 girls were victims as fellow students staged a protest within the school in the middle of the night (Mathiu, 2008). In 2007, a group of boys in who were demonstrating against their internal school administration and conditions raided a neighboring girls school and sexually assaulted the girls (Ruto & Chege, 2006). In all these incidents there is an orgy of gender based violence and sexual assaults targeting the girls and suggests an emerging culture of mass sexual violence against girls in schools in Kenya.

Outside the school environment, increase in gender based violence against school going children still remains to be a challenge. According to Munyui (2004) the Kenya police recorded 1,987 cases of rape in 2001 compared with 2,908 reported cases in 2004 which accounts for 46.4% increase between the duration under study. These are the cases that were reported others occurred but remained unaccounted for. The actual figure is thought to be higher considering that not all violations are reported. In Nakuru Municipality the prevalence level of gender based violence against school going children stands at 47% (Githinji, 2011).

Statistics indicate that although boys have been victims of gender based violence and sexual assault girls are more vulnerable (Githinji, 2011). The World Health Organization (WHO) estimates are that between 36 and 62 percent of all sexual

assault victims are aged below 15 years. Further statistics from Nairobi Women's hospital in Nairobi indicate that 55% of those who are sexually violated are girls aged 0-15 years (Munyui 2004). Gender based violence against girls includes group rape attacks of girls that occur periodically.

GBV has various effects on the psychological, social and economic life of the victims. It has been identified as a profound health problem, compromising victim's physical health, and eroding their self-esteem. In addition to injury, violence exposes women to other health risks. Sexual abuse enhances risk of unintended pregnancy, sexually transmitted diseases, and adverse pregnancy problems among women. The costs of handling sexual violence remains high but in almost every society in the world there are social institutions established to address gender based violence which adds to the cost of GBV (Heise, 2002).

Global data on SRGBV are fragmented. While there is some evidence on the harmful effects of SRGBV, its impact on academic achievement in particular has not been studied extensively. In Botswana, a study by Kibriya, et al., (2016) depicts the negative effect of being bullied weekly on student performance in reading, science, and math. Students who experience bullying score lower than those who are not bullied. Similarly in Ghana, students who experience bullying perform worse academically than non-bullied students. In South Africa, students who are bullied score between 13 and 25 points less than those who are not bullied, corresponding to a 3% to 6% decrease. Overall the study demonstrated bullying as a key factor that drives a decrease in academic performance in Ghana, Botswana and South Africa. Bullying statistically overpowers other influences on student performance, particularly in Botswana and South Africa. Other factors that emerged through this

study that influence students' academic performance include students' sex and age, teachers' sex and experience, parents' education, and geographical location. However, in all countries the effect of bullying was more influential than the individual effect of these other variables. This shows the enormity of gender violence in students' academic performance although this did not take into account the other SRGBV forms.

Generally, the performance in secondary schools in Kenya has been dismal. For instance, in the year 2012, the percentage of candidates who obtained grade C+ and above was 28.36% which was lower when compared to 29.12% in 2011. Students who scored D+ and above which was considered as the pass level in 2012 were 68.46% compared to 71.16% in 2011. The pass rate was again slightly lower in 2012 when compared to 2011 (Kilonzo, 2013).

In Kenya, Gender based violence in schools manifests itself in a number of ways which include rioting, sexual harassment, fighting and bullying. These activities have a significant negative effect on the smooth running of school activities besides affecting the students' personal security and their emotional stability. For instance, violence may contribute to lifelong physical deformities, humiliation, disinterest, withdrawal, poor academic performance, high dropout rates and even death of affected students (Ruto, 2009). The implications of violence are far-fetched and have both direct and indirect impacts on the life of the child in general and participation in school activities. Sexual, physical and psychological abuse frequently occurs together. There is also emotional distress leading to depression, anxiety and anger. All these impacts negatively on the social life of students and is likely to result in poor academic performance.

In Nakuru County Statistics from the Molo Sub County Hospital (2014) indicate that at least 3 to 4 cases of GBV are reported monthly. Further, statistics from the Nakuru County Education office in (2014) revealed that KCSE performance had declined from a mean score of 5.08 in 2011 to 4.98 in 2012. In 2013 there was a slight improvement to a mean score of 5.00 which was still below the 2011 performance.

1.2 Statement of the Problem

Gender based violence has been a major social problem in the Sub Saharan African countries and has had a far reaching effect on economic development especially through discrimination of one gender from active participation in economic development. Erosion of the social fabric and moral values has also emerged in the recent development in gender based violence especially among the young.

Cases of gender based violence in Kenya have been on the increase within school environment (Munyui, 2004; Ruto & Chege 2006; Sang, 2008; Mathiu, 2008, Githinji, 2011), the most common forms of gender based violence being sexual harassment perpetrated by peers, teachers and members of the community. Statistics from the Molo Sub County Hospital (2014) indicate that at least 3 to 4 cases of GBV are reported monthly. At the same time Nakuru County Education office in (2014) revealed that KCSE performance has been declining from a mean score of 5.08 in 2011 to 4.98 in 2012.

Global data on SRGBV are fragmented. While there is some evidence on the harmful effects of SRGBV, its impact on academic achievement in particular has not been studied extensively. Studies in Kenya on gender based violence on school

going children has focused on the number of cases rather than the effects and impacts. Kibriya, et al., (2016) depicts a number of factors that influence students academic performance such as students' sex and age, teachers' sex and experience, parents' education, and geographical location. However, violent acts such as bullying were more influential than the individual effect of these other variables. In Nakuru County, data on the effects of SRGBV on academic performance remains scanty. This study specifically sought to identify the common types of school related gender based violence cases that take place in secondary schools, including the current trend of SRGBV and its effects on the performance. The study also sought to identify the measures that have been put in place to mitigate against the effects. It is with this in mind that the current study broadly sought to determine the relationship between school related gender based violence and students academic performance in secondary schools in Nakuru County.

1.3 Purpose of the Study

The study sought to investigate the relationship between school related gender based violence and secondary students academic performance in KCSE examination in Nakuru County.

1.4 Objectives of the Study

This study sought to fulfill the following objectives. To

- i. Identify the common types of school related gender based violence cases in secondary schools in Nakuru County.
- ii. Establish the trends in gender based violence in secondary schools in Nakuru County.

- iii. Determine whether school related gender based violence affects students academic performance in secondary schools in Nakuru County.
- iv. Identify the measures that have been put in place to mitigate against the effects of gender based violence in secondary schools in Nakuru County.

1.5 Research Questions

The following were the research questions that were addressed in this study;

- i. What are the common types of gender based violence cases in secondary schools in Nakuru County?
- ii. What are the trends in gender based violence in secondary schools in Nakuru County?
- iii. Does gender based violence affect students academic performance in secondary schools in Nakuru County?
- iv. Which measures have been put in place to mitigate against the effects of gender based violence in secondary schools in Nakuru County?

1.6 Assumptions of the Study

The study assumed that, students, teachers and principals of secondary schools in Nakuru County were aware of the nature of school related gender based violence committed in their schools. It also assumed that the secondary schools have policies and intervention to address GBV.

1.7 Significance of the Study

This study may bring into light the emerging SRGBV issues and their manifestations in Secondary Schools. It is also hoped and intended that, this information will assist school managers in identifying, monitoring and handling cases of GBV in schools.

This information may also assist school managers in designing programmes to reduce the cases of SRGBV which is hoped to help in taming the declining performance in secondary Schools.

It is also hoped that the study may assist the ministry of education in developing policy measures to tackle GBV in schools and develop strategies for improving the much sought performance in schools. Further parents and the community at large may also benefit by being able to identify the forms and effects of GBV which will assist in addressing the problem of gender based violence in and out of schools, this is hoped to have a trickle-down effect to the community as a whole.

1.8. Limitations of the Study

The study was limited by shortcomings in theories that explain school related gender based violence and its relationships with students' academic performance in schools. Therefore to handle the challenges posed by study theories, the study sought to adapt existing gender theories in the school environment using its tenets and principles in structuring the study. Secondly, the study was limited to GBV in public secondary schools therefore the situations in private and primary schools were not captured. Further, some of the respondents were not willing to expose the perpetrators who might have been close relatives or those in authority and the extent of the violations.

1.9 Delimitations of the Study

The current study was confined to analyzing the common forms of gender based violence cases in secondary schools, their causes and effects on the performance of students in secondary schools. Geographically the study was confined to public secondary schools within Nakuru County. The study also sought information from

only the following categories of respondents' students, guidance and counseling teachers, and principals to maximize on the quality of the research findings and not any other.

1.10 Theoretical Frame work

This study was guided by social feminism theory. The feminism theory states that women oppression is a complex issue and is determined by a variety of factors, such as economic, social and psychological. The theory attempts to synthesize best insights based on the Marxist and Radical feminism. This theory posits that capitalism, male dominance, racism and imperialism are interrelated issues that are inseparable. Socialist feminism takes more historical than biological stance and tends to be more specific rather than universal. It takes into consideration the differences among human beings based on parameters such as class, sex, age, race, ethnicity, nationality and sexual orientation. According to the theory, women, like all human beings, are characterized primarily by the social relations they inhabit. These dimensions shape a woman's life experience.

The feminist theory perceives rape as a function of mechanism of social control in patriarchal dominated societies (Riger and Gordon, 1981). Feminist theorists argue that men assert their power using rape and the fear of rape to maintain the existing system of gender stratification (Adamec and Adamec, 1981). Furthermore, Clark and Lewis (1977) predict cases of rape are more likely to occur in societies where women are perceived as merely sexual and reproductive possessions of their men. In such environments, men tend to sustain their power and privilege and enforce what they call their sexual rights using threats and force against women.

The feminism theory further attributes rape to traditionally perceived gender-role attitudes (Curtis, 1975; Russell, 1975; Weis and Borges, 1977). Consequently, norms which are attributed to masculinity, such as dominance and aggression, encourage men to sexually exploit women. Considering that the acquisition of sexual scripts is closely allied to the development of gender-role identities, it is imperative to state that male sexual behaviour is deeply engraved in the traditional masculine traits of dominance and aggression (Gagnon and Simon, 1973). Brownmiller (1975) perceives rape as an act of power that provides a basis for male bonding and enforcing masculinity by undermining and dehumanizing the female victims. This type of gender violence against women is perpetuated in part by the belief in rape myths. Rape myths prejudicial and untrue beliefs about rape that serve to justify why violence against women is perpetuated by shifting the blame on the women that they are themselves responsible for becoming victims of rape (Burt, 1980).

Feminist theory was used in the current study to define gender based violence and in identifying its different forms and manifestations in schools. The theory defines sexual violence in terms of offensive activities that one gender engages in to exercise dominance over the other gender. In the current study, gender based violence is defined as the exercise of dominance of one gender over another. For instance in sexual harassment, fighting, bullying, seduction and non-consensual touching of students from one gender by others from the opposite gender can be viewed as exercise of power of one gender over another when it is performed forcefully without the consent of the other party. This could happen for both girls and boys perpetuated by teachers, fellow students or members of support staff

within the school. The power driving this dominance could either be physiological, economic, social and psychological.

1.11 Conceptual Framework

This study conceptualizes that gender based violence in schools occurs in different forms. The study further conceptualizes that; the drive to commit gender based crimes may be motivated by several factors (intervening variables). First is the school environment which plays a major role in shaping students discipline and self-control. Secondly the environment students are exposed to at home, and the people they interact with could greatly influence their involvement in gender based crimes. Finally, peer pressure has been identified as one of the major factors that influence adolescents to commit crimes therefore it could also have a major role to play in gender based violence in schools.

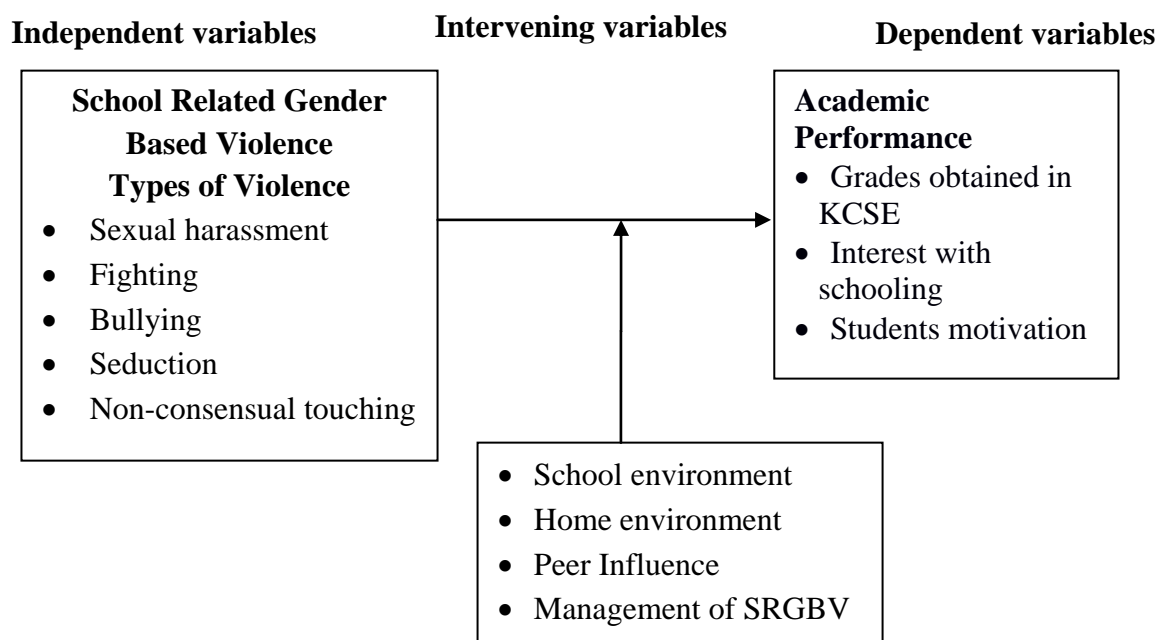


Figure 2.1: Conceptual Framework on School Related Gender Based Violence and Academic Performance

The main independent variable of the study is the school related gender based violence which was operationalized using the different forms of gender based violence eminent in schools which include: sexual harassment, fighting, bullying, seduction and non-consensual touching. The study was of the view that as a result of GBV victims of sexual violence suffers physically, psychologically and socially which affect their academic grades in school. Threats, harassment, physical violence or fear of violence constrain victim's life choices. This factors may adversely affects victims' health, self-esteem, anxiety, attendance in school, attentiveness in class and also their motivation for schooling which may lead to low performance, depression by the affected students and lack of interest with schooling. According to Florida (2001), children may experience a wide range of emotions some of which may be new and therefore doubly distressing. Students are thus insecure and afraid of the future.

Oliveira, Menezes & Oliveira (2018) on the other hand showed that bullying has a negative impact on performance in mathematics and that social emotional skills can help students deal with bullying. Mundbjerg et al. (2014) established a causal relationship between bullying in elementary school and future outcomes in Denmark, establishing that bullied children have lower academic achievement in 9th grade and that the effects are larger when bullying episodes are more severe.

When there are no SRGBV there can be good performance and the students will be highly motivated in their school activities. When teachers demand sex from female students and 'reward' them for sex with high grades in tests and exams, the idea is perpetuated that academic success is tied to girls' sexuality rather than their intellect. Gender based violence in schools may affect student's social and psychological life

negatively therefore affecting academic performance. Based on the above indications, the conceptual framework is designed to show the causal relationships being investigated between the different forms of school related gender based violence and student academic performance measured in terms of grades achieved in KCSE. Their interest with schooling and motivation were also considered to determine the effects of school related gender based violence.

Operational Definitions of Terms

Gender: Refers to the socially/ culturally determined power relations, roles, responsibilities and entitlements for men and women. The social constructs vary between cultures as well as over time. In this study gender will be categorized as either male or female.

Gender based violence: This refers to any form of act of violence that may result in or is likely to result in physical sexual or psychological harm or suffering to women and men on the basis of gender.

KCSE: These are abbreviations for the Kenya Certificate of Secondary Education, which is an examination administered to students at the end of the four year secondary education level.

Non-Consensual Touching: In this study was used to refer to the act of touching by a member of the opposite sex without consenting.

Performance: This is a broad term which incorporates the performance of students in class and out of class. It also captures KCSE performance at the end of secondary education curriculum. This study will focus on academic performance on the academic grades.

School Related Gender Based Violence: In this study it refers to gender based violence that occurs in and around schools. These include and not limited to sexual harassment, fighting, seduction, non-consensual touching, bullying, hitting, punching, kicking or threats.

CHAPTER TWO

LITERATUREREVIEW

2.1 Introduction

This chapter presents a review of literature on studies that have been done on gender based violence in schools focusing on the global perspective, regional perspective, local perspective and their effects on students' performance in school. The section will be guided by the study objectives in discussing the studies then highlight the gaps in literature that need to be filled.

2.2. Types of Gender Based Violence in School

The concept of gender assumes different meaning in different context based on the social environment, such as class, race, caste, ethnicity and religion. However, manifestations of gender based violence are common across especially based on the relative powerlessness of women in patriarchal societies (Baldasare, 2012). Several studies have been conducted to describe the different forms and magnitude of gender based violence situation in different regions of the world as discussed in the following sections.

Leach (2008) classified gender based violence in schools in to two: explicit and implicit gender violence. Explicit gender based violence as defined by Leach refer to cases that are overtly sexual in nature, which may involve aggressive or unsolicited sexual advances or other forms of sexual harassment which may include touching, pinching, grouping and verbal abuse, and acts of intimidation, assault, forced sex and rape. On the other hand implicit gender violence cases are defined as those which involve actions that are less visible and directly gendered. These happen in daily school routines and activities that reinforce gender differentiation. Implicit

gender violence in schools according to Leach may include corporal punishment, or acts that indirectly encourage violence.

According to WHO (2011), SRGBV may include acts such as verbal, physical, sexual, psychological, emotional or symbolic violence. These include both bullying and cyber-bullying. These are thus the ways in which experiences of, and vulnerabilities to, violence may take a gender dimension. SRGBV thus may include individuals action or a society's practice or traditional. It may also include gendered expectations that negatively impact on the rights of children with regard to access to education. It can take place through different paths: among students themselves, or between students and teachers, and/or between family or community members and students. The practice of SRGBV leads to an unsafe schooling environment and can also lead to drop out from school.

Studies undertaken on different forms of gender based violence indicate that cases and forms of gender based violence are not fixed, they evolve with time, and differ based on circumstances and cultures (Reuters, 2002). Baldasare (2012) has also acknowledged that Patterns of GBV vary from place to place, as do cultural and legal understandings of its acceptability. According to Meyer (2008) sexual harassment may take on two distinctive forms. The first one involves unwanted sexual attention such as jokes, touching, hugging, sending text messages through e-mail or the phone or even demanding for a date. The second one involves sexual coercion in return for some benefits such as demands for sexual favours in order to pass an exam or get a promotion at work. The two classifications by Meyer and Leach compare in that they categorize GBV based on the extent of the crime and the likely effect on the victims.

2.3 Trends of Gender Based Violence in Schools

Cases of gender based violence in schools are not only reported in the developing world but also very common in the developed world although they manifest in different ways and assume different forms. Baldasare (2012) states that GBV is endemic to all communities around the world and affects people from every class, race, age, religion and national boundary, varying in degree and different ways. Globally, a WHO (2011) multi-country study found out that between 15 to 71% of women reported experiencing physical and/or sexual violence by an intimate partner at a certain instance in their lives, while another study by UNICEF (2009) found out that globally nearly one third of adolescent girls worldwide reported that their first sexual experience was forced, and almost half of all sexual assaults were against girls 15 years of age or younger.

An earlier UN study on Violence against Children in Asia, Latin America and the Caribbean also asserts that this was a common phenomenon in these countries despite their level of civilization (Pinheiro, 2006). Most of the victims are school going children below the age of 15 years. This implies that global vulnerability to sexual assaults for the school going girl child world wide requires understanding and measures to be put in place to counter it. Globally, cases of SRGBV are highest in developing countries, with some of the most extreme rates in African countries (Baldasare, 2012). Majority of these violence cases reported are committed within the school environment.

In Sub-Saharan Africa, studies from at least nine countries, seven of these countries featured in a USAID 2003 annotated bibliography of unsafe schools, the other two are from Benin (Wible, 2004) and Togo (Plan Togo, 2006) revealed a recurrent

sexual abuse together with harassment among school going children. This involved both boys and teachers, both gender repeatedly indicated that some teachers in their schools abused their position of authority to demand sexual favours from them in order to be awarded better/ good grades or in order to be accorded preferential treatment in class or money or both. The study further established that despite the attention given to such cases of teachers' sexual misconduct, the evidence points to older students being the main source of violence against girls. These studies however focused on establishing the presence of SRGBV across different countries in Sub Saharan Africa without consideration of the effects on victims' academic performance.

A survey conducted by Rossetti (2001), among 560 students in Botswana found that 67% of the students had experienced sexual harassment by teachers, some of whom were boys. Another 20% indicated that they have been asked for sex by teachers and 42% of them accepted to comply for fear of the consequences if they refused. Another survey by Brown's (2002) in Ghana where 466 primary and secondary students were sampled found out that 13.5% of the girls and 4.2% of the boys had been victims of sexual abuse in school. This survey implies that GBV affects both boys and girls with teachers being perpetrators.

In Kenyan schools, sexual abuse and harassment is therefore evident and can either be direct such as forced sex or indirect such as punishments in schools. Variation in intensity, definitions and manifestations differ based on culture and other socio-demographic factors but the motive remains the same across (Githinji, 2011). This review also reveals that, although majority of the GBV cases reported in schools are perpetrated by the teachers, some are also perpetrated by students and also both

genders are affected although the female gender is more vulnerable. However the effects of these SRGBV have not been explored (Ruto & Chege, 2006). As seen from this literature, both gender are affected although the magnitude of the effects is not known. Therefore the current study will reveal statistics on extent to which each gender is affected on academic performance in KCSE. This study sought to establish the trends in SRGBV and then evaluate the measures put in place in Schools by different stakeholders to fight it.

2.4 Relationship between GBV and Academic Performance

Effects of gender based violence on academic performance of students in schools still remain to be an issue of concern especially globally (United Nations, 2006). Studies have been done to justify the effects of gender based violence in schools and to unravel the effects of GBV on a child's education. Even though studies have been able to link gender based violence in schools with poor performance and drop-out, there is no clearly concise linkage on the cause and effect.

Leach, *et al.* (2003) while studying on the impact of gendered experiences on retention and achievement found that gender based violence in the form of sexual intimidation, verbal abuse and physical assault was a significant contributor to irregular attendance and under achievement of girls in school.

Further, the study revealed that, pregnancy along with early marriage, are also a major reason for girls' drop-out since School girls who became pregnant rarely returned to school.

A study done by Ruto (2009) on sexual abuse of school age children: evidence from Kenya by purposively selecting 10 districts in Kenya found out that child sexual

abuse was detrimental to the child's personal developmental growth. The study further revealed that learners' school participation suffered when knowledge that something happened between them and the teacher spread. This would highly affect students' concentration in academics therefore affect their performance. If violation results in pregnancy, school attendance is automatically curtailed. Efforts to get statistics on school girl pregnancies were unsuccessful. This study tried to establish the link between GBV and issues related to education however, it does not establish a direct link with classroom performance. The current study sought to identify and compare the academic performance of students who have been victims of GBV with the rest of their colleagues who have not.

Njoroge (2010) in a different study on the impact of gender based violence on girl child education in Kinango District, Kenya revealed that, the existence of gender based violence in the country denied girls the opportunity to attend school, participate effectively, compete and enjoy quality education. Violence and abuse being prevalent at schools is a major hindrance to the education of girls and negatively influencing their school performance. This study also brought out the effect of GBV in terms of access, active participation and drop-out from school that would reduce the chances of performance for the victims of GBV in schools although it focuses more on girls and overlooks the boy child who is also a victim of sexual assault by their peers and teachers. In the current study the focus was directly on how SRGBV affects students' academic performance. Further the study examined GBV for both gender as opposed to Njoroge (2010) who focused on girls alone.

2.5 Measures Taken to Fight School Related Gender Based Violence

Different countries have adopted different strategies in the fight against gender based violence in schools. The United Nations [UN], (2006), world report on violence against children explored violence against children in five settings, the home and family; schools and educational settings; care and justice institutions; the work-place; and the community. Some of the recommendations provided for action included urging states and other stakeholders to: strengthen international, national, and local commitments to end violence against children; prohibit all violence against children in national law; promote non-violent values and awareness raising; enhance the capacity of those who work with or for children; ensure accountability and end impunity; and to take a range of other actions to prevent violence against children and to respond to it effectively if it occurs. The focus of this report was general, not specific on the gender based violence especially in schools which is one of the environments focused.

Five years later a follow-up study conducted UN (2011) dubbed the global update on violence against children reiterated recommendations of 2006 study, as well as provided additional recommendations that called on the provision of recovery and social reintegration services; to ensure the participation of children; create accessible and child-friendly reporting systems and services and address the gender dimension of violence against children; develop and implement systematic national data collection and research efforts.

Though the reports increase awareness and disseminate information on violence against children generally, the reports only briefly discuss violence in the school setting and hardly mention school related gender based violence. UNESCO has

published two gender-sensitive reference materials to help teachers address school related gender based violence (Kozai, 2013). Kozai further reiterates that though several states have implemented policies or programmes addressing school related gender based violence through legislation or safe school initiatives, the majority of states have not established an integrated or multi- sectoral plan to comprehensively address such violence.

UNFPA (1999) states that the war against gender based violence can be won through, a multi-sectoral team approach to prevent and respond appropriately to sexual and gender based violence. The guiding manual further states that a committee or task force should be formed to design implement and evaluate sexual violence programming at the field level. Some of the measures put in place by UNFPA include: involvement of both gender in promoting a safe environment, information, education and communication, protection of victims immediately following an incident of sexual violence, medical care and psychosocial care to victims. However, these measures are directed to victims in refugee camps. The nature of confinement in refugee camps however can be closely related to that of schools especially with the restricted movement and the accommodation of both genders in the same environment.

In Kenya, responses by education authorities to allegations of teacher sexual misconduct have usually been marked by complacency and obfuscation and that government action has been limited to tightening teachers' codes of conduct and legislating to make sexual relations with students a prosecutable offence (Njoroge, 2010). The lack of reliable statistical evidence with which to convince policymakers of the need to take action, the silence surrounding what is seen as a sensitive issue,

traditional cultural views that find sex between older men and young girls acceptable, and uncertainty among teachers, parents and children about how to report incidents are contributing factors. Teachers are rarely expelled from the profession, even when the student is pregnant; at most, the offending teacher is transferred to another school (Ruto, 2009). Indeed, not all education officials, parents, teachers and the girls themselves disapprove of teachers having sexual liaisons with their students, especially in rural areas where marriage to a man with a government salary is much valued.

2.6 Summary and Gaps in Literature

Studies reviewed have shown that gender based violence is a common scenario in schools not only in the country but also in all parts of the world though the situation is more severe in Sub-Saharan African countries where majority of these cases even go unreported. It is also evident that the gender violence cases experienced vary across regions, culture and other socialization factors. However, sexual harassment, fighting, bullying, seduction and non-consensual touching are common forms of GBV in schools across regions. Schools have also been identified as areas where GBV is adversely perpetrated by both teachers and fellow students.

Majority of the studies reviewed have focused on the effects of GBV on developmental growth, and also in drop out and stigma of the victims which is perceived to affect academic performance. However, there is no clearly drawn link to show whether these translate to academic performance especially on students who continue to stay in school after experiencing GBV. This study therefore filled in the gaps in literature on how GBV in school affects students' academic and social performance. Studies on GBV have also focused more on girls and overlooked the

boy child who is also a victim of sexual assault by their peers and also teachers. Therefore, this study investigated GBV in both boys and girls. The study also identified ways in which GBV in schools can be combated.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology adopted in conducting the study. The methodology is presented in several sections: study design, study location, target population, sample and sampling procedures, data collection tools, piloting of research tools, validity of the study, reliability of research instruments, data collection procedure, data analysis, ethical and logical considerations.

3.2 Study Design

The study adopted both qualitative and quantitative paradigms. A descriptive survey design was used to carry out the study. Mugenda and Mugenda, (2003), state that descriptive research describes the state of affairs as it exists. This is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Through this design the researcher ensured construction of questions that solicited the desired information, identified the respondents, identified the means by which the survey was conducted and summarized the data in a way that provided the designed descriptive information. This design was suitable for the study because, it sought to explore how gender based violence affects performance of students in secondary school by taking into account different forms of gender based violence common in secondary schools. The design was also chosen because of its efficiency in collecting descriptive data regarding characteristics of a sample of a population and generalizing the findings to the entire study population. Being as social phenomena, the concept school related gender based violence could only be

described by seeking views of the victims and their close associates such as fellow students, teachers and head teachers.

3.3 Location of Study

The study was conducted in Nakuru County, Kenya. Its headquarters are in Nakuru Town. It is a cosmopolitan county with its population originating from all major communities in Kenya therefore the gender data reflects the divergent views of members of different communities in the country. The location was chosen due to the many cases of gender based violence cases reported in the county. Statistics from the Nakuru County Commissioners office and the Gender Recovery Centre in Nakuru County revealed that in 2013, more than 500 cases of sexual violence were reported, majority victims were children aged 12 and 17 years. Murage added that the number had risen from last year, where 487 cases were reported. This shows that secondary school students in the region were the main victims since they are aged between 12 and 17 years. Therefore the problem must be looked into, knowing fully well that ignoring SRGBV cannot be underemphasized in the educational development of a nation.

3.4 Study Population

The study population in this study was 3256 secondary school students, 18 guidance and counseling teachers and 18 school principals in public secondary schools in Nakuru County. Principals and guidance and counseling teachers are considered to be knowledgeable on the cases of gender based violence in their schools, their manifestation and measures put in place to curb the menace. Students are the victims and in most cases the perpetrators of GBV in schools therefore they are better placed to provide information on the observed cases of gender based violence in the past

and how they affect them or their colleagues' academic performance. Guidance and counseling teachers on the other hand handle the cases of gender based violence internally while principals handle the cases within the schools and externally with external stakeholders.

3.5 Sampling Procedures and Sample Size

3.5.1 Sampling Procedures

The study employed stratified, purposive and simple random sampling methods to select the respondents. Stratified random sampling was used to select the individual secondary schools, in the county where papers bearing numbers were folded and put in a container; mixed thoroughly and picked at random and schools corresponding to numbers picked included in the sample. Mugenda & Mugenda (2003) advise that in purposive sampling, cases are handpicked because they are informative to the study. This strategy was used in picking all the head teachers and guidance and counseling teachers from selected schools to participate. Students on the other hand were selected using simple random sampling from the entire population of sampled schools.

3.5.2 Sample Size

The sample size for students was determined using the formula by Nassiuma (2000) as shown below:

$$n = \frac{Nc_v^2}{c_v^2 + (N-1)e^2}$$

Where n= Sample size

N= Population

C_v= Coefficient of variation (take 0.5)

e= Tolerance at desired level of confidence, take 0.05 at 95% confidence

level

Upon substitution:

$$n = (3256 * 0.5^2) / 0.5^2 + (3256 - 1) * 0.05^2$$

$$n = 97$$

Therefore, the student sample for the study was 97 students. All the 18 principals and one guidance and counseling teacher from each of the 18 sampled secondary schools were selected to take part in the study. The sample for the study was therefore 133. The sample distribution is shown on the sample matrix on Table 3.1.

Table 3.1: Sample Distribution Matrix

Population Category	Target population	Sample Size	Percentage in Sample
Principals	18	18	13.5
Guidance and Counseling teachers	18	18	13.5
Students	3256	97	73.0
Total	3292	133	100

Source (Researcher, 2018)

3.6 Data Collection Instruments

The study used questionnaires to collect data. According to Kombo and Tromp (2006) questionnaires are the instruments most suitable for descriptive research design. Questionnaires reduce biasness in research since there is uniform question presentation. Questionnaires also allow collection of data from a large number of subjects simultaneously and provide for investigation with an ease of accumulation of data with confidentiality (Graveter & Forzano, 2003). Therefore they are suitable for large sample sizes and wide geographical coverage. The main reason why

questionnaires were used in this study was because of sensitivity of disclosure of GBV information. The tool helped victims in disclosing confidential information without being identified. Hence this tool was used for all categories of respondents. Anonymity in the use of questionnaires helps to produce more candid answers and protect the student. However, questions were adapted for each category of respondent to suit the level of information they have on the subject. The students' questionnaire (Appendix I) comprised of structured and open ended and closed questions, where section (A) had the general information while section (B) had questions about school related gender based violence and the performance attributes. The principals' questionnaires (Appendix II) also had two sections with section (A) dealing with personal information while section (B) with five point likert-scales used to rate subjects' opinions on the form and extent of GBV and its effects on students' academic performance. The Guidance and Counseling teachers' questionnaires (Appendix III) also solicited general information about the respondents in the first section. Section two of the questionnaire solicited general information about the respondents in the first section. Section two solicited information on the different forms of GBV cases experienced. The third section focused on causes while the fourth section focused on establishing whether GBV affects students' academic performance. The last section sought for measures to mitigate against the cases of GBV in schools.

3.7 Piloting of Study Instruments

A pilot study is a small scale preliminary study conducted in order to evaluate feasibility, time, cost, adverse events and effect size (statistical variability) in an attempt to predict an appropriate sample size and improve upon the study design

prior to performance of a full-scale research project. To enhance validity and reliability in the study, the pilot study was carried out among 2 guidance and counseling teachers, 2 head teachers and 10 students of Rumuruti Secondary School in the Neighboring Laikipia County. Questions that were found to be difficult to understand were rephrased for easy understanding while others were removed altogether to enhance reliability of the instrument. This helped determine the adequacy of the questionnaires in form and content for the study.

3.7.1 Validity of the Study

Validity in research is determined by the quality of the research process and the accuracy of the results (Gravetter & Forzano, 2003). All assessments of validity are subjective opinions based on the judgment of the researcher. Validity of this study was ensured through consultations and expert judgment from the two research supervisors and an external expert. An item analysis was done to see whether the items in the objectives, variables and instruments were properly designed. The validity tests was computed using content validity index (C V I) basing on four (4) point scale of relevant, quite relevant, somehow relevant, and not relevant. The proportion of relevant and quite relevant was computed from three experts and all the proportions were above 0.5, this indicated that the questions were relevant to the study variables. These assisted in ensuring both construct and content validity for the study.

3.7.2 Reliability

A research instrument is considered reliable when it yields consistent results upon different trials. The pilot questionnaires were used to determine reliability of the data collection tools by testing them using the Cronbach reliability coefficient. The

instruments yielded alpha of 0.734 and were adopted for the study as they were found to be reliable.

3.8 Data Collection Procedure

Data collection was conducted by the researcher with the assistance of data collection clerks who were first trained on the structure of the questionnaires, ethical issues and data management. Questionnaires were then administered using the drop and pick later method where respondents were given a duration of one week to complete the questionnaires before the researcher collected them.

3.9 Data Analysis

After all data had been collected and questionnaires returned, they were coded and entered in the computer, it was analyzed using the Statistical Package for Social Sciences (SPSS 21.0). Analysis was done based on the research objectives. To analyze objectives i & ii descriptive statistics of frequencies and percentages, was used to summarize the responses on the different forms of behavior, causes of violence, and the measures that can be put in place. In analyzing objective iii, first summary of responses was done using the above descriptive statistics before applying inferential statistics to establish the relationship between the individual forms of GBV and students' performance, comparative analysis was also done between different categories of schools. To analyze objective iv the study used thematic analysis by grouping strategies identified for mitigating GBV in schools.

3.10 Ethical and Logical Considerations

3.10.1 Ethical Consideration

Ethical considerations were observed in handling data and sharing of research findings. Respondents were assured of anonymity and utmost confidentiality of their opinions while at the same time observing the necessary research regulations set in the country. Research permits was obtained and permission to conduct the research from all the schools sampled. To ensure that maximum information was obtained from students, the researcher administered the questionnaires in an environment without teachers and the school administration and privacy was highly observed during disclosure of information.

3.10.2 Logistical Consideration

In performing the data collection exercise, first, an introduction letter was obtained from Kenyatta University School of post graduate studies to enable the researcher obtain a permit to conduct research from the National Commission for Science, Technology and Innovation (NACOSTI). The Commission then introduced the research to the County Commissioner and County Director of Education, Nakuru County through a letter, then the County Director of Education introduced the research to the principals of the sampled schools. After the sampling process the researcher booked appointments with principals of the sampled schools to assist in selecting students to whom questionnaires were administered.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretation and discussions according to the objectives of the study. The chapter focuses on the analysis and interpretation of findings on relationship between school related gender based violence and students academic performance in Nakuru County. The analysis is based on the following objectives: identify the common types of school related gender based violence cases in secondary schools in Nakuru County; establish the trends in gender based violence in secondary schools in Nakuru County; determine whether school related gender based violence affects students' academic performance in secondary schools in Nakuru County and to identify the measures that have been put in place to mitigate against the effects of gender based violence in secondary schools in Nakuru County.

4.2 General and Demographic Information

4.2.1 General Information

The study employed stratified, purposive and simple random sampling methods to select the respondents to establish the relationship between school related gender based violence and secondary school students' academic performance. In terms of questionnaire return rate, a total of 133 questionnaires that is 97 for students, 18 for secondary school principals and 18 for guidance and counseling teachers, were distributed but 107 were duly filled and returned by the respondents making a return of 80.5%. Return rate is the single most important indicator of how much confidence can be placed in the results. According to Draugalis et al, (2008) the

response rate of 60-70 % and above is adequate to determine the outcome of a research finding. Therefore the return rate of 80.5% was sufficient to give a credible outcome for this study.

4.2.2 Gender Analysis

The gender analysis was carried for all the respondents that is the students, guidance and counseling teachers and the principals. The students were asked to indicate their gender and the study findings revealed that 25 (35.2%) of the students were male while 46 (64.8%) were female.

The guidance and counseling teachers were also asked to state their gender and 56% of the teacher counselors were male while 44% were female. Secondary school principals were equally asked to state their gender and majority 72% of them were male while 28% were female. This was in line with the researcher's expectations of sampling both male and female respondents in order to establish their opinion on relationship between school related gender based violence and students academic performance in Nakuru County.

4.2.3 Years of Service

The secondary school principals were asked to state the number of years they have been heading their respective schools and Table 4.1 presents the findings.

Table 4.1: Number of Years served by Principals

Number of Years	Frequency	Percentage
1 year and Below	3	16.7
2-3 Years	4	22.2
4-5 Years	3	16.7
Above 5 Years	2	11.1
Declined to respond	6	33.3
Total	18	100

Source (Researcher, 2017)

Table 4.1 shows that 22.2% of the secondary school principals had served for 2 -3 years, 16.7% had served for 4-5 years and below 1 year respectively while only 11.1% had served for 5 years and above while 6 of the 18 sampled principals did not indicate their years of service. Guidance and counseling teachers were also asked to state the number of years they had served in their respective schools and Table 4.2 presents the findings.

Table 4.2: Number of Years served by Guidance & Counseling Teachers

Number of Years	Frequency	Percentage
1 year and Below	7	38.9
2-3 Years	6	33.3
4-5 Years	2	11.1
Above 5 Years	1	5.6
Declined to respond	2	11.1
Total	18	100

Source (Researcher, 2017)

Table 4.2 shows that majority 38.9% of guidance and counseling teachers had served in their school below 1 year period, 33.3% had served for 2-3 years. The study further revealed that 11.1% of the guidance and counseling teachers had served for 4-5 years while another 11.1% declined to respond and 5.6% had served for over 5 years. According to Johnson et.al,(2007), teachers' level of experience has attributes of education management of students in school. Teacher level of experience therefore represents the ability to promote student achievement. Harris and Sass (2007) confirm findings from existing research that, on average, brand new teachers are less effective than those with some experience.

To ensure that the data was collected from the students in all the classes, the questionnaires were distributed as presented in Table 4.3 below.

Table 4.3: Forms

Forms	Frequency	Percentage
Form One	24	33.8
Form Two	22	31.0
Form Three	10	14.1
Form Four	15	21.1
Total	71	100

Source (Researcher, 2017)

The questionnaires were distributed to the sampled students and as shown in Table 4.3, majority 33.8% of the students sampled were form ones, 31.0% were form twos, 21.1% were form four students and 14.1% were from form threes. This was to ensure that each group of student gave their views on the topic under study. As presented in Table 4.3, Form ones were administered with many questionnaires compared to other classes because majority of them are the victims in most cases of GBV in schools therefore they were better placed to provide information on the cases of gender based violence in the past and how it affect them or their academic performance; while form fours were fewer because majority of them are the perpetrators of SRGBV and therefore could not give full information on the same.

4.3 Types of School Related Gender Based Violence Cases

Objective one of the study sought to identify the common types of school related gender based violence cases in Secondary schools in Nakuru County.

4.3.1 Types of schools

To respond to objective one of the study, the students were asked to indicate the types of schools in which they were studying and Table 4.4 presents the findings.

Table 4.4: Types of School

Types of School	Frequency	Percentage
Boys boarding	1	1.4
Boys Day school	5	7.0
Girls Boarding	6	8.5
Girls Day	11	15.5
Mixed Day school	36	50.7
Mixed Boarding	12	16.9
Total	71	100

Source (Researcher, 2017)

Table 4.4 shows that 50.7% of the schools were mixed day schools, 16.9% were mixed boarding schools and 15.5% were girls' day schools. The study further revealed that 8.5% were girls' boarding schools, 7.0% boys' day schools and only 1.4% boys' boarding schools. These results served to show that variation in relationship between schools related gender based violence and students' academic performance in mixed secondary schools are significantly different from those of the single sex secondary schools. This scenario also generates the view that the factors responsible for school related gender based violence in schools are different for the mixed and single sex schools.

To identify the common types of school related gender based violence cases, the students were asked to state whether they had ever been victims or close to a victim of school related gender based violence. The study revealed that 66.2% were involved while 33.8% were not involved. To identify the common types of school related gender based violence cases, the study segregated the information according to school types based on gender of the students. Table 4.5 presents the findings according to male students.

Table 4.5: Types of School Related Violence Cases According to Male Students

School related Violence	Frequency	Percentage
Bullying by opposite sex	8	32
Verbal Sexual harassment	4	16
Fighting	8	32
Seduction	5	20
Non-consensual	0	0
Sexual Assault	0	0

Source (Researcher, 2017)

As shown in Table 4.5, the most prevalent type of school related gender based violence as cited by 32% of the male students was fighting and bullying of opposite sex respectively, 20% indicated that they were bullied by seduction and 16% experienced verbal sexual harassment. The study further revealed that no male student indicated that they suffered from non-consensual engagement and sexual assault. This implies that type of school whether boys' school or girls' school had different experience in terms of bullying. The findings showed that boys

experienced less sexual harassment generally, an indication that girls are more vulnerable due to gender based violence than boys thus reducing the formers participation and performance. This may be interpreted to mean that GBV may be one of the factors that lead to poor performance.

The female students were also asked to state the types of school related gender based violence meted against them and Table 4.6 presents the findings.

Table 4.6: Types of School Related Violence Cases according to Female students

School related Violence	Frequency	Percentage
Bullying by opposite sex	10	15.2
Verbal Sexual harassment	11	16.7
Fighting	31	46.9
Seduction	2	3.0
Non-consensual	10	15.2
Sexual Assault	2	3.0

Source (Researcher, 2017)

Table 4.6 shows that the most prevalent type of school related gender based violence as cited by majority 46.9% of the female students was fighting, followed by 16.7% who indicated that they suffered from verbal sexual harassment and 15.2% from bullying of opposite sex and non-consensual engagement respectively, 3.0% indicated that they were bullied by seduction and another 3.0% experienced sexual assault. Comparatively the study revealed that female students underwent almost all types of bullying as opposed to their male counterparts who never experienced both non-consensual and sexual assaults. This confirms Githinji (2011) whose statistics

indicate that although boys have been victims of gender based violence and sexual assaults, girls are more vulnerable. This also confirms Ruto (2009) who found out that GBV in schools manifests itself in a number of ways which include rioting, sexual harassment, fighting and bullying. These activities have detrimental consequences on the running of the school activities, the students' personal security and emotional stability. For instance, violence may contribute to physical deformities, humiliation, disinterest, withdrawal, poor academic performance, high dropout rates and even death of affected students. This implies that the consequences of GBV are far reaching and have direct and indirect consequences on the life of the child in general and school participation in particular.

The study findings showed that 75.0% of the principals received complains on gender related violence in their respective schools. The principals were asked to state the commonly reported cases of gender based violence in their schools. The responses given were based on the Likert scale through which principals rated the extent to which they agreed with the given aspects which were indicators of the so identified cases on a scale of 1 – 5 where 1 was never reported cases and 5 was most common cases (*5 – Most common, 4 – Common, 3 – Rare, 2 – Very rare, 1 – Never reported*). The results obtained were as shown in Table 4.7.

Table 4.7: Principals Rating of Gender Violence

Gender Violence	5	4	3	2	1
Bullying by opposite sex	-	41.7%	25.0%	-	33.3%
Verbal sexual harassment	-	33.3%	25.0%	16.7%	25.0%
Fighting by opposite gender	-	41.7%	16.7%	8.3%	33.3%
Seduction	8.3%	50.0%	16.7%	8.3%	16.7%
Non-Consensual touching	-	41.7%	8.3%	25.0%	25.0%
Sexual Assault	-	16.7%	33.3%	8.3%	41.7%
Corporal punishment	-	8.3%	33.3%	25.0%	33.3%
Rape	-	25.0%	16.7%	-	58.3%

Source (Researcher, 2017)

As presented in Table 4.7 above majority 41.7% of secondary school principals stated that students commonly reported bullying by opposite sex, 33.3% commonly reported verbal sexual harassment and 41.7% commonly reported fighting by opposite sex. The study further revealed that 50.0% commonly reported seductions, 41.7% commonly reported non-consensual touching and 50.0% rarely or never reported sexual assault. It was also reported that 58.3% rarely or never reported corporal punishment while 58.3% rarely or never reported rape cases.

Guidance and counseling teachers were also asked to state the commonly reported cases of gender based violence in their schools. Responses given were based on the Likert scale through which they rated the extent to which they agreed with the given aspects which were indicators of the so identified cases on a scale of 1 – 5 where 1

was never reported cases and 5 was most common cases (5 – *most common*, 4 – *common*, 3 – *rare*, 2 – *Very rare*, 1 – *Never reported*). The results obtained were as shown in Table 4.8.

Table 4.8: Guidance and Counseling Teachers' Rating of Gender Violence

Gender Violence	5	4	3	2	1
Bullying by opposite sex	-	26.3%	15.8%	26.3%	31.6%
Verbal sexual harassment	5.3%	26.3%	10.5%	21.1%	36.8%
Fighting by opposite gender	-	29.4%	11.8%	29.4%	29.4%
Seduction		27.8%	22.7%	16.7%	33.3%
Non-Consensual touching		38.9%	5.6%	38.9%	16.7%
Sexual Assault		5.6%	16.7%	27.8%	50.7%
Corporal punishment		5.3%	21.1%	26.8%	36.8%
Rape	-	-	11.1%	5.6%	83.3%

Source (Researcher, 2017)

As presented in Table 4.8 above, majority 57.9% of guidance and counseling teachers stated that students rarely or never reported bullying by opposite sex, 57.9% rarely or never reported verbal sexual harassment and 58.8% rarely or never reported fighting by opposite sex. The study further revealed that 50.0% rarely or never reported seductions, 55.6% rarely or never reported non-consensual touching and 78.5% rarely or never reported sexual assault. It was also reported that 63.6% rarely or never reported corporal punishment while 88.9% rarely or never reported rape cases. Generally, the study established responses towards frequency of reporting cases of school related gender based violence by both principals and guidance and

counseling teachers. For instance principals indicated that students mostly reported cases of bullying by the opposite sex while guidance and counseling teachers indicated that there were less reported cases. Interestingly both respondents showed a similar trend in terms of frequency of reporting verbal sexual harassment and fighting by opposite gender. The two findings revealed that principals received most cases reported on seduction while the guidance and counseling teachers reported less but both respondents had similar trend on non-consensual touching. The study further indicated that both respondents confirmed that there were less reported cases of sexual assault, corporal punishment and rape. In conclusion there were acts of SRGBV which is a serious issue that has some impact on the performance of students if not mitigated whether reported by any group of respondent or not. From the findings both respondents showed a similar trend in terms of cases of verbal sexual harassment and fighting by opposite gender. This confirms Ruto (2009) who found out that GBV in schools manifests itself in a number of ways which include rioting, sexual harassment, fighting and bullying.

4.4 Trends in Gender Based Violence in Secondary Schools

Objective two of the study was to establish the trends in gender based violence in secondary schools in Nakuru County. The students were asked state the perpetrators of gender based violence and Figure 4.1 presents the findings.

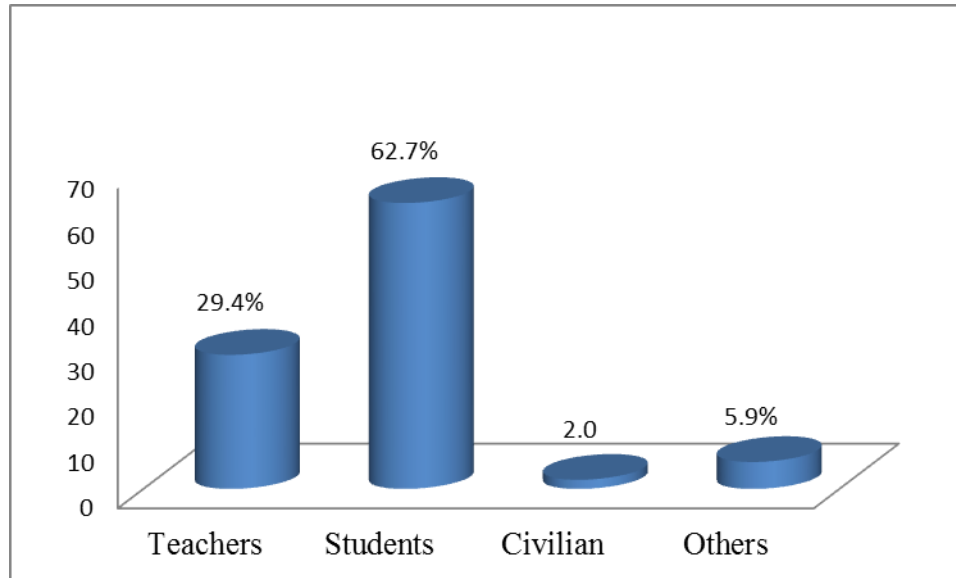


Figure 4.1: The Perpetrators of Gender Based Violence

Source (Researcher, 2017)

From the study, 32 (62.7%), indicated that gender based violence were committed by the students 15 (29.4%) said that it was committed by teachers and 1 (2.0%) by civilian, while 3 (5.9%) by others. Githinji (2011) opines that majority of the GBV cases reported in schools are committed by the teachers, some are perpetrated by students.

On the same issue, both teacher counselors and the secondary school principals were asked to state those who reported the cases of GBV in school and Table 4.9 presents the findings.

Table 4.9: Those who Reported Cases

Who Reported GBV	Teacher Counselors	Principals
Victim Students	14 (70.0%)	4 (33.3%)
School Prefects	4 (20.0%)	2 (16.7%)
Teachers	1 (5.0%)	3 (25.0%)
Parents	2 (10.0%)	-

Source (Researcher, 2017)

As presented in Table 4.9, 70.0% of teacher counselors and 33.3% of principals indicated that victim students reported GBV, 20.0% of teacher counselors and 16.7% principals informed this study that GBV cases were reported by school prefects.

Teacher counselors were asked to rate the most common perpetrators of school related Gender Based violence. They were asked to rate them on a scale of 1-5 where one is the most common and five the least common and Table 4.10 presents the findings.

Table 4.10: Rating of Perpetrators by Teacher Counselors

Rating of Perpetrators	One	Two	Three	Four	Five
Boys	26.7%	26.7%	40.0%	6.7%	-
Girls	21.4%	7.0%	28.6%	35.7%	7.1%
Teachers	7.1%	14.3%	14.3%	21.4%	42.9%
Parents	21.4%	28.6%	28.6%	14.3%	7.1%
Civilians	46.7%	13.3%	6.7%	13.3%	20.0%

Source (Researcher, 2017)

According to teacher counselors, boys were the most common perpetrators compared to the girls and interesting teachers were the least perpetrators. The study also showed that parents were highly rated as the common perpetrators although civilians were the highest in terms of rating. This implies that students are likely to be abused by the civilian as compared to teachers, parents and other students.

Principals were also asked to rate the most common perpetrators of school related Gender Based Violence. They were asked to rate them on a scale of 1-5 where one is the most common and five the least common and Table 4.11 presents the findings.

Table 4.11: Rating of Perpetrators by Principals

Rating of Perpetrators	One	Two	Three	Four	Five
Boys	-	-	77.8%	11.1%	11.1%
Girls	11.1%	11.1%	22.2%	55.6%	-
Teachers	25.0%	12.5%	12.5%	-	50.0%
Parents	66.7%	33.3%	-	-	-
Civilians	55.6%	22.2%	11.1%	-	11.1%

Source (Researcher, 2017)

According to the principals, parents were highly rated as people who commit GBV followed by the civilians. Interestingly boys were lowly rated as compared to girls. In triangulation of the view from the teacher counselors, it was established that teacher counselor believed that boys were the most common perpetrators while the principals thought otherwise. This could be probably because most cases perpetrated by boys were reported to the counselors and not directly to the school principals hence the difference. However both principals and teacher counselors agreed that

girls and teachers were the least common perpetrators of bullying; the teacher counselors reported that parents were moderately common perpetrators while principals indicated otherwise. The principals reported that parents were also very common perpetrators of bullying against their children and both respondents concurred that civilians were the most common perpetrators.

To further establish the trends in gender based violence in secondary schools in Nakuru County, the principals were asked to state the extent to which they agreed with some statements on gender based violence cases reported in their schools in the past five years. The responses given were based on the Likert scale through which principals rated the extent to which they agreed with the given aspects which were indicators of the so identified cases on a scale of 1 – 5 where 1 was Strongly Disagree and 5 was Strongly Agree (*5 – Strongly Agree, 4 – Agree, 3 – Undecided, 2 – Disagree, 1 – Strongly Disagree*). The results obtained were as shown in Table 4.12.

Table 4.12: Principals Rating of Trends in Gender Based Violence

Statement	5	4	3	2	1
Number of cases are on the rise	8.3	41.7%	8.3%	8.3	33.3%
New forms of cases are reported	8.3	41.7%	16.7%	16.7%	16.7%
GBV becoming more severe	-	41.7%	8.3%	16.7%	33.3%
GBV becoming more sophisticated	8.3%	41.7%	25.0%	-	25.0%
Government Policy made it easier to handle GBV	8.3%	58.3%	16.7%	16.7%	-
Profile of GBV perpetrators has changed	8.3	50.0%	16.7%	16.7%	8.3%

Source (Researcher, 2017)

As shown in Table 4.12, majority 50.0% of the principals agreed that number of cases of GBV is on the rise, 50.0% also agreed that new forms of cases are reported to the school authorities. The findings further revealed that 41.7% indicated that the nature of GBV cases reported in schools are becoming more severe and more sophisticated as well, 66.6% indicated that the current Kenya government policy has made it easier to handle GBV cases in secondary schools while 58.3% indicated that the profile of the perpetrators of GBV has drastically changed.

Guidance and counseling teachers were also asked to state the extent to which they agreed with some statements on gender based violence cases reported in their

schools in the past five years. The responses given were based on the Likert scale through which principals rated the extent to which they agreed with the given aspects which were indicators of the so identified cases on a scale of 1 – 5 where 1 was Strongly Disagree and 5 was Strongly Agree (5 – *Strongly Agree*, 4 – *Agree*, 3 – *Undecided*, 2 – *Disagree*, 1 – *Strongly Disagree*). The results obtained were as shown in Table 4.13.

Table 4.13: Guidance & Counseling Teachers’ Rating of Trends in Gender Based Violence

Statement	5	4	3	2	1
Number of cases are on the rise	20.0%	30.0%	15.0%	15.0%	30.0%
New forms of cases are reported	10.0%	40.0%	5.0%	35.0%	10.0%
GBV becoming more severe	10.0%	25.0%	10.0%	30.0%	25.0%
GBV becoming more sophisticated	15.8%	31.6%	5.3%	21.1%	26.3%
Government Policy made it easier to hand GBV	20.0%	40.0%	20.0%	10.0%	10.0%
Profile of GBV perpetrators has changed	10.0%	45.0%	25.0%	15.0%	5.0%

Source (Researcher, 2017)

Table 4.13 shows that majority 50.0% of the G& C teachers agreed that numbers of cases of GBV are on the rise, 50.0% also agreed that new forms of cases are reported to the school authorities. The findings further revealed that 45.0% indicated that the nature of GBV cases reported in schools are becoming more severe and more sophisticated as well, 60.0% indicated that the current Kenya government policy has made it easier to handle GBV cases in secondary schools while 55.0% indicated that the profile of the perpetrators of GBV has drastically changed.

The students were asked to rate how often they experienced different cases of gender violence within the school. The responses given were based on the extent to which how often the given aspects occurred on a scale of 1 – 5 where 1 was Never and 5 was Very Often (5 – *Very Often*, 4 *Often*, 3 – *Rare*, 2 – *Very Rare*, 1 – *Never*). The results obtained were as shown in Table 4.14.

Table 4.14: Gender Based Violence Occurrences

Gender Based Violence	5	4	3	2	1
Bullying by opposite sex	6.0%	7.5%	23.9%	10.4%	52.2%
Verbal sexual harassment	1.5%	10.4%	17.9%	6.0%	64.2%
Fighting by opposite gender	3.0%	16.4%	9.0%	19.4%	52.2%
Seduction	11.9%	10.4%	14.9%	7.5%	55.2%
Non-Consensual touching	17.2%	6.3%	14.1%	6.3%	56.3%
Sexual Assault	4.5%	3.1%	15.6%	9.4%	62.5%
Rape	4.5%	3.0%	20.9%	-	71.6%

Source (Researcher, 2017)

From the findings 62.6% of the students indicated that bullying by opposite sex rarely or never occurred at all, 70.0% indicate that verbal sexual harassment rarely or never occurred. As shown above 71.6% indicated that fighting by opposite gender rarely or never occurred, 62.7% cited seduction, 62.6% non-consensual touching, 71.9% sexual assault and 71.6% indicated that rape cases rarely or never occurred. Comparatively, the students and the teacher counselors had divergent views generally regarding the rate and how often they experienced different cases of gender violence within the school. This could be probably because the students were

the victims and gave the views based on direct experience while the counselors gave their views based on reported cases. This concurs with Githinji (2011) who found out that SRGBV are experienced differently by different victims but girls are more vulnerable. This is also confirmed by Ruto (2009) who found out that GBV in schools manifests itself in a number of ways based on direct experience.

4.5 Effects of Gender Based Violence on Students' Academic Performance

Objective three of the study was to determine whether school related gender based violence affects students' academic performance in secondary schools in Nakuru County. The students were asked to give their opinion as to whether education of victims of gender based violence was affected and 73.2% agreed while 15.5% did not know. United Nations (2006) confirms that effects of gender based violence on academic performance of students in schools still remain to be an issue of concern especially globally.

The students were also asked to rate the victims of gender based violence in school after the abuse. The responses given were based on the Likert scale through which students rated the extent to which they agreed with the given attributes which were indicators of the so identified cases on a scale of 1 – 5 where 1 was Strongly Disagree and 5 was Strongly Agree (*5 – Strongly Agree, 4 – Agree, 3 – Undecided, 2 – Disagree, 1 – Strongly Disagree*). The results obtained were as shown in Table 4.15.

Table 4.15: Performance Attributes

Performance attributes	5	4	3	2	1
Gender violence affects performance	66.2%	15.5%	12.7%	-	5.6%
Victims have a higher tendency of absenting from school	26.8%	50.7%	19.7%	-	2.8%
Students who have been abused sexually also exhibit low levels of concentration in classroom	50.0%	23.5%	19.1%	-	7.4%
Victims tend to be more reserved on social interaction.	7.6%	50.0%	33.3%	7.6%	1.5%
Students who have been abused by teachers lose interest in schooling generally	48.5%	26.5%	10.3%	10.3%	4.4%
Gender violence also affects students emotionally	60.3%	16.2%	-	20.6%	10.3%
Students who have been abused tend to be more reactive even when confronted by minor issues	20.6%	22.1%	-	20.6%	10.3%
Female students are affected by sexual violence more compared to their male counterparts	39.2%	14.7%	32.4%	7.4%	5.9%

Source (Researcher, 2017)

As shown in Table 4.15, majority 81.7% of the students agreed that GBV affects students' academic scores in examinations, 77.5% agreed that victims of GBV have a higher tendency of truancy from school and 73.5% of the students also agreed that students who have been abused sexually also exhibit low levels of concentration in classrooms. From this findings, 57.6% of the students agreed that victims of GBV tend to be more reserved on social interaction with peers, 75.0% of the students respondent also agreed that their colleagues who have been abused by teachers lose

interest in schooling generally. Eighty six point seven (86.7%) agreed that gender violence also affects students emotionally while 42.7% agreed that students who have been abused tend to be more reactive even when confronted by minor issues. The study further revealed that 53.9% agreed that female students are affected by sexual violence more compared to their male counterparts. Leach *et al.* (2003) agrees that gender based violence in the form of sexual intimidation, verbal abuse and physical assault was a significant contributor to irregular attendance and under achievement of girls in school.

The teachers were asked to rate the performance of victims of gender based violence in school. The responses given were based on the Likert scale through which guidance and counseling teachers rated the extent to which they agreed with the given attributes which were indicators of the so identified cases on a scale of 1 – 5 where 1 was Very poor and 5 was Very good (5 – *Very good*, 4 – *Good*, 3 – *Average*, 2 – *Poor*, 1 – *Very Poor*). The results obtained were as shown in Table 4.16.

Table 4.16: Performance Attributes according to Guidance and Counseling Teachers

Performance attributes	5	4	3	2	1
Scores in Examination	-	5.3%	52.6%	36.8%	5.8%
Participation in co-curriculum activities	5.3%	15.8%	26.3%	47.4%	5.3%
School attendance	-	15.8%	36.8%	36.8%	10.5%
Concentration in Classroom	-	15.8%	21.1%	36.8%	26.3%
Social interaction with peers	-	5.6%	27.8%	44.2%	22.2%

Source (Researcher, 2017)

From the findings shown in Table 4.16, majority 52.6% of teacher counselors rated the performance in examinations of victims of GBV as average, 52.7% rated their students' participation in co-curriculum activities as poor and 47.3% rated their school attendance as poor. The results showed that 63.1% of the respondent rated the concentration of victims of GBV in classrooms as poor while 66.4% rated their social interactions with fellow peers as poor. Njoroge (2010) concurs that, the existence of gender based violence in the country has denied girls the opportunity to attend school, participate effectively, compete and enjoy quality education. Violence and abuse being prevalent at schools is a major hindrance to the education of girls and negatively influencing their school performance.

The secondary school principals were also asked to rate the performance of victims of gender based violence in school. The responses given were based on the Likert scale through which principals rated the extent to which they agreed with the given attributes which were indicators of the so identified cases on a scale of 1 – 5 where 1 was Very poor and 5 was Very good (5 – *Very good*, 4 – *Good*, 3 – *Average*, 2 – *Poor*, 1 – *Very Poor*). The results obtained were as shown in Table 4.17.

Table 4.17: Performance Attributes according to Principals

Performance attributes	5	4	3	2	1
Scores in Examination	-	-	41.7%	33.3%	25.0%
Participation in co-curriculum activities	-	-	41.7%	33.3%	25.0%
School attendance	-	16.7%	41.7%	25.0%	16.7%
Concentration in Classroom	-	-	33.3%	41.7%	25.0%
Social interaction with peers	-	-	41.7%	33.3%	25.0%

Source (Researcher, 2017)

The principals informed this study that gender based violence affected students' academic performance in school in that the affected students suffered from low self-esteem and their rate of concentration in class as they feel neglected. Njoroge (2010) concurs that the existence of gender based violence in the country denied girls the opportunity to attend school, participate effectively due to low esteem issues as a result of trauma. Njoroge (2010) further argues that violence and abuse being prevalent at schools is a major hindrance to the education of girls and negatively influencing their school performance.

4.6 Measures to Mitigate Against Effects of Gender Based Violence

Objective four of the study was to identify the measures that have been put in place to mitigate against the effects of gender based violence in secondary schools in Nakuru County. To answer this question, the guidance and counseling teachers reported to this study that guidance and counseling was necessary to counsel the students and to use clubs.

4.6.1 Measures proposed by Guidance and Counseling Teachers in Nakuru County

The guidance and counseling teachers also informed this study that the Ministry of Education has inculcated gender mainstreaming in the performance contract. The Government has also used the third gender rule in students when electing their leaders as this enhances equity. The schools conduct debates and motions to educate students on the importance of social equality irrespective of gender while in school. Some schools have imposed a penalty to those who involve themselves so as to minimize the act of gender based violence in schools. The ministry of education has also come up with posters that are sent to schools to educate and guide learners on

the impact of gender based violence. School principals have regularly been educated on how to address the issue within school. The ministry has also introduced Life Skills program taught in schools weekly in every class so as to help them cope with every day challenges including GBV. However there was no concrete information from the respondents to confirm whether Life Skills program is being executed in secondary schools.

4.6.2 The Students Views on Mitigating GBV

To establish the measures used to mitigate against the effects of school related gender based violence, the students also informed this study that the schools should put very strict rules and enforce severe punishment on the offenders. The school administration should also listen to students' grievances and act on their complains. Fellow students should report all cases of gender based violence to school authorities. The students also suggested that teachers should promote lessons on guidance and counseling. United Nations [UN], (2006) recommendations provided for action included urging states and other stakeholders to: strengthen international, national, and local commitments to end violence against children. Others include prohibiting all violence against children in national law; promote non-violent values and awareness raising; enhance the capacity of those who work with or for children. Recommendation include ensuring accountability and end impunity; and to take a range of other actions to prevent violence against children and to respond to it effectively if it occurs.

4.6.3 Principals Views on the Mitigation of GBV in Schools

The secondary school principals suggested that schools should introduce gender based and mainstreaming activities involving all the stakeholders. They also

indicated that performance contracts introduced by the Government should be anchored in the Education Act where students' leadership should be included in order to monitor the behaviour of other students. Schools should also conduct forums of guidance and counseling for both boys and girls by inviting guest speakers to talk to the students on the dangers of gender based violence. The principals suggested that there should be punitive actions against the perpetrators like suspension and even expulsion if need be. The Government should introduce Life Skills education in the syllabus that will guide the student to protect themselves against the perpetrators.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings and gives conclusions and recommendations of the study. The implications of the research findings are explained. Additional research areas are also suggested. The study was based on the following objectives: Identify the common types of school related gender based violence cases in Secondary schools in Nakuru County. Establish the trends in gender based violence in secondary schools; determine whether school related gender based violence affects students' academic performance in secondary schools in Nakuru County. The study identified the measures that have been put in place to mitigate against the effects of gender based violence in secondary schools in Nakuru County.

5.2 Summary of the Study Findings

The gender analysis was carried for all the respondents that is the students, guidance and counseling teachers and the principals. This was in line with the researcher's expectations of sampling both male and female respondents in order to establish their opinion on relationship between schools related gender based violence and students' academic performance in Nakuru County. This study established that teachers' level of experience has attributes of education management of students in school. Teacher level of experience therefore represents the ability to promote student achievement.

5.2.1 Summary on Types of School Related Gender Based Violence Cases

The first objective of the study sought to determine the different types of school related gender based violence cases experienced among secondary school students in Nakuru County. Male students cited that the most prevalent type was fighting and bullying of opposite sex respectively, followed by seduction then finally verbal sexual harassment. No male student indicated that they suffered from non-consensual engagement and sexual assault. Female students on the other hand revealed that the most experienced form of sexual violence in schools was fighting, followed by verbal sexual harassment and bullying by opposite sex. Others cited that they experienced non-consensual touching, seduction and sexual assault. Comparatively, boys experienced less sexual harassment generally, while girls were more vulnerable to gender based violence. School principals stated that students commonly reported bullying by opposite sex, verbal sexual harassment, fighting by opposite sex as well as non-consensual touching. Cases of rape were rarely or never reported. Common cases observed by the respondents included verbal sexual harassment, fighting by opposite gender as well as consensual touching.

5.2.2 Summary on Trends in Gender Based Violence in Secondary Schools

Objective two of the study was to establish the trends in gender based violence in secondary schools in Nakuru County. From the study, 32 (62.7%), indicated that gender based violence were committed by the students, 15 (29.4%) said that it was committed by teachers and 1 (2.0%) by civilian, while 3 (5.9%) by others. In Summary, 70.0% of teacher counselors and 33.3% of principals indicated that victim students reported GBV, 20.0% of teacher counselors and 16.7% principals informed this study that GBV cases were reported by school prefects. According to the

principals, parents were highly rated as people who commit GBV followed by the civilians. Interestingly boys were lowly rated as compared to girls. Majority (50.0%) of the principals agreed that numbers of cases of GBV are on the rise, while another half (50.0%) also agreed that new forms of cases are reported to the school authorities. The findings further revealed that 41.7% indicated that the nature of GBV cases reported in schools was becoming more severe and more sophisticated as well. This is further supported by 66.6% of the principals who indicated that the current Kenya government policy has made it easier to handle GBV cases in secondary schools while 58.3% indicated that the profile of the perpetrators of GBV has drastically changed.

Guidance and Counseling teachers also agreed that the number of GBV cases is on the rise. Approximately half (50.0%) also agreed that new forms of cases are reported to the school authorities. The findings further revealed that 45.0% indicated that the nature of GBV cases reported in schools was becoming more severe and sophisticated. The finding also revealed by 60.0% that the current Kenya government policy has made it easier to handle GBV cases in secondary schools. Finally 55.0% indicated that the profile of the perpetrators of GBV has drastically changed.

5.2.3 Summary on Effects of Gender Based Violence on Students' Academic Performance

Objective three of the study was to determine whether school related gender based violence affects students' academic performance in secondary schools in Nakuru County. The findings revealed that majority 81.7% of the students agreed that GBV affects students' academic scores in examinations while 77.5% also agreed that

victims of GBV have a higher tendency of absenting from school. Results indicated that 73.5% of the students agreed that students who have been abused sexually also exhibit low levels of concentration in classrooms. From this findings, 57.6% of the students agreed victims of GBV tend to be more reserved on social interaction with peers while 75.0% also agreed that students who have been abused by teachers lose interest in schooling generally. Seventy six point five (76.5%) agreed that gender violence also affects students emotionally and 42.7% agreed that students who have been abused tend to be more reactive even when confronted by minor issues. Finally 53.9% agreed that female students are affected by sexual violence more compared to their male counterparts. Majority 52.6% of teacher counselors also rated the performance in examinations of victims of GBV as average, 52.7% rated their (students') participation in co-curriculum activities as poor. The study further revealed that 47.3% rated their school attendance as poor. In the study 63.1% rated the concentration of victims of GBV in classrooms as poor while 66.4% also rated their social interactions with fellow peers as poor.

5.2.4 Summary on Measures to Mitigate Against Effects of Gender Based Violence

Objective four of the study was to identify the measures that have been put in place to mitigate against the effects of gender based violence in secondary schools in Nakuru County. The respondents informed this study that the Ministry of Education has inculcated gender mainstreaming in the performance contract. The Government has also used the third gender rule in students when electing their leaders as this enhances equity. The schools conduct debates and motions to educate students on the importance of social equality irrespective of gender while in school. Some

schools have imposed a penalty to those who involve themselves so as to minimize the act of gender based violence in schools. The Ministry of Education has also come up with posters that are sent to schools to educate and guide learners on the impact of gender based violence. School heads have regularly been educated on how to address the issue within school. The ministry has also introduced Life Skills program taught in schools weekly in every class so as to help them cope with every day challenges including GBV.

5.3 Conclusion

Gender based violence has been a major social problem in the Sub Saharan African countries and has had a far reaching effect on economic development especially through discrimination of one gender from active participation in economic development. This study has brought into light the emerging SRGBV issues and their manifestations in Secondary Schools in Nakuru County Kenya.

5.3.1 Types of School Related Gender Based Violence Cases

Based on the findings obtained from the female students, male students, school principals and guidance and counseling teachers in Nakuru County, Kenya, the study concludes that male students mostly experienced fighting and bullying of opposite sex respectively, followed by seduction then finally verbal sexual harassment. Female students on the other hand experienced sexual violence in schools, fighting, followed by verbal sexual harassment and bullying by opposite sex. Based on the above findings, the study concludes that there is need to introduce gender based and mainstreaming activities involving all the stakeholders. This should be inclusion of students' leadership in order to monitor the behavior of other students.

5.3.2 Trends in Gender Based Violence in Secondary Schools

Majority of the GBV cases reported in schools are perpetrated by the teachers, some are also perpetrated by students and both genders are affected although the female gender is more vulnerable. According to teacher counselors, boys were the most common perpetrators as compared to the girls and interesting teachers were the least perpetrators. The study also showed that parents were highly rated as the common perpetrators although civilian were the highest in terms of rating. The study therefore concluded that students were likely to be abused by the civilian as compared to other people. The gender based violence perpetrated by teachers and parents is an indicator that it was perpetrated by trusted persons. The study also concludes that fellow students were also highly involved in violating their fellow students through bully as well as sexual molestation in schools in Nakuru County.

5.3.3 Effects of Gender Based Violence on Students' Academic Performance

Effects of gender based violence on academic performance of students in schools still remain to be an issue of concern in Nakuru County. Gender based violence in the form of sexual intimidation, verbal abuse and physical assault was observed in Nakuru County and it is a significant contributor to irregular attendance and under achievement of girls in school. The existence of gender based violence in the county has denied girls the opportunity to attend school, participate effectively, compete and enjoy quality education. Violence and abuse being prevalent at schools is a major hindrance to the education of victims, both boys and girls and has been negatively influencing their school performance. The study also concludes that gender based violence affects their academic performance in school in that the

affected students suffer from low self-esteem and rate of concentration in class is low.

5.3.4 Measures to Mitigate Against Effects of Gender Based Violence

The study concluded that various government and non-governmental institutions have seen the need and fronted efforts to address the challenge of school related gender based violence owing to the impact it has on schooling. The Ministry of Education has inculcated gender mainstreaming in the performance contracting in schools. The Ministry of Education has also put up awareness campaigns using strategies such as posters that are sent to schools to educate and guide learners on the impact of gender based violence and also initiated the Life Skills training. On the other hand schools have put in efforts to sensitize their students on social equality through initiatives such as debates and motions. In conclusion there is a need for schools to also conduct forums of guidance and counseling for both boys and girls by inviting guest speakers to talk to the students on the dangers of gender based violence.

5.4 Recommendations

5.4.1 Policy Recommendation

Based on the study findings and conclusions, the following are policy recommendations of the study:

Cases of school related gender based violence continue to be experienced in school in different manifestations such as bullying, fighting, non-consensual touching, sexual assault and rape. However the number of cases reported is less especially for rape and assault cases. This shows a gap in the reporting mechanisms for rape and sexual assault cases or lack of structures to support safe reporting by victims. The

government should therefore develop a policy that allows mechanism for students to safely report cases of gender based violence which guarantees victims of their safety and free from intimidation and ridicule for the victims.

Majority of the school related gender based violence cases observed in this study were violated by trusted persons to the victims such as teachers, fellow students as well as parents and relatives. This shows a failure in the existing policies to guard students against gender based violence by persons close to them. The study therefore recommends that the ministry of education should develop a policy that enhances reporting of cases and discourage local agreements between victims and perpetrators since this was highly likely where the violation was committed by a trusted person.

Cases of school related gender based violence have been cited in schools not only in Nakuru County but also in other schools in the country. However, there are no clear mechanisms for enabling students get over the challenges when they experience gender based violence in schools. Victims of gender based violence require a lot of psychosocial support to overcome the stigma associated with it. Therefore, school administrations should develop additional psychosocial support for victims of gender based violence in schools other than guidance and counseling.

There is need to establish the measures used to mitigate against the effects of school related gender based violence. The schools should put very strict rules and enforce severe punishment on the offenders and students should report all cases of gender based violence to school authorities. The school administration should also create mechanisms to listen to students' grievances and act on their complains; teachers to

promote lessons on guidance and counseling. Schools should introduce gender based and mainstreaming activities involving all the stakeholders.

5.4.2 Practice Recommendations

The Schools in collaboration with the Ministry of Education and other government agencies handling gender based violence such as the police and the National Gender and Equality Commission (NGEC) should develop a reporting framework and structures for providing information on cases of gender based violence, investigation and conviction of perpetrators in schools rather than relying only on the school administration for action.

There is need for the National Police Service in collaboration with the National Gender and Equality Commission to investigate cases of school related gender based violence and take action against perpetrators. The Ministry of Education and the Teachers Service Commission should conduct independent investigations rather than relying on the school administration since these are crimes that infringe on the rights of the learners as citizens.

The study further recommends that performance contracts introduced by the Government should be anchored in the Education Act where students' leadership should be included in order to monitor the behavior of other students. Schools should also conduct forums of guidance and counseling for both boys and girls by inviting guest speakers to talk to the students on the dangers of gender based violence. Programme for social workers in schools need to be introduced to back up the Guidance and Counseling team. Finally, the Government should introduce Life

Skills Education in the syllabus to guide the student on how to protect themselves against the perpetrators.

5.4.2 Recommendations for Further Research

The following were suggested for further research:

It is necessary to carry out a similar study in the Primary institutions to establish if the trend is similar to secondary schools. Similar study should be done in other counties where no such studies have been undertaken. A similar study should be conducted in private schools to establish if the trend is the same.

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APPENDICES

APPENDIX I: CONSENT FORM

Ido agree to participate in the ongoing study.

“Relationship between school related gender based violence and students academic performance in Nakuru county, Kenya.”

Sign.....

Date.....

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

Instructions: This questionnaire is to collect data for purely academic purposes. All information will be treated with strict confidentiality. Do not write your name or any identification on this questionnaire. This questionnaire is divided into respondent sections. All respondents MUST complete their sections. Put tick (✓) to the correct option, or fill in appropriately the blanks provided as applicable to you

Section A: General Information

1. Kindly indicate your gender

a) Male [] b) Female []

2. Indicate your age group

a) 12 years and below [] b) 13 - 14 years [] c) 15-16 years []

c) 17 – 18 years []

3. Which class are you currently in?

Form 1 [] Form 2[] Form 3 [] Form 4 []

4. Which of these categories best fits your school?

Boys Boarding[] Boys Day school [] Girls Boarding[] Girls Day school
Mixed Boarding and Day []

Section B: School Related Gender Based Violence Cases

5. Have you ever been a victim or close to a victim of school related gender based violence in school?

Yes [] No []

6. If yes what kind of gender based violence?

- a) Bullying by the opposite sex []
- b) Verbal Sexual harassment []
- c) Fighting []
- d) Seduction []
- e) Non-consensual touching []
- f) Sexual assault []
- g) Others (specify)

7. Who committed the violent act in 6 above?

Teacher [] Student [] Civilian [] Others (specify)

8. How often have you experienced the following violence cases in your school?

5 – Very Often, 4 – Often, 3 – Rare 2 - very rare 1- Never

Gender Violence	5	4	3	2	1
a) Bullying by the opposite sex					
b) Verbal Sexual harassment					
c) Fighting by the opposite gender					
d) Seduction					
e) Non-consensual touching					
f) Sexual assault					
g) Rape					

9. In your own opinion, is the education of victims of gender based violence in school affected?

- a) Yes []
- b) No []
- c) Don't Know []

10. How would you rate the victims of gender based violence in school after the abuse on the following attributes? *Use the scale: 5 – Very good, 4 – Good, 3 – Average, 2 – Poor, 1 – Very poor.*

Performance attributes	5	4	3	2	1
a) Gender violence affects students academic scores in examination					
b) Victims of gender based violence have a higher tendency of absenting from school					
c) Students who have been abused sexually also exhibit low levels of concentration in classroom					
d) victims of gender violence tend to be more reserved on social interaction with peers					
f) Students who have been abused by teachers lose interest in schooling generally					
g) Gender violence also affects students emotionally					
h) Students who have been abused tend to be more reactive even when confronted by minor issues					
i) Female students are affected by sexual violence more compared to their male counterparts					

11. How else would you say gender based violence affects students in relation to their performance in school?

.....

.....

12. In your own opinion, how can gender based violence be reduced in your school?

.....

.....

.....

Thank you for the response

APPENDIX III: QUESTIONNAIRE FOR PRINCIPALS

Instructions: This questionnaire is to collect data for purely academic purposes. All information will be treated with strict confidentiality. Do not write your name or any identification on this questionnaire. This questionnaire is divided into respondent sections. All respondents MUST complete their sections. Put tick (✓) to the correct option, or fill in appropriately the blanks provided as applicable to you.

Section A: General Information

1. What is your gender? Male Female

2. How long have you been heading the current schools?

1 year and below 2 – 3 years 4-5 years Above 5 years

3. Which of these categories best fits your school?

Boys Boarding Boys Day school Girls Boarding Girls Day
school Mixed Boarding and Day

Section B: Gender Based Violence in School

4. Have you ever received complains on gender related violence in your school?

Yes No

5. Which of the following cases are the most commonly reported in your school.

Rate the cases on the scale: 5 – *Most common*, 4 – *Common*, 3 – *Rare*, 2 – *Very rare*, 1 – *Never reported*.

Gender Violence	5	4	3	2	1
a) Bullying by the opposite sex					
b) Verbal Sexual harassment					
c) Fighting by the opposite gender					
d) Seduction					
e) Non-consensual touching					
f) Sexual assault					
g) Corporal punishment					
h) Rape					

6. Who reported the cases of GBV in school?

Victim Students School prefects Teachers

Parents Others (specify)

7. Who are the most common perpetrators of School Related Gender Based Violence? Rate the perpetrators on the scale 1- 5 from the most common to the least common.

a) Boys ..

b) Girls ...

c) Teachers...

d) Parents ...

e) Civilians...

8. Do you agree with the following statements on the gender based violence cases reported in your school in the past five years. Use the scale 5 – Strongly Agree, 4 – Agree, 3 – Undecided, 2 – Disagree, 1 –Strongly Disagree.

Statements	5	4	3	2	1
Number of cases are on the rise					
New forms of cases are reported					
Cases of GBV reported are becoming more severe					
The nature of GBV cases reported in school are becoming more sophisticated to handle					
The current government policy and guidelines have made it easier to handle GBV cases in school					
The profile of the perpetrators of GBV has changed					

9. In your view, how would you rate the performance of victims of gender based violence in school on the following attributes? *Use the scale: 5 – Very good, 4 – Good, 3 – Average, 2 – Poor, 1 – Very poor.*

Performance attributes	5	4	3	2	1
a) Scores in examination					
b) Participation in co – curricular activities					
c) School attendance					
d) Concentration in classroom					
e) Social interaction with peers					

10. Which measures have you put in your school to minimize the cases of gender based violence?

.....
.....
.....
.....

11. Which measures has the Ministry of Education put in place to minimize the cases of gender based violence?

.....
.....
.....

Thank you for your response

**APPENDIX IV: QUESTIONNAIRE FOR GUIDANCE AND COUNSELING
TEACHERS**

Instructions: This questionnaire is to collect data for purely academic purposes. All information will be treated with strict confidentiality. Do not write your name or any identification on this questionnaire. This questionnaire is divided into respondent sections. All respondents MUST complete their sections. Put tick (√) to the correct option, or fill in appropriately the blanks provided as applicable to you

Section A: General Information

1. What is your gender? Male Female

2. How long have you been heading the current schools?

1 year and below 2 – 3 years 4-5 years Above 5 years

3. Which of these categories best fits your school?

Boys Boarding Boys Day school Girls Boarding Girls Day school
Mixed Boarding and Day

Section B: Gender Based Violence in School

4. Have you ever received complains on gender related violence in your school?

Yes No

5. Which of the following cases are the most commonly reported in your school.

Rate the cases on the scale: 5 – *Most common*, 4 – *Common*, 3 – *Rare*, 2 – *Very rare*, 1 – *Never reported*.

Gender Violence	5	4	3	2	1
a) Bullying by the opposite sex					
b) Verbal Sexual harassment					
c) Fighting by the opposite gender					
d) Seduction					
e) Non-consensual touching					
f) Sexual assault					
g) Corporal punishment					
h) Rape					

6. Who reported the cases of GBV in school?

Victim Students School prefects Teachers

Parents Others (specify)

7. Who are the most common perpetrators of school related gender based violence?

Rate the perpetrators on the scale 1- 5 from the most common to the least common.

- a) Boys ..
- b) Girls ...
- c) Teachers...
- d) Parents ...
- e) Civilians...

8. Do you agree with the following statements on the gender based violence cases reported in your school in the past five years. Use the scale 5 – Strongly Agree, 4 – Agree, 3 – Undecided, 2 – Disagree, 1 –Strongly Disagree.

Statements	5	4	3	2	1
Number of cases are on the rise					
New forms of cases are reported					
Cases of GBV reported are becoming more severe					
The nature of GBV cases reported in school are becoming more sophisticated to handle					
The current government policy and guidelines have made it easier to handle GBV cases in school					
The profile of the perpetrators of GBV has changed					

9. In your view, how would you rate the performance of victims of gender based violence in school on the following attributes? *Use the scale: 5 – Very good, 4 – Good, 3 – Average, 2 – Poor, 1 – Very poor.*

Performance attributes	5	4	3	2	1
a) Scores in examination					
b) Participation in co – curricular activities					
c) School attendance					
d) Concentration in classroom					
e) Social interaction with peers					

10. Which measures have you put in your school to minimize the impact of gender based violence among students in your school?

.....

.....

.....

.....

11. Which measures has the Ministry of Education put in place to minimize the cases of gender based violence?

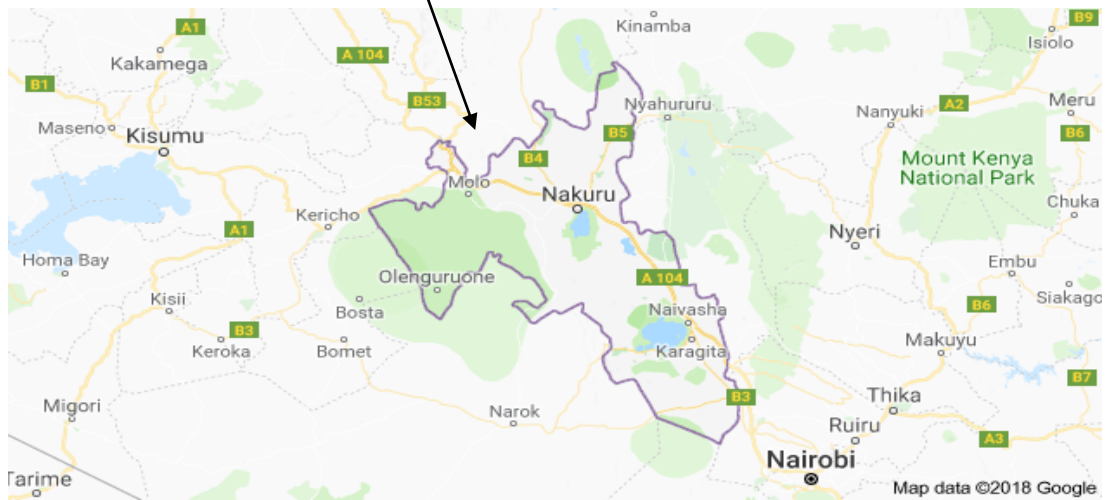
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Thank you for your response

APPEDDIX V: MAP OF STUDY LOCATION



APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. MARY TERESA OTWORI
of KENYATTA UNIVERSITY, 131-20106
Molo, has been permitted to conduct
research in Nakuru County

Permit No. : NACOSTI/P/16/29309/8935

Date Of Issue : 5th May,2016

Fee Received :Ksh 1000

on the topic: RELATIONSHIP BETWEEN
SCHOOL RELATED GENDER BASED
VIOLENCE AND STUDENTS ACADEMIC
PERFORMANCE IN NAKURU COUNTY,
KENYA

for the period ending:
5th May,2017

Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation



- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 9038

CONDITIONS: see back page

APPENDIX VII: NACOSTI RESEARCH AUTHORIZATION LETTER



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.
NACOSTI/P/16/29309/8935

Date:

5th May, 2016

Mary Teresa Otwor
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Relationship between school related gender based violence and students academic performance in Nakuru County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **5th May, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

APPENDIX VIII: RESEARCH AUTHORIZATION - NAKURU COUNTY

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
State Department of Education

Telegrams: "EDUCATION",
 Telephone: 051-2216917
 Fax: 051-2217308
 Email: cdenakurucounty@yahoo.com
 When replying please quote
 Ref. NO.
 CDE/NKU/GEN//4/1/21/VOL.IV/21



COUNTY DIRECTOR OF EDUCATION
 NAKURU COUNTY
 P. O. BOX 259,
NAKURU.

17th May, 2016

Sub-County Directors of Education
NAKURU COUNTY

RE: RESEARCH AUTHORIZATION – MARY TERESA OTWORI
PERMIT NO.NACOSTI/P/16/29309/8935

Reference is made to letter NACOSTI/P/16/29309/8935 dated 5th May, 2016.

Authority is hereby granted to the above named to carry out research on "**Relationship between school related gender based violence and students academic performance in Nakuru County**" for a period ending **5th May, 2017.**

Kindly accord her the necessary assistance.

MAURICE SAKA
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY.

Copy to:

Kenyatta University
 P. O. Box 43844-00100
NAIROBI

**APPENDIX IX: RESEARCH AUTHORIZATION - NAKURU COUNTY
COMMISSIONER**



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND
CO-ORDINATION OF NATIONAL GOVERNMENT**

Telegrams: "DISTRICTER", Nakuru
Telephone: Nakuru 051-2212515
When replying please quote

COUNTY COMMISSIONER
NAKURU COUNTY
P.O. BOX 81
NAKURU

Ref. No. *CC.SRE.U 12/1/2 VOL.II/12*

17th May, 2016

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION - MARY TERESA OTWORI

The above named student has been given permission to carryout research on *"Relationship between school related gender based violence and students academic performance in Nakuru County"* for the period ending 5th May, 2017.

Kindly give her all the necessary support to facilitate the success of her research.

**C. W. NJOROGE
FOR: COUNTY COMMISSIONER
NAKURU COUNTY**

APPENDIX X: AFFIDAVIT

**REPUBLIC OF KENYA
IN THE MATTER OF OATHS AND STATUTORY DECORATION ACT CAP
15 OF LAW OF KENYA**

IN THE MATTER OF MARY TERESA OTWORI

AFFIDAVIT

I MARY TERESA OTWORI of Post Office Box 148 Molo in the Republic of Kenya do wish to make oath and say as follows:-

1. **THAT** I am a Kenyan citizen and holder of Nationality Identity Card No **1897811** wherein my names **MARY TERESA OTWORI** appear
2. **THAT** on 7th December 1991 I got married to **CHARLES OTWORI**
3. **THAT** my names **MARY TERESA OTWORI** are mine with **TERESA** being my church's confirmation name and the last name being my husband's who is Charles Otwor
4. **THAT** in my Academic Certificates my maiden names appear as **ATIENO MARY ANDERE** wherein the name **ANDERE** being my father's who is Wycliffe Andere
5. **THAT** the names **MARY TERESA OTWORI** and **ATIENO MARY ANDERE** belong to one and the same person who happens to be myself.
6. **THAT I** make this affidavit conscientiously believing the contents therein to be true to the best of my knowledge.

SWORN by the said

MARY TERESA OTWORI at NAKURU

This *11th* day of *April* 2012

BEFORE ME

A COMMISSIONER FOR OATHS.

DRAWN BY:-

**M G NTABO & COMPANY
ADVOCATES,
3RD FLOOR, IMANI HOUSE,
P.O.Box 14623,
NAKURU**

**G. M. NTABO
ADVOCATE &
COMMISSIONER FOR OATHS
P. O. Box 14623-20100, NAKURU**

[Handwritten signature]