

**INFLUENCE OF SCHOOL-RELATED GENDER BASED  
VIOLENCE ON GIRLS PARTICIPATION IN PUBLIC  
SECONDARY SCHOOLS IN KITUI COUNTY, KENYA**

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## DECLARATION

This research project report is my original work and has not been presented for a degree in any other University.

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## **DEDICATION**

This research work is dedicated to my beloved husband Paul Mulingwa for his tireless work and financial support that made it possible for me to complete this work. To my daughter Sherry Waeni for her encouraging words and my son Joel Mweu who's constant smile has kept me going.

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## TABLE OF CONTENT

### Contents

DECLARATION.....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENTS .....	iv
TABLE OF CONTENT .....	v
LIST OF TABLES .....	viii
LIST OF FIGURES.....	x
LIST OF ABBREVIATION AND ACRONYMS.....	xi
ABSTRACT .....	xii
<b>CHAPTER ONE:INTRODUCTION.....</b>	<b>1</b>
1.1 Background to the study.....	1
1.2 Statement of the problem .....	6
1.3 Purpose of the study .....	7
1.4 Objectives of the study .....	7
1.5 Research questions .....	7
1.6 Significance of the study .....	8
1.7 Delimitations of the study .....	8
1.8 Limitations of the study.....	8
1.9 Assumptions of the study .....	9
1.10 Definition of significant terms .....	9
1.11 Organization of the study .....	10
<b>CHAPTER TWO:LITERATURE REVIEW .....</b>	<b>12</b>
2.1 Introduction .....	12
2.2 Concept of gender based violence in education .....	12

2.3 Influence of bullying in schools on girls’ retention rates in secondary schools .....	14
2.4 Influence of sexual harassment on girls’ absenteeism in secondary schools .....	16
2.5 Influence of preference of boys to girls on girls’ enrolment in secondary schools .....	19
2.6 Summary of literature review .....	22
2.7 Conceptual framework .....	23
<b>CHAPTER THREE:RESEARCH METHODOLOGY .....</b>	<b>25</b>
3.1 Introduction .....	25
3.2 Research design .....	25
3.3 Target population .....	25
3.4 Sampling size and sampling procedure .....	26
3.5 Research instruments for data collection.....	27
3.6 Instrument validity .....	28
3.7 Instrument reliability .....	28
3.8 Piloting .....	28
3.8 Data collection procedure.....	29
3.9 Data analysis.....	29
3.10 Ethical Consideration .....	30
3.11 Operational definition of variables.....	31
<b>CHAPTER FOUR:DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS .....</b>	<b>32</b>
4.1 Introduction .....	32
4.2 Questionnaire return rate .....	32
4.3 Demographic Information .....	33
4.4 Acts of bullying in schools and girls’ retention in education.....	39

4.5 School-related gender based violence and girls’ retention rates .....	48
4.6 Preference of boys to girls and girls’ enrolment .....	56
4.7 Coping measures on girls’ participation in education .....	61
<b>CHAPTER FIVE:SUMMARY OF THE FINDINGS .....</b>	<b>65</b>
5.1 Introduction .....	65
5.2 Summary of study .....	65
5.3 Summary of the study findings .....	66
5.4 Conclusion.....	68
5.5 Recommendations of the Study.....	69
5.6 Suggestions for Further Study.....	70
<b>REFERENCES .....</b>	<b>71</b>
<b>APPENDICES .....</b>	<b>76</b>
Appendix 1: Letter to the respondent .....	76
Appendix 2: Questionnaire for principals .....	77
Appendix3: Questionnaire for teachers .....	81
Appendix4: Questionnaire for students .....	85

## LIST OF TABLES

Table 3.1 Sample size (schools) .....	26
Table 3.2 Sample size (respondents).....	26
Table 3.3: Operationalization table of variables .....	31
Table 4.1 questionnaire return rate.....	32
Table 4.2 respondents distribution by school category .....	33
Table 4.3 respondents' gender.....	34
Table 4.4 respondents' highest professional qualifications.....	35
Table 4.5 principals' and teachers' age distribution.....	36
Table 4.6 principals' and teachers' teaching experience.....	37
Table 4.7 students' age distribution .....	38
Table 4.8 students' class distribution .....	39
Table 4.9 Respondents responses on whether there is bullying in secondary schools.....	40
Table 4.10 Principals and teachers' responses on the extent to which acts of gender based violence influence girls' retention in education .....	41
Table 4.11 Principals' responses on student enrolment .....	42
Table 4.12 Teachers' responses on student attendance due to gender based violence .....	43
Table 4.13 Teachers' and principals' responses on being attacked in their school....	44
table 4.14 principals' responses on the effects of gender based violence on girls' participation in education .....	45
Table 4.15 Cross tabulation on students' gender and gender.....	46
Table 4.16 The extent to which respondents agreed to statements on gender based violence and girls' participation.....	47



Table 4.17 Respondents’ responses on whether gender based violence hinder girls retention rates .....	49
Table 4.18 Students responses on the frequency of girls facing harassment .....	50
Table 4.19 Students responses on effects of sexual harassment on girls attendance .....	51
Table 4.20 Responses on the extent to which respondents agree that gender based violence influence girls’ participation.....	52
Table 4.21 Teachers suggestions on solutions to increase girls’ participation due to gender based violence .....	54
Table 4.22 Cross tabulation on students’ gender and school attendance after gender based violence .....	55
Table 4.23 Respondents’ responses on whether girls’ attendance due to preference of boys to girls .....	56
Table 4.24 Principals responses gbv perpetrators are punished.....	57
Table 4.25 Principals’ responses on how girls’ enrolment is affects due to gender based violence. ....	58
Table 4.26 Principals’ and teachers’ responses on how they advice the teenage girl in regards to gbv .....	59
Table 4.28 Respondents’ responses on whether female teachers would increase girls’ participation .....	61
Table 4.29 Cross tabulation on students’ gender and presence of female teachers ...	62
Table 4.30 Measures for promoting girls’ participation in education.....	63
Table 4.31 Teachers responses on measures to increase girls’ participation in education .....	64

## LIST OF FIGURES

Figure 1 Conceptual Framework.....	24
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## **LIST OF ABBREVIATION AND ACRONYMS**

GBV	Gender -based violence
GETT	Gender Equity Task Team
GWE	Girls' and Women's Education program
NGO	Non -governmental organization
NNVAW	National Network on Violence Against Women
PATH	Program for Appropriate Technology in Health
RH	Reproductive health
SHEP	Sexual Harassment Education Project
SRGBV	School - related gender - based violence
SSS	Senior secondary schools
STDs	Sexually transmitted diseases
STIs	Sexually transmitted infections

## ABSTRACT

The purpose of this study was to investigate influence of school-related gender based violence on girls' participation in public secondary schools in Kitui County, Kenya. It was guided by the following research objectives: to examine the extent which school related gender based violence influence girls' retention rates, absenteeism rates; and enrolment rates in secondary schools. The study adopted the descriptive survey design and the target population consisted of 188 public secondary schools in the county, 188 principals, 1275 teachers and 5,137 students. Stratified sampling was used to select the schools, where the county is divided into three sub-counties and in each sub-county one secondary school was used in the pilot study. Simple random sampling was used to select 10% of teachers and students, hence the study sample was 56 principals, 128 teachers and 514 students. Questionnaires were the main data collection tools. They were administered directly to the respondents to enable the researcher to clarify the instructions for completion and also to handle any queries and uncertainties that arose from the respondents. The questionnaires were collected immediately thereafter. Data analysis sought to provide answers to research questions and fulfilled research objectives. The study applied both qualitative and quantitative description methods to process data. The study findings revealed that gender based violence in Kitui County influences girls' participation in education from time to time that interfere with retention rate of the girls to a very high extent. Participation is hindered by gender based violence since absenteeism lowers participation in education and more so for the girls as they are more vulnerable than their boys counterparts. Majority of girls who experience gender based violence were absent from school from time to time, causing a high percentage count for girls absenteeism in secondary schools. All the principals and teachers believe that there are probable measures that could be put in place to increase girls' participation in education by down trending gender based violence. The study recommended that the government should put in place measures to intensify sensitization in the secondary schools against gender based violence especially through creating awareness for girl child to elaborately identify different kinds of gender based violence that would intimidate them silently. Sensitization of the public on the importance of discouraging gender based violence could increase girls' retention in secondary schools. Bases on the study findings the study proposes a study should be carried out to investigate the impact of gender inequality among communities in provision of quality of education.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Access to quality education is a fundamental right of all children, and a prerequisite for socio-economic development and poverty reduction. Children's education and protection rights are neither respected nor fulfilled by States when school-based violence and abuse put boys' and girls' physical and psychological well-being at risk. Gender violence in and around school has been recognized in recent years as a serious global phenomenon that have been ignored for too long in the school environment. Schools are not always the child-friendly places they are presumed to be (UN, 2006).

According to UNESCO (2014) Gender-based violence (GBV) is a global phenomenon that knows no geographical, cultural, social, economic, ethnic, or other boundaries. It occurs across all societies and represents a brutal violation of human rights, the worst manifestation of gender-based discrimination and a major obstacle to the achievement of gender equality. It is tolerated and sustained by social institutions, including the school, the very place where we expect our children to be safe and protected. It is a serious obstacle to the right to education and learning, with implications for the ways that people understand and enact their social lives and exercise their citizenship.

According to Save the child and Action Aid (2010), School-based violence is not a problem confined to schools but a complex, multifaceted societal issue. Schools are social spaces within which the power relationships, domination and

discrimination practices of the community and wider society are reflected. Violence against children in schools is linked to socio-cultural traditions, political agendas, the weaknesses of education systems, community practices, and to global macroeconomics. Conditional aid flows, as well as internal efficiency in education expenditure, impact on national education systems and can result in poor academic achievement.

According to Alexander, et al. (2011) School Related Gender Based Violence (SRGBV) is a fundamental violation of human rights, particularly those of women and children, and represents a considerable barrier to participation in education, gender equity and to the achievement of Education for All (EFA) and the Millennium Development goals (MDGs). The EFA and the MDGs objectives strongly advocated for international education agenda like gender equality in education. These objectives have been important in drawing international attention and effort to educational issues and over time considerable gains in access to education have been realized (Concern Worldwide, 2013).

In UK, the government has prioritized girls' education and ending violence against women and girls as two of the four pillars of its Strategic Vision for Women and Girls. Now is the time to ensure that the impact of this work is increased by combining both issues to ensure that school-related gender-based violence (SRGBV) is tackled (Plan and Child Helpline International, 2011). According to Pinheiro (2006), across the world, gender-based violence in and around schools which is both unjustifiable and largely preventable is a major barrier to the realization of all children's rights to education, and protection from

all forms of violence and abuse. Plan and Child Helpline International, (2011) states that between 500 million and 1.5 billion children experience violence every year, many within schools. While worldwide, an estimated 150 million girls and 73 million boys have experienced sexual violence. In Plan programme 2007 survey in Bangladesh, 91% of school children report being physically punished and in India carried out across 13 states found that over 53 per cent of the children studied reported having faced one or more forms of sexual abuse. While in Swaziland, one-third of girls between ages 13 and 17 reported that their first sexual experience was forced, and that it took place in their own homes

Forms of gender violence are not fixed; they evolve to fit different times, circumstances and cultures. For example, in South Asia, a girl may be bullied for daring to snub a boy or for turning down sexual relations, or in Afghanistan for daring to be a teacher (Reuters, 2002), and in South Africa, jackrolling (gang rape) is a particularly horrific form of violence against young women. Some attacks are directed at schoolchildren and some take place on school premises. Gender also interacts in different settings with other social markers, such as class, race, caste, ethnicity and religion, to create complex patterns of discrimination. However, underlying context-specific manifestations of gender violence is a common cause: the relative powerlessness of women in patriarchal societies (USAID, 2003)

The levels and patterns of violence in schools often reflect the levels and patterns of violence in countries, communities and families. Violence denies children's education rights in many countries. In West and Central Africa, children can be

exposed to successive or concurrent forms of violence throughout their schooling (UNICEF, 2010). It denies their right to access (or remain in) education, it negates their right to an education of quality and it denies their right to respect and non-discrimination in school. It also raises the levels of school drop-out that are directly linked to school violence, particularly among girls (Human Rights Watch, 2001). In Nigeria, Senegal and Benin beaten children and child victims of sexual abuse tend to be absent from schools, participate less in class and perform poorly. The denial of children's right to education impacts upon their current and future ability to participate socially and economically in their society. Limited employment opportunities, poor health and illiteracy can be direct or indirect consequences of school-based violence (UNESCO, 2011).

Barriers to girls' participation were perceived at that time as largely external to the school and as originating in adverse economic conditions and socio-cultural practices such as poverty, early marriage of girls, preference for sons, and girls' household labour. There was little appreciation of in-school factors that might deter a child from entering, or continuing in, school. About in mid 1990s however, concern over the poor, and sometimes declining, quality of education led to a shift towards examining conditions within the school that might undermine participation, especially of girls.

Nevertheless, there are still over 60 million children out-of school globally, with some 57 being girls. As such, gender equality is integral to the achievement of universal access to education. The issue of the sexual abuse of girls in schools emerged within a combined set of concerns (African Rights, 1994). School



communities need support to address violence against girls through capacity building for schools and governments, and the development of protection strategies and systems. Working at both the community level and in schools everyone should raising awareness of violence prevention; training, sharing and implementing teacher codes of conduct; strengthening reporting mechanisms; and promoting alternative (non-violent) discipline in schools. These will create safe spaces for girls to discuss issues of gender-based violence hence, promoting academic achievement in schools.

According to Servant Forge Team report (2015) 83 of women and girls in Kenya report one or more episodes of physical abuse in childhood, 75 of women Kenyan are reported to having suffered from gender-based domestic violence in the homestead, while 46 report at least one incident of sexual abuse as a child, 36 of rural women have experienced Female Genital Mutilation (FMG) and 25 losing their virginity by force. The report further states that majority of Kenyan women believe it is acceptable for men to beat their spouses. A study by Human Rights Watch in 2001 confirmed that 'sexual abuse and harassment of girls by both teachers and students is widespread, and highlighted the serious implications for girls trying to exercise their right to education. In a particularly extreme incident of school sexual violence in 1991, male students broke into the girls' dormitory at a boarding school in Kenya and raped over 70 schoolgirls; during the rampage; 19 of the girls were killed.

Overall, the research overwhelmingly points to widespread tolerance of SGBV among school staff and officials; rarely are perpetrators, whether teachers or other

school staff or male students, punished. A study conducted between 2003 and 2009 in Kenya revealed that, while 12 660 girls were sexually abused by their teachers, only 633 teachers were ultimately charged with sexual offences. According to Omale (2000) reports that various forms of gender violence are everyday occurrences in primary and secondary schools, and even boys who are perpetrators of school - related gender -based violence. Okoth (2014) in the Star identified areas in the country with the highest number of GBV cases. The counties are Nairobi, Kitui, Samburu, Nyandarua, Tharaka Nithi, Narok, Kisii, Homabay, Kisumu, Kakamega, Busia, Bungoma, West Pokot and Uasin Gishu. These include female genital mutilation, widow inheritance, child marriages and property rights. This study thus sought to determine whether Gender Based Violence within and around schools has a significant impact on educational participation of girls.

## **1.2 Statement of the problem**

Every child has the right to education and the benefits it brings. In the developing world, an education can transform a child's life and help to break the cycle of poverty. Education is also fundamental to achieving gender equality(Chapman, 2013).Despite the intensified effort to promote gender equality in education system in Kenya, girls participation in education has still been unsatisfactory. This is due to a high rate of school dropout, low enrolment, low transition and poor performance as compared to the boys. Certain practices such as; bullying, discrimination, humiliating punishments, sexual exploitation, harassment and preference of boys to girls among others within the school system could be

contributing to the situation of poor girls participation in education. It is apparent that School Related gender Based violence is deeply rooted and has devastating consequences on girls' participation in education yet adequate scholarly work has not been carried out to explore this phenomenon, therefore, this study sought to determine the influence of School-Related Gender based violence on performance in secondary schools in Kitui County.

### **1.3 Purpose of the study**

The study was to determine School-Related Gender based violence and performance in selected secondary schools in Kitui County.

### **1.4 Objectives of the study**

- i. To examine the extent which bullying in schools influence girls' retention rates in secondary schools in Kitui County.
- ii. To determine the extent to which sexual harassment influence girls' absenteeism in secondary schools in Kitui County.
- iii. To investigate the extent to which preference of boys to girls influence girls' enrolment in Secondary schools in Kitui County.

### **1.5 Research questions**

- i. To what extent does bullying in schools influences girls' retention rates in secondary schools in Kitui County?
- ii. What is the influence of sexual harassment on girls' absenteeism in secondary schools in Kitui County?
- iii. To what extent does preference of boys to girls influences girls' enrolment in Secondary schools in Kitui County?

### **1.6 Significance of the study**

This study might be of significance to the government of Kenya since it is likely to inform policy formulation on gender issues in education. Other education stakeholders might also benefit from this study finding as it intends to review types of school Related Gender Based Violence, their impacts on girls' education and measures to minimize such violence in schools. Finally this study might contribute to the body of knowledge to future scholars to fill in knowledge gaps created by the study.

### **1.7 Delimitations of the study**

This study was done in public secondary schools in Kitui County. However, for more conclusive results both public and private schools should have been involved. It was not possible to involve private schools due to logistical constraints and the difference in their administrative operations which could not be the case in public secondary schools. All teachers, students and principals are important in improving performance in the girls' education. However, it was not possible to involve all teachers, all students and all principals in the County due to available financial resources and available study time, thus the study sampled 30 of the population in the study area to represent the whole target population.

### **1.8 Limitations of the study**

Due to the fact that this study was done in a county that is located in a rural setting the findings from this study may not be generalizable to other geographical areas especially the urban areas where the phenomena may differ. The culture of

the people in Kitui County may differ from the culture of other communities in other areas within the country thus generalization of the results of this study could not be applicable to other communities outside Kitui county. Parental participation in the schools differed thus the results varied with the degree of their participation.

### **1.9 Assumptions of the study**

The researcher made the following basic assumptions with regard to this study:

- i. Respondents from the representative schools were willing to provide responses, to all items on research instruments honestly and to the best of their knowledge.
- ii. The participants' bio data did not affect their way of responding to items in the research instruments.
- iii. The sample size was sufficient to provide information with regard to school-related gender based violence existence in secondary schools.

### **1.10 Definition of significant terms**

**Bullying** refers to boys and other male teachers or staff intimidating girls in secondary schools due to their gender orientation.

**Favourism** refers to intentional support of boys to elevate them above girls in social placing.

**Gender-based violence** refers to acts of discrimination and exploitation that are disproportionately directed at girls, but boys and teachers can also be targets.

**Perpetrators** refers to members of the school community who victimize girls and subject them to gender-based violence

**Physical violence** refers to physical abuse may include spitting, scratching, biting, grabbing, shaking, shoving, pushing, restraining, throwing, twisting, slapping (with open or closed hand), punching, choking, burning, and/or use of canes. The physical assaults may or may not cause injuries perpetrated by teachers or fellow students.

**Preference of boys by society** refers to co-opting of boys in every aspect in schools where they are favoured to the expense of girls.

**School-related gender-based violence (SRGBV)** refers to acts of sexual, physical or psychological violence incited on children in and around school because of stereotypes and roles or norms attributed to or expected of them because of their sex or gendered identity.

**Sexual harassment** refers to forms of violence that a girl can be sexually violated by one individual or several people where the incident may be planned or a surprise attack against secondary school girls.

### **1.11 Organization of the study**

This study was organized in five chapters. Chapter one presented the background to the study, the statement of the problem, objectives of the study, study questions, significance of the study, limitations, and delimitations of the study, basic assumptions for the study definition of key terms and organization of the study. Chapter two presented the literature review, on the scholars' works relating to school-related gender based violence in schools hindering girls participation, as

well as the summary, theoretical and the conceptual frameworks for the study. Chapter three presented the research methodology detailing the research design, target population, sample and sampling procedures, data collection instrument, validity and reliability of the instruments, procedure for data collection and data analysis methods. Chapter four consisted of data presentation, findings and discussions, where tabular presentation and narrative discussions of the data was done. Chapter five consisted of the summary, conclusions and recommendations of the study which were drawn from the data analysis in chapter four.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter discusses the literature related to the influence of school related gender based violence on girls' participation in secondary education. It reviews what other scholars have done in the related field of study and also tries to establish the gaps that exist. The review is based on the objectives of the study and presented as; the concept of gender based violence on girls' participation in education, the various School-Related Gender based violence experienced by girls in secondary schools, the effects of School-Related Gender based violence on girls participation in education, and the measures that can be taken to minimize School-Related Gender based violence in schools.

#### **2.2 Concept of gender based violence in education**

Gender-based violence is an umbrella term for any harm that is perpetrated against a person's will that has a negative impact on the physical or psychological health, development, and identity of the person. It is the result of gendered power inequities that exploit distinctions between males and females, among males, and among females. Although not exclusive to women and girls, GBV principally affects them across all cultures. Violence may be physical, sexual, psychological, economic, or socio-cultural. Categories of perpetrators may include family members, community members, and those acting on behalf of or in proportion to the disregard of cultural, religious, state, or intra-state institutions.



According to the Second World Conference on Human Rights in Vienna in 1993 and the Fourth World Conference on Women in 1994 gave priority to this issue, which jeopardizes women's lives, bodies, psychological integrity and freedom. Violence against women is often known as 'gender-based' violence because it partly stems from women's subordinate status in society.

Prevention of Domestic Violence and Trafficking in Human Beings, Training Manual (2001), states that violence against women is a persistent and universal problem occurring in every culture and social group. The manual further highlights that gender violence occurs in both the 'public' and 'private' spheres and happens in all societies, across all social classes. It constitutes a breach of the fundamental right to life, liberty, security, dignity, equality between women and men, non-discrimination and physical and mental integrity.

According to a 2009 Eurobarometer on Gender Equality, it is estimated that 20 to 25 of women in Europe have suffered physical violence while the number of women who have suffered from other forms of gender-based violence is much higher. Between 500 million and 1.5 billion children experience violence every year, many within schools. Worldwide, an estimated 150 million girls and 73 million boys have experienced sexual violence. Nearly half of all sexual assaults are committed against girls younger than 16 years of age.

Schools and education systems are fundamental in any programme for transformation, as schools are not just sources of socialization but can also act as catalysts for tolerance, non-violence and gender equity as well as conduits for changing social norms that have over the years subjected the girls to gender based

violence in places that are supposed to enhance their safety like n schools. SRGBV is thus, the violence inflicted on children in, around, or on their way to or from school, due to stereotypes and roles or norms attributed to or expected of them, on the basis of their sex or gendered identity.

### **2.3 Influence of bullying in schools on girls' retention rates in secondary schools**

SRGBV include verbal, physical, sexual, psychological, emotional or symbolic violence and includes both bullying and cyber-bullying. These are thus the ways in which experiences of, and vulnerabilities to, violence may be gendered. SRGBV can include individual action as well as society's harmful traditional practices or gendered expectations that negatively impact children's rights to education. It can take place between students, between students and teachers, between teachers, and between family or community members and students. SRGBV leads to an unsafe and unwelcoming learning environment, and can also prevent students from going to school at all. It is useful to distinguish between explicit and implicit forms of gender violence in schools that hinder retention of girls in schools.

Explicit gender violence is overtly sexual in nature, and may involve aggressive or unsolicited sexual advances, other forms of sexual harassment such as touching, pinching, groping and verbal abuse, and acts of intimidation, assault, forced sex and rape. Implicit or symbolic gender violence covers actions that are less visibly and directly gendered, and emanate from everyday school practices that reinforce gender differentiation. These practices may in themselves be

violent, as in the case of corporal punishment, or they may indirectly encourage violent acts.

In South Asia, a girl may have acid thrown on her for daring to snub a boy or for turning down an offer of marriage, or in Afghanistan for daring to be a teacher (Reuters, 2002), and in South Africa, jackrolling (gang rape) is a particularly horrific form of violence against young women. Some attacks are directed at schoolchildren and some take place on school premises. Gender also interacts in different settings with other social markers, such as class, race, caste, ethnicity and religion, to create complex patterns of discrimination. However, underlying context-specific manifestations of gender violence is a common cause: the relative powerlessness of women in patriarchal societies thus depriving girls of most opportunities to partake development (Pinheiro, 2006).

In Sub-Saharan Africa, studies from at least nine countries – seven of these countries feature in a USAID 2003 annotated bibliography of unsafe schools, the other two are from Benin (Wible, 2004) and Togo (Plan Togo, 2006) – reveal a consistent pattern of sexual abuse and/or harassment of girls by both male students and teachers. Both girls and boys repeatedly indicated that some teachers in their school abused their position of authority to demand sexual favours from girls, often in exchange for good grades, preferential treatment in class or money. 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. According to Rossetti (2001), whose survey of 560 students in Botswana found that 67 (including a very small number of male students) reported sexual

harassment by teachers, and that 20 also reported having been asked by teachers for sex, of whom 42 had accepted, mostly because they feared reprisals from the teacher. Brown's (2002) survey of 466 primary and secondary students in Ghana, in which 13.5 of the girls and 4.2 of the boys (ratio of girls to boys in the survey was 1:3) said they had been a victim of sexual abuse at school.

#### **2.4 Influence of sexual harassment on girls' absenteeism in secondary schools**

A study by World Education (2001) in Peru also found that the long distance girls must travel to and from school increased their risk of being molested. The risk of sexual abuse, rape, and unintended pregnancy kept girls at home and contributed to school absenteeism, grade repetition, and abandonment of formal schooling (World Education 2001).

School Related Gender Based Violence (SRGBV) is a fundamental violation of human rights, particularly those of women and children, and represents a considerable barrier to participation in education, gender equity and to the achievement of Education for All and the Millennium Development goals (MDGs). Violence in schools cannot be divorced from violence in the home, the community and the workplace. This violence originates in the imbalance of power between males and females, in the gendered hierarchy and separation of tasks, and in socially accepted views of what constitutes masculine and feminine behaviour. The school, alongside the home, is a prime site for the construction of gender identity and gender relations built on socially sanctioned inequalities. The structures and practices that fill the school day with explicit and implicit rules, norms and symbols serve to guide and regulate behaviour; in so doing, they

reinforce the unequal gender relations already reproduced in the home and perpetuate notions of male superiority and dominance (Dunne et al., 2006).

It has been common that teachers have tolerance of male students' domination of classroom space at the expense of girls' participation in lessons; the celebration of masculine competitiveness; the allocation of more public and higher status tasks and responsibilities to male students and teachers, and private domestic-related ones to female students and teachers; the acceptance of bullying and verbal abuse as a natural part of growing up; and teachers' unofficial use of free student labour, especially that of girls. These taken-for-granted, routine practices of schooling all too often teach children that masculinity is associated with aggression, while femininity requires obedience, acquiescence and making oneself attractive to boys (Leach and Machakanja, 2000). Male violence has over the years become accepted in adolescent relationships and thus perpetuated into adulthood. This dominant version of gender relations promoted by the school is almost exclusively framed in terms of a compulsory heterosexuality (Mirembe and Davies, 2001). Males seeking to strengthen their status among their peers may interpret this as the need to show dominance over females. This encourages gratuitous acts of sexual harassment, such as boys cornering and groping girls or shouting demeaning obscenities, and male teachers making sexist or derogatory comments to female students or teachers, or making physical contact with girls during lessons (Leach and Machakanja, 2000).

In majority of the developing world, acts of gender violence in schools often go unreported and unpunished. Students may not report incidents out of fear of

victimization, punishment or ridicule, or because violence is seen as an inevitable and accepted part of school life (Human Rights Watch, 2001). Teachers often consider such incidents as not worthy of reprimand.

In many parts of the world, there are poor levels of accountability in the educational system and a lack of good management and professional commitment. Teachers who exploit the advantage of their sex and their authority by having sexual relations with students are rarely expelled from the teaching profession, even in cases of pregnancy; at most, an offending teacher will be transferred to another school (Leach et al., 2003). To complicate matters, not all parents, teachers and girls disapprove of teachers or older men having sexual liaisons with schoolgirls, whether for economic or cultural reasons.

The failure to protect children from all forms of violence, including in their school lives, is a violation of their rights, compromising their development and well-being. SRGBV is correlated with lower academic achievement and economic security, as well as greater long-term health risks. It perpetuates cycles of violence across generations. Without addressing it, many countries will not only fall short of meeting their international human rights commitments, but will also compromise the world's capacity to achieve the development goals we have set for ourselves.

Plan recognizes that systemic discrimination against girls and women is one of the critical underlying conditions and causes of poverty. Girls and boys have the same entitlements to human rights, but face different challenges in accessing them. Though girls' circumstances vary greatly, in many places they are less likely than

boys to be enrolled in and complete school have less access to medical care; and are more likely to be deprived of food.

The poorer and more marginalized the population, the greater the differences likely to exist between boys and girls. These multiple pressures may result in girls engaging in violent behaviour. Although much attention has been paid to boys as perpetrators, it is important to acknowledge the role that girls play as well.

In many developing countries, girls experience more violence and sexual harassment; and they are expected to work long hours on domestic chores, limiting their ability to study. This is not only unfair and unjust but counterproductive to societal well-being: educating girls and young women brings exponential benefits to girls, their families, their communities and their countries.

Everyone benefits, including boys and men. In light of the potentially transformative power of education for girls in particular, all stakeholders have to focus campaigns on a crucial period in girls' lives: the transition to, and completion of, secondary education. SRGBV is a key barrier to this achievement, undermining adolescent girls' sense of themselves and their ability to succeed as students.

## **2.5 Influence of preference of boys to girls on girls' enrolment in secondary schools**

Barriers to girls' participation were perceived at that time as largely external to the school and as originating in adverse economic conditions and socio-cultural practices such as poverty, early marriage of girls, preference for sons, and girls' household labour (African Rights, 1994).

Preventing and responding to SRGBV is critical to ensuring access to quality education for all and to the protection of children and vulnerable adults. In recognition of existing school related gender based violence a number of International Non-Governmental Organizations (INGOs), civil society groups and other actors have developed various programmes and engaged in policy initiatives globally which incorporate prevention and response strategies to address SRGBV. However, many of the programmes and initiatives are on best practice prevention and response strategies to address GBV, has been inadequate to focus on developing rigorous and systematic monitoring systems to measure the results of successful eradication of gender based violence in schools against girls' enrolment, retention and completion.

The issue was also raised in a study of girls' academic under-achievement in Zimbabwe (Gordon, 1995) and in a World Bank report on girls' education in Sub-Saharan Africa (Odaja and Heneveld, 1995). An early intervention to protect schoolgirls from sexual exploitation in Tanzanian schools also included some research into the problem (Mgalla et al., 1998). Little more, however, was known about the scale or nature of the problem until a number of small-scale studies exploring the sexual abuse of girls in schools in Africa were carried out: Human Rights Watch (2001) in South Africa; Rossetti (2001) in Botswana; and Leach and Machakanja (2000) and Shumba (2001) in Zimbabwe. Additional impetus to study gender violence in schools came during the 1990s as part of the response to the AIDS pandemic, which, as it tightened its grip on Africa, revealed the all too apparent gendered dimension of this disease. Statistics indicating that girls in the



15–25 age group are the most vulnerable to HIV infection ([www.unaids.org](http://www.unaids.org)) has focused attention towards the school, both as a site for teaching about HIV prevention and, contradictorily , as a site of sexual violence (Mirembe and Davies, 2001).

Over the last few years, knowledge of this issue within both the academic and development communities has expanded, at least in Sub-Saharan Africa, although research is still very limited and usually small scale (Chapter 4 of the UN World Report on Violence against Children, Pinheiro, 2006, and Leach and Mitchell, (2006).

Proven policies and programmes can transform schools and communities into safer places. Teachers have been and can be engaged as allies in stopping violence against children. Schools can become catalysts for non-violence, tolerance and gender equality – not only within their walls but within families and across the broader community. Attitudes and behaviours justifying the use of violence can be transformed. Facilities whose weak institutional capacity and poor infrastructure make boys and girls vulnerable to violence can be reformed. Existing programmes and policies that offer support for victims and establish accountability for perpetrators can be strengthened, and made a standard part of education systems and community-based child protection mechanisms that promote girls participation in education.

Around the globe men continue to hold more power and privilege than do women. This pattern of gender inequality includes traditional constructions of femininity and masculinity, which are often deeply entrenched. Such constructions include

passivity and ignorance about sex as appropriate for women and girls, and aggressive and even violent sexual behavior for men and boys (PATH 1998). Adolescents are particularly vulnerable to traditional gender role patterns as they struggle to make the transition from childhood to adulthood and to “fit in” both in school and in the larger society.

## **2.6 Summary of literature review**

Despite the lack of research beyond developing nations like Sub-Saharan Africa, it would be a mistake to assume that gender violence in schools is a problem specific to that region or that girls are always the victims. Evidence provided by the reports submitted to the UN Global Study of Violence Against Children (Pinheiro, 2006) testifies to the fact that gender violence, including sexual abuse and rape, on school premises is a global phenomenon, even in countries in the Middle East and South Asia with strong religious and cultural traditions of gender segregation. It exists despite or perhaps because of communities’ efforts to keep males and females separate.

Most of the available research documents the sexual abuse of girls in the community but similar offences in schools have been overlooked. Though government action is a fundamental part of the solution to protecting children from SRGBV. A concerted national commitment to adopt, implement and monitor an integrated framework for action can empower schools, communities, parents, and children jointly to confront the violence and discrimination limiting

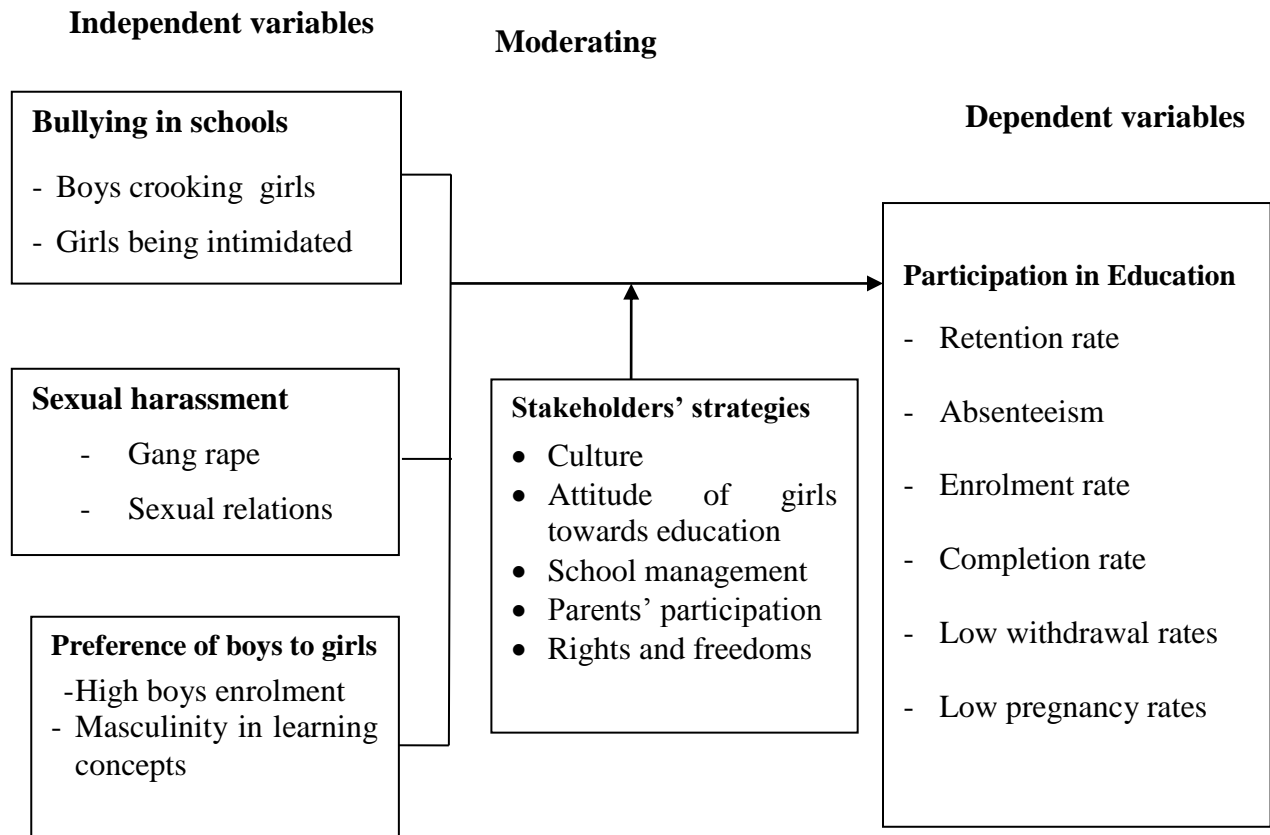
so many lives. Effective national laws, policies and can help transform schools and communities into safer, more equitable and inclusive spaces.

While working to end gender-based violence in school presents solutions aimed at preventing and responding to SRGBV against girls and boys. The solutions draw from existing policies, as well as global civil society campaigns, international instruments and the voices of girls themselves. Hence this study tried to fill in the gap on girls' participation in secondary education that has over the years been neglected.

## **2.7 Conceptual framework**

Orodho (2004), defines conceptual framework as a model of representation where a researcher conceptualizes or represents relationship between variables in the study and shows the relationship graphically or diagrammatically.

**Figure 2.1 Conceptual framework**



The conceptual framework shows the interaction between the variables affecting girls' participation in secondary education. The school factors are independent variables. According to Fullan (1991) model once change is initiated there are intervening factors which affect the effectiveness of the dependant variable. In this case intervening factors are the types of SRGBV experience by girls including; bullying, sexual violence and early marriage that are influencing girls' participation in secondary education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The main focus of this chapter is to describe the methodology which was used to collect data; research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, the data collection procedures and data analysis techniques.

#### **3.2 Research design**

The study adopted the descriptive survey design. Gay (1981), defines descriptive survey as a process of collecting data in order to test the hypothesis or to answer questions concerning the current status of the subjects. Orodho (2008), Brog and gall (1989), noted that descriptive survey is intended to provide statistical information about aspects of education that interest policy makers and educators. It was appropriate in this study as it aimed at establishing the situation of the schools with regard to the influence of school-related gender based violence on girls' participation in secondary education.

#### **3.3 Target population**

The target population consisted of all public secondary schools in Kitui County, all principals, teachers and students. There are 188 public secondary schools in the county, 188 principals, 1275 teachers and 5,137 students (County Education Office, Kitui County, 2015).

**Table 3.1 Schools' sample size**

<b>Respondent's strata</b>	<b>Target population</b>	<b>Sample size</b>
Girls Boarding	33	10
Boys Boarding	23	7
Mixed day & boarding	28	8
Mixed day	57	17
Mixed boarding	47	14
<b>Total</b>	<b>188</b>	<b>56</b>

**Table 3.2 Respondents' sample size**

<b>Respondent's strata</b>	<b>Target population</b>	<b>Sample percentage</b>	<b>Sample size</b>
Principals	188	30	56
Teachers	1275	10	128
Students	5137	10	514
<b>Total</b>	<b>6600</b>		<b>598</b>

**Source: County education office Kitui**

### **3.4 Sampling size and sampling procedure**

This study took (30%) schools as per Borg and Gal (1983), suggests that for descriptive studies, 30 cases are the minimum number to work with while 1 percent of the remaining schools were used to conduct a pilot study.

Stratified sampling was used to select the schools, where the county was divided into three sub-counties and in each sub-county one secondary school was used in

the pilot study. Random sampling was used to select the individual schools, in the sub-county where papers bearing numbers were folded and put in a container; mixed thoroughly and were one by one picked at random, and schools corresponding to numbers picked were included in the sample. All the principals of the sampled 56 secondary schools participated in the study. Simple random sampling was used to select 10 of teachers and students based on Mugenda and Mugenda (2003), argument of 10 of accessible population exceeding 1000 and 30 when the population is below 1000. Therefore the total sample size comprised of 56 principals, 128 teachers and 514 students.

### **3.5 Research instruments for data collection**

Questionnaires were used to gather data for the study. According to Orodho and Kombo (2003) the instruments are most suitable for descriptive research design. Openheim (1992) maintains that a questionnaire offers considerable advantages in its administration. It can be used for large numbers of population simultaneously and also provide the investigator with an easy accumulation of data.

In this study, one instrument was used to collect data; questionnaires. Three sets of questionnaires were constructed. The first questionnaire was administered to the principals of sampled public secondary schools in Kitui County while the second questionnaire was to be administered to the teachers in the schools. The third questionnaire was administered to the form three and four students of public secondary schools. Each questionnaire contained questions based on the research objectives. The respondents personally filled the questionnaires that were self-administered by the researcher.

### **3.6 Instrument validity**

The researcher adopted the content validity procedure to determine the validity of the instruments. According to Mugenda and Mugenda (2003), content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of content of a particular concept.

Content validity of the instruments was ensured by presenting the instruments to the two supervisors whose expert judgment was used to improve on accuracy, format and content of the instruments.

### **3.7 Instrument reliability**

Kombo and Tromp (2006), concurs with Mugenda and Mugenda (1999), when he defines reliability as a measure of how consistent the results from a test are. The researcher used test re-test technique to test reliability of the instrument whereby the developed questionnaires will be administered twice to the same category of subjects in a time lapse of one week.

After test- retest is done, the Pearson's Product Moment Correlation Coefficient was used to determine the correlation coefficient.

### **3.8 Piloting**

According to Holborn (2000), 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. Pilot experiments are frequently carried out before large-scale quantitative research, in an attempt to avoid time and money being wasted on an



inadequately designed project. Hundley (2001) states that, a pilot study is usually carried out on members of the relevant population, but not on those who will form part of the final sample. This is because it may influence the later behaviour of research subjects if they have already been involved in the research. Therefore for this study the researcher used three secondary schools one from each of the three sub counties within the county. These three schools were not included in the final study since they only be used to test the validity of the research tools, design and research objectives.

### **3.8 Data collection procedure**

The researcher applied for a research permit from the National Council of Science and Technology and upon getting the permit, she proceeded to the study area where she will present the authority letter of the County Education Commissioner and Sub-County Education Officer and proceed to the public secondary schools to inform the head teachers about her mission.

Questionnaires were administered directly to the respondents to enable the researcher to clarify the instructions for completion and also to handle any queries and uncertainties that arose from the respondents. The questionnaires were collected immediately thereafter.

### **3.9 Data analysis**

Data processing and analysis sought to provide answers to research questions and fulfilled research objectives. Editing to ensure accuracy and reliability of the information contained in the instruments were helpful in raising accuracy of information and ensuring that all desired information is conceptualized, coded and

verified to reduce possibility of mismatch between available information and what is intended to be captured as per research questions (Kombo and Tromp, 2006).

Data collected was edited to ensure linkages between themes, logical order and grouping of coherent information and content validity confirmed. The study applied both qualitative and quantitative description methods to process data. Qualitative data were summarized, organized according to research questions, into themes and then frequencies and percentages calculated (Orodho, 2005). Quantitative data were edited, coded and keyed into the computer Software SPSS for analysis. Data were presented in narrative form, graphs, pie-charts and tabular forms indicating frequencies and percentages.

### **3.10 Ethical Consideration**

The study was conducted in an ethical manner. The purpose of the study was explained to the respondents and assured that the information given would be treated confidentially and their names were not to be divulged. Informed consent form was sought from all the participants that agree to participate. A research approval was sought and given a letter of approval from the University of Nairobi. Questionnaires were administered to the respondents.

### 3.11 Operational definition of variables

**Table 3.3: Operationalization table of variables**

<b>Objectives</b>	<b>Variable</b>	<b>Indicators</b>	<b>Measurement</b>	<b>Scale</b>	<b>Data collection methods</b>	<b>Tool of Analysis</b>
To examine the extent which bullying in schools influence girls' retention rates in secondary schools	Bullying	No of girls who dropout due to bullying in schools	Frequency Percentage Mean Standard deviation	Ordinal    Nominal	Questionnaires Observation	SPSS on collected data Pearson's
To determine the extent to which sexual harassment influence girls' dropout rate in secondary schools	Sexual harassment	Kind of harassments experienced by girls like rape, assaults and intimidations	Frequency Percentage Mean Standard deviation	Ordinal   Nominal	Questionnaires Observation	SPSS on collected data Pearson's
To investigate the extent to which preference of boys to girls influence girls' enrolment in Secondary schools	Preference of boys to girls	No of girls dropping out to get married or married off and early pregnancies	Frequency Percentage Mean Standard deviation	Ordinal   Nominal	Questionnaires Observation	SPSS on collected data Pearson's

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, INTERPRETATION AND

#### DISCUSSION OF FINDINGS

##### 4.1 Introduction

This chapter presents and discusses the findings of the study. The study was to investigate influence of school-related gender based violence on girls participation in public secondary schools in Kitui county, Kenya. The analysis of data collected and its interpretation was in relation to the objectives and research questions of the study. Data presented include demographic information about the respondents as well as factors of school related gender based violence and girls' participation in education in public secondary schools, in Kitui County. The responses were compiled into frequencies and percentages and presented in cross tabulations.

##### 4.2 Questionnaire return rate

**Table 4.1 Questionnaire return rate**

<b>Sampled respondents</b>	<b>Questionnaires Administered</b>	<b>Questionnaires Returned</b>	<b>Return rate</b>
Principals	56	56	100.0
Teachers	128	126	98.4
Students	515	495	96.1
<b>Total</b>	<b>699</b>	<b>677</b>	<b>96.8</b>

The researcher targeted 56 public secondary school principals, 128 teachers and 515 students. Therefore, 699 questionnaires were administered. A total of 677 questionnaires, representing (96.8%), were returned. 100.0% of the principals, (98.4%) teachers and (96.1%) students returned the questionnaires. The high return rates of well filled questionnaires indicated that the topic under study was relevant to a great extent, to a large number of the respondents. This response was considered satisfactory for the purpose of the study.

#### **4.3 Demographic Information**

The study sought to know the respondents personal data that comprised of school category, gender, age bracket, educational level of qualification and the teaching experience. This information was only to give an insight of the respondents' characteristics in relation to the study objectives. The researcher sought to establish school category distribution of the respondents and presented the findings in Table 4.2.

**Table 4.2 Respondents distribution by school category**

<b>Respondent's</b>	<b>Frequency</b>	<b>Percent</b>
Girls Boarding	10	17.9
Boys Boarding	7	12.5
Mixed day & boarding	8	14.2
Mixed day	17	30.4
Mixed boarding	14	25.0
<b>Total</b>	<b>56</b>	<b>100.0</b>

Information contained in Table 4.2 shows that respondents were distributed equally on ratio of total school category. These finding were an indication that there are more mixed day schools in the county, followed by mixed boarding and mixed bay and boarding. This implied that the study sample was able to give valid information on gender based violence in the schools since majority of the schools that were involved in the study were of mixed gender.

The researcher sought to identify respondents' gender and their responses were as shown on Table 4.3.

**Table 4.3 Respondents' gender**

<b>Gender</b>	<b>Principals</b>		<b>Teachers</b>		<b>Students</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Male	44	78.6	68	54.0	275	55.6
Female	12	21.4	58	46.0	220	44.4
<b>Total</b>	<b>56</b>	<b>100.0</b>	<b>126</b>	<b>100.0</b>	<b>495</b>	<b>100.0</b>

The study findings in Table 4.3 indicate that, (78.6%) of principals and (54.0%) teachers in public secondary schools were male. Also in the student population majority of the students, (55.6%) were boys. These findings revealed wide gender disparities in the communities in the study area thus the girl child lacks inclusion in most life aspects like education hence lowering her participation.

To find out respondents' highest professional qualification and their relation to girls' participation, respondents were requested to indicate their highest level of

professional qualification. The principals’ and teachers’ responses were shown in Table 4.4.

**Table 4.4 Respondents’ highest professional qualifications**

Qualification	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Diploma	6	11.1	4	2.2
B.Ed	44	77.8	95	75.4
M. Ed	6	11.1	27	21.4
<b>Total</b>	<b>56</b>	<b>100.0</b>	<b>126</b>	<b>100.0</b>

Table 4.4 shows that majority of the principals, (77.8 %), indicated that bachelor of education was their highest professional qualification. This was an indication that majority of the principals had acquired professional qualification through experience in the profession and were in a position to handle matters regarding insecurity that would hinder girls participation, while majority of the teachers,(75.4%) were B.Ed degree holders. The findings imply that principals and teachers in public secondary schools in Kitui County were qualified to carry on with their role. Therefore they are in the capacity to deal or solve gender based violence issues faced by girls in secondary schools. The level of Education is an important factor in the headteachers’ ability to provide efficient skills in maintaining discipline and particularly in management of gender based violence issues in day to day management of schools. These findings concur with

Kingangi's (2009) study on conflict that states that educational level of school heads promote their efficiency in schools.

Further the study sought to know the respondents age brackets, the findings were tabulated in Table 4.5.

**Table 4.5 Principals' and teachers' age distribution**

No of years	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Below 30 years	0	0.0	16	12.7
31 - 40 years	12	21.5	69	54.8
41 - 50 years	19	33.9	27	21.4
Above 50 years	25	44.6	14	11.1
<b>Total</b>	<b>56</b>	<b>100.0</b>	<b>126</b>	<b>100.0</b>

The research findings show that majority of the principals, (78.5%) were over 41 years old while majority of the teachers, (54.8%) were aged between 31 to 40 years. This was an indication that majority of the school heads were older than most of the teachers placing them in a better position to handling school matters.

Further, the study sought to find out the teaching experience of the respondents, the findings were presented in Table 4.6.



**Table 4.6 Principals' and teachers' teaching experience**

<b>No of year</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Less than 5 years	6	10.7	64	50.8
6 - 10 years	13	23.2	38	30.2
Over 11 years	37	66.1	24	19.0
<b>Total</b>	<b>56</b>	<b>100.0</b>	<b>126</b>	<b>100.0</b>

Table 4.5 shows that majority of the principals, (66.1%), had over 10 years of teaching experience. 50.8% of the teachers had taught for less than 5 years. These findings reveal that majority of the principals had been teaching for a long duration placing them in a position to tackle the challenges faced by girls that would hinder their participation. They were also in a better position to give relevant information regarding their current station on matters to do with gender based violence. Students' ages were also sought and presented in Table 4.7.

**Table 4.7 Students' age distribution**

No of years	Boys		Girls	
	Frequency	Percent	Frequency	Percent
Below 15 years	11	2.2	28	5.7
16 - 17 years	35	7.1	114	23.0
17 - 18 years	74	14.9	65	13.1
Above 18 years	155	31.4	13	2.6
<b>Total</b>	<b>275</b>	<b>55.6</b>	<b>220</b>	<b>44.4</b>

From the study findings, most of the boys, (31.4%), were over 18 years old, while most of the girls, (23.0%), were between 16 - 17 years. From the low population of girls, the findings were an indication that many girls are not in school after puberty, their participation decreases as they age. The study also sought to establish students' classes and presented the findings presented in Table 4.8.

**Table 4.8 Students' class distribution**

Class	Boys		Girls	
	Frequency	Percent	Frequency	Percent
Form 4	185	37.4	152	30.7
Form 3	56	11.3	55	11.1
Form 1 & 2	34	6.9	13	2.6
<b>Total</b>	<b>275</b>	<b>55.6</b>	<b>220</b>	<b>44.4</b>

The study involved students from form 1,2,3 and 4 to participate in the study. Table 4.8 shows that majority of the students were in form 4 (68.1%). This revealed that student drop out was high across both genders. The findings also implied that late enrolment and high repetition rate thus the high population of class six participants in relation to their ages. However, girls' participation was revealed to be wanting thus the researcher sought to find out the probable reasons. Gender based violence was the presumed to the probable causes in this study. Also mitigating measures to cope with these challenges were looked into.

#### **4.4 Acts of bullying in schools and girls' retention in education**

To establish whether gender based violence in Kitui county influences girls' participation in education. The findings are summarized in Table 4.9.

**Table 4.9 Respondents responses on whether there is bullying in secondary schools**

	<b>Yes</b>	<b>No</b>
	<b>Percent</b>	<b>Percent</b>
Principals	55.6	44.4
Teachers	53.7	46.8
Students	72.9	27.1

According to (55.6%) of principals, (53.7%) of teachers and (72.9%) of students indicated that secondary schools in the area are affected by bullying from time to time that interfere with retention rate of the girls as shown in table 4.9. The high percentage (72.9%) of students that indicated that there is bullying in secondary schools. This shows that female students are more affected by gender based violence due to their vulnerability. The findings are in line with INEE (2004) that states that at any compromising situations girls are more affected due to their gender orientation.

The researcher sought to find out the extent rating were as presented in Table 4.10.

**Table 4.10 Principals and teachers’ responses on the extent to which acts of gender based violence influence girls’ retention in education**

Response	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Very high extent	37	66.1	91	72.2
moderate high extent	19	33.9	19	15.1
Small extent	0	0.0	16	12.7
<b>Total</b>	<b>56</b>	<b>100.0</b>	<b>126</b>	<b>100.0</b>

From the study findings in Table 4.10, majority of the principals, (66.1%), and (72.2%) teachers indicated that acts of bullying influence girls’ participation in education to a very high extent. This was an indication that girls are discontinued, not enrolled or absented from school due to gender based violence related issues.

To establish the effect of bullying in schools on girls’ participation in education the researcher sought to find out student enrolment rated and results are presented in Table 4.11.

**Table 4.11 Principals' responses on student enrolment**

<b>No of students</b>	<b>Boys</b>		<b>Girls</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Below 100	6	10.7	34	60.8
	32	57.1	6	10.7
301 – 500	12	21.5	12	21.4
Over 500	6	10.7	4	7.1
<b>Total</b>	<b>56</b>	<b>100.0</b>	<b>56</b>	<b>100.0</b>

From Table 4.11, (57.1%) of the principals indicated that student population in their schools was between 100 to 300 for both boys and girls. The study area had (7.1%) pure girl boarding school that had a population of over 500 girls enrolled. Further the findings were an indication that majority of the secondary schools did not realize high student enrolment rates across both gender.

Further the researcher sought to find the extent to which students school attendance due to and after gender based violence. Teachers were requested to indicate the rate of absenteeism in their classes due to gender based violence. The findings are summarized in Table 4.12.

**Table 4.12 Teachers’ responses on student attendance due to gender based violence.**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Absent due to gender based violence	118	93.7
Gender based violence not present in school	8	6.3
<b>Total</b>	<b>126</b>	<b>100.0</b>

From the study findings an overwhelming majority of the teachers, (93.7%), indicated that students are usually absent from school due to gender based violence. This is an indication that participation is hindered by gender based violence since absenteeism lowers participation in education and more so for the girls as they are more vulnerable than their boys counterparts.

The principals and teachers were asked to indicate whether gender based violence was an issue affecting girls in security in schools. Their results are presented in Table 4.13.

**Table 4.13 Teachers’ and principals’ responses on being attacked in their school**

<b>Response</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Yes	50	89.3	126	100.0
No	6	10.7	0	0.0
<b>Total</b>	<b>56</b>	<b>100.0</b>	<b>126</b>	<b>100.0</b>

Table 4.13 shows that (88.9%), of the principals, indicated that girls had been violated in school at one time or the other. This was an indication that gender based violence was very rampant in the area as far as girl participation is concerned. Moreover, all of the teachers (100%) indicated that girls in their schools had been violated in school, confirming the prevailing school related gender based violence in Kitui County that is likely to influence girls’ participation.

The study sought to find out in what ways, if any, gender based violence influence the participation of girls in education. The principals’ were asked to indicate ways in which they thought girls were affected by gender based violence. Their responses were presented in Table 4.14.



**Table 4.14 Principals’ responses on the effects of gender based violence on girls’ participation in education**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Drop out	25	44.6
Low academic performance	12	21.5
Lowered self esteem	6	10.7
Early pregnancy	13	23.2
<b>Total</b>	<b>56</b>	<b>100.0</b>

The research findings revealed that (44.6%) of the principals, indicated that girls drop out of school after being violated in school. (21.5%) of principals also revealed that those that still continue with education have lowered academic performance. 10.7% cited lowered self-esteem as an effect of gender based violence on the girls’ participation. This implies that the fear suffered by girls after gender based violence causes them to quit schooling thus hindering their participation. Teacher respondents also revealed similar findings and stated that (55.6%) of the girls are sexually harassed in school. As a result, they drop out of school due to early pregnancies, while in some incidences girls are married off at tender ages. This is in-line with Anastasia & Teklemariam (2011) who state that parents do not feel safe sending their girls to schools when their security is compromised. They further state that threats to personal and physical security due to gender based violence can make children drop out of school due issues like

rape which mostly affects female children. Therefore parents sometimes withdraw their children from school for fear that the daughters might be raped on their way to school.

The researcher further cross tabulated students' effect of gender based violence across their gender to find out how acts of gender based violence against them impact on participation especially of girls and presented the findings on Table 4.15.

**Table 4.15 Cross tabulation on students' gender and gender**

<b>Count</b>			<b>GBV</b>		
			<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Gender</b>	<b>Boys</b>	Frequency	164	111	<b>275</b>
		percent	33.1	18.4	<b>55.6</b>
	<b>Girls</b>	Frequency	181	39	<b>220</b>
		percent	36.6	13.9	<b>44.4</b>
<b>Total</b>			<b>345</b>	<b>150</b>	<b>495</b>

From the study findings, most of both boys and girls, (33.1%) and (36.6%) respectively, feel insecure, though the percentage count for girls was slightly higher than that of boys. This was an indication that girls are more vulnerable due to gender based violence than boys thus reducing the formers' participation.

These findings concurs with World-Bank (2005), report that states that the effect of gender based violence on a child's education is of particular concern because factors that limit girls' educational opportunities in stable contexts often intensify in crises.

The researcher then sought to find out the various ways in which gender based violence affects participation of girls in education and presented respondents with a likert scale statements to agree or disagree to. Principals and teachers' responses were presented in Table 4.16.

**Table 4.16 The extent to which respondents agreed to statements on gender based violence and girls' participation**

Statements	Principals				Teachers			
	Agree		Disagree		Agree		Disagree	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Due to gender based violence more girls than boys are absent from school	56	100.0	0	0.00	107	84.8	19	15.2
More boys enroll in school than girls	14	77.8	4	22.2	101	80.2	25	19.8
The school is located very far from the homes	12	66.7	6	33.3	92	73.0	34	27.0
Many girls are attacked on their way to or from school	16	88.9	2	11.1	110	87.3	16	12.7
Schools and parents organize escorts for students to and from school	4	22.2	14	77.8	76	60.3	50	39.7

Table 4.16 shows that (100%) of the principals and (84.8%) teachers agreed that due to gender based violence, more girls than boys are usually absented from

school. (77.8%) headteachers disagreed that schools and parents organize escorts for students to and from school. This was in contrast with the teachers' responses who, (60.3%), indicated that schools and parents organize escorts for students to and from school. This mainly involved grouping students from the same direction to walk together and also encouraging them to report any incidences that would be a threat to their safety. Despite the contrast, the teachers are better placed to give more credible responses as they are more than the principals in any school and are able to spot these incidences.

From the study findings most of the teachers' responses were a confirmation of the principals' responses. These findings were an indication that security in Kitui County is a major factor that influences girls' participation in education negatively. Girls do not enroll, dropout and/or repeat classes as a result of security related issues.

#### **4.5 School-related gender based violence and girls' retention rates**

School related gender based violence area prohibits easy access for students to school because with violence, students are not retained in schools for long since they get withdrawn. Violence disrupts livelihoods among young girls turning them into victims of sexual harassment and they fail to access educational services. The study sought to find out whether violence against girls hinder retention and presented the responses in Table 4.17.

**Table 4.17 Respondents' responses on whether gender based violence hinder girls retention rates**

	Principals		Teachers		Students	
	Freq	percent	Freq	percent	Freq	percent
Yes	42	66.7	101	80.2	273	58.6
No	14	33.3	25	18.8	222	41.4
<b>Total</b>	<b>56</b>	<b>100.0</b>	<b>126</b>	<b>100.0</b>	<b>495</b>	<b>100.0</b>

Table 4.17 shows that, there was clear consensus among the respondents, (66.7%) principals, (80.2%) teachers and (58.6%) students respectively that girls retention is affected, due to gender based violence in schools. Thus gender based violence affects the participation of girls in primary education negatively as schooling schedules are interrupted when harassed sexually in schools. This is in line with Buckland (2005), who states that violated children are at risk of losing out on education especially when receptor communities are not ready to integrate them in their schools.

The researcher sought to find out the frequency of girls being harassed due to gender based violence and presented the findings in Table 4.18.

**Table 4.18 Students responses on the frequency of girls facing harassment**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Always	218	40.0
Often	206	35.9
Sometimes	71	24.1
<b>Total</b>	<b>495</b>	<b>100.0</b>

Table 4.18 shows that majority of the students, (75.9%), indicated that girls often drop out due to being exposed to gender based violence of different forms. This was an indication that many girls are forced to leave school due to gender based violence related issues.

Students were also requested to indicate effects of sexual harassment on girls' attendance in school. Their responses are summarized in Table 4.19.

**Table 4.19 Students responses on effects of sexual harassment on girls' attendance**

Response	Boys		Girls	
	Frequency	Percent	Frequency	Percent
Transfer to another school	189	64.1	13	4.4
Return to the same school	33	11.2	5	1.7
Do not attend school	3	1.0	52	17.6
<b>Total</b>	<b>275</b>	<b>55.6</b>	<b>220</b>	<b>44.4</b>

The study findings revealed that (51.5%) of the students indicated that girls are enrolled in other schools after harassment. This was confirmed by head teachers of pure girls' schools who stated that, more often than not, their school is overcrowded due to gender based violence as girls come seeking for education. It is, however, noteworthy that (18.6%) of the students do not attend school as a result of gender based violence. This has detrimental effects on the participation in secondary school education especially on girls. This agrees with Buckland's statement (2005) that school related gender based violence children are at risk of losing out on education especially when receptor communities are not ready to integrate them in their schools.

The study then sought to find out the various ways in which gender based violence affects participation and presented the respondents with a likert scale to agree or disagree to. Principals' responses were presented in Table 4.20.

**Table 4.20 Responses on the extent to which respondents agree that gender based violence influence girls' participation**

Statements	Agree		Disagree		Agree		Disagree	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Girls withdrawal due to gender based violence	12	66.7	6	33.3	101	80.2	25	19.8
Girls transfer from school due to gender based violence	14	77.8	4	22.2	79	62.7	4	37.3
Teachers transfer due to gender based violence	4	22.2	14	77.8	72	57.1	54	42.9
Schools are good shelters for girls	10	55.6	8	44.4	99	78.6	27	21.4
Learning takes place normally even after gender based violence	2	11.1	16	88.9	47	37.3	79	62.7

Table 4.20 shows that majority of the principals agreed with the items in the likert scale statement provided. While they all agreed that girls are more affected than boys due to gender based violence, they overwhelmingly disagreed that learning



takes place normally even after displacement. Only the few, (11.1%), and, (37.3%), (principals and teachers respectively) whose schools offer boarding facilities agreed to this statement. However, most of the teachers, (78.9%), indicated that their schools are usually harbored by girls affected by gender based violence. This implies that students will often lack learning space thus skipping school's calendar which in turn hinders their participation in education. This concurs with Sommers (2002), who states that the practice of using schools to house displaced persons deprives both the host community's and displaced community's children of their access to education. Majority of the teachers, (57.1%), admitted that their colleagues do transfer from schools due to gender based violence related issues, leaving the schools with acute teacher shortages. This is in line with a report by UNESCO (2011) that states that during school related gender based violence, there are usually far fewer teacher volunteers especially females, and girls are disproportionately affected when schools are dominated by men rendering

Teachers were requested to suggest possible measures that should be undertaken to ensure that gender based violence doesn't hinder participation of girls in secondary education. Their responses are presented in Table 4.21.

**Table 4.21 Teachers suggestions on solutions to increase girls’ participation due to gender based violence**

<b>Suggestions</b>	<b>Frequency</b>	<b>Percent</b>
Strict punishment on perpetrators	17	13.5
Single sex schools	67	53.2
Community sensitization on the importance of girls’ education	42	33.3
<b>Total</b>	<b>126</b>	<b>100.0</b>

From the study findings majority of the teachers suggested that girls are safer in school. Construction of single sex schools was highly recommended by majority of teachers, (53.2%), since students will remain in the secure enclosure of the school thus protecting them from gender based violence as they commute to and from home and also when exposed to opposite sex in classes. The community also needs to be sensitized on the need to maintain peace and promote security which could promote easy access as students would be in a position to go to schools without fear of gender based violence. According to a minority (13.5%) of the teachers indicated that schools should set up strict punishment on gender base violence perpetrators. These findings are in line with Shemyakina (2011) who found out that most girls in gender based violence torn communities who continue attending school feel safer within the precincts of the school. The role of education play as protective is highlighted.

The study further cross tabulated students' absenteeism after gender based violence across gender to find out its impact on participation and presented the findings on Table 4.20. This was aimed at informing the study on which gender is more affected during displacement.

**Table 4.22 Cross tabulation on students' gender and school attendance after gender based violence**

<b>Count</b>		<b>School attendance</b>		<b>Total</b>
		<b>Yes</b>	<b>No</b>	
gender	Boys	81	194	<b>275</b>
	Girls	67	153	<b>220</b>
<b>Total</b>		<b>148</b>	<b>347</b>	<b>495</b>

From the study findings, 81 of 275 boys and 67 of 220 girls were absent from school from time to time, though the percentage count for girls absenteeism was higher than that of boys. This was an indication that girls were more prone to absenteeism as compared boys thus reducing their participation in education. The findings concur with Government of Kenya (2010) that states that complex emergency factors such as gender based violence, internal displacement and drought alienate girls more than boys where low rates of participation are also strongly influenced by social violence.

#### 4.6 Preference of boys to girls and girls' enrolment

In line with objective III, the study sought to find out whether preference of boys to girls influences participation of girls in education. Respondents' responses on whether girls' attendance is affected due to preference of boys to girls were presented in Table 4.23.

**Table 4.23 Respondents' responses on whether girls' attendance due to preference of boys to girls**

Response	Principals		Teachers		Students	
	Freq	percent	Freq	percent	Freq	percent
Yes	53	94.6	79	62.7	495	100.0
No	3	5.4	47	37.3	0	0.0
<b>Total</b>	<b>56</b>	<b>100.0</b>	<b>126</b>	<b>100.0</b>	<b>495</b>	<b>100.0</b>

Table 4.23 shows (94.6%) principals, (62.7%) of the teachers and (100%) of the students indicated that girls' attendance is affected due to preference of boys to girls. This was an indication that favourism of boys distracts girls schooling. This was in line with Sommers (2002) who states that violence affects all children, whether or not they are of any gender. Schools related gender based violence limits the possibility of students to attend classes.

The researcher requested the principals to indicate the frequency with which their schools are occupied by perpetrators of gender based violence. The findings were presented in Table 4.24.

**Table 4.24 Principals responses GBV perpetrators are punished**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Always	6	10.7
Often	24	42.7
Sometimes	13	23.2
Never	13	23.2
<b>Total</b>	<b>56</b>	<b>100.0</b>

Table 4.24 shows that, only (23.2%) of principals indicated that their school has never punished perpetrators of gender based violence. This is in contrast to the rest (87.8%) that indicated that the perpetrators of gender based violence in schools have been faced punishment, in one time or another. This was an indication that learning is at times interrupted by violence due to the high percentage of the responses that schools house perpetrators even as frequently as sometimes. When perpetrators of GBV are in schools, it almost always leads to girls drop out.

This concurs with Sommers (2002), who indicates that due to gender based violence, schools are often destroyed, teachers and educational personnel are often unavailable, shortages of teaching materials occur and insecurity limits the possibility of students to attend classes.

The principals were also to indicate how girls' enrolment is affected due to gender based violence and the findings presented in Table 4.25.

**Table 4.25 Principals’ responses on how girls’ enrolment is affected due to gender based violence.**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Girls are absent from school	31	55.4
Withdrawn	6	10.7
Pregnancy	19	33.9
<b>Total</b>	<b>56</b>	<b>100.0</b>

All of the heads of the schools, (100%), indicated that their schools have been affected, in one way or the other by gender based violence. For instance they revealed that (10.7%) of the girls are withdrawn, (33.9%) early pregnancy and (55.4%) absent themselves from school. This implies that when there is gender based violence in schools affects girls’ enrolment rate greatly, thus participation is lowered.

Further the principals’ and teachers responses on how they advise girls ways to keep off from gender based violence were presented in Table 4.26.

**Table 4.26 Principals’ and teachers’ responses on how they advice the teenage girl in regards to GBV**

<b>Responses</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Discourage bullying	25	44.6	39	31.0
Avoid negative interaction with opposite sex	27	48.2	71	56.3
Avoid intimidation from boys and teachers	4	7.1	16	12.7
<b>Total</b>	<b>56</b>	<b>100.0</b>	<b>126</b>	<b>100.0</b>

The research findings revealed that in most (44.6%) of the principals and majority of the teachers (56.3%) indicated that they advise girls to avoid interacting negatively with the opposite sex and also discourage bullying. This was an indication that both teachers and principals are in the bid to ensure that gender based violence is catered for event prior to it happening in schools by guiding and counseling girls on good conduct in schools.

The researcher then sought to find out the various statements on SRGBV and girls participation and presented respondents with a likert scale to agree or disagree to. Principals’ and teachers’ responses were presented in Table 4.27.

**Table 4.27 Responses on the extent to which respondents agree that gender based violence influence girls’ participation**

<b>Factors under consideration</b>	<b>Agreement</b>		<b>Disagreement</b>		<b>Agreement</b>		<b>Disagreement</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Sexual harassment contributes to low performance trend in girls’ performance	46	82.1	10	17.9	105	83.3	21	16.7
Bullying decreases the performance and attendance of girls’ at school	56	100.0	0	0.0	122	96.8	4	3.2
Early marriage cause low girl enrolment	51	91.1	5	8.9	110	87.3	16	12.7
There is a general correlation between woman’s education and GBV in schools	46	82.1	10	17.9	126	100.0	0	0.0
Intimidations experienced by girls may cause poor attendance	56	100.0	0	0.0	126	100.0	0	0.0

Table 4.27 shows that majority of the principals agreed with the items in the likert scale. Schools related gender based violence greatly causes poor attendance, enrolment and retention rate of girls thus girls end up dropping out of school hindering girls’ participation in education. Teachers’ responses concur with the principals’ since they agreed that girls participation is affected at a very high extent by school related gender based violence. This is in agreement with Sommers (2002), who states that schools are co-opted for gender violence, girls may be cornered by male students or teachers, while in school causing them to be



intimidated and withdrawn. In addition, the schools are unable to raise lasting measures to deal with gender based violence, thus learning is crippled.

#### 4.7 Coping measures on girls' participation in education

To establish whether there are any coping measures put in place to ensure enrolment (Objective III), the researcher sought to find out whether there are any ways to foster resilience in girls that would increase their participation. Table 4.28 shows responses on whether the presence of female teachers influences girls' participation.

**Table 4.28 Respondents' responses on whether female teachers would increase girls' participation**

	<b>Principals</b>		<b>Teachers</b>		<b>Students</b>	
<b>Freq</b>	<b>percent</b>		<b>Freq</b>	<b>percent</b>	<b>Freq</b>	<b>percent</b>
Male	31	55.4	68	53.7	305	61.7
Female	25	44.6	58	46.3	190	38.3
<b>Total</b>	<b>56</b>	<b>100.0</b>	<b>126</b>	<b>100.0</b>	<b>495</b>	<b>100.0</b>

The study findings show that majority of the respondents (55.4% principals, (53.7% of teachers and 61.7% of students) felt that the presence of female teachers has an influence on girls' participation in education. This was an indication that when schools have a high percentage of female teachers they were likely to foster the resilience of girls. This is in line with Anastasia & Teklemariam (2011), who state that when a school lacks female teachers, usually because female teachers are the first to flee in conflict situations, parents feel that

their girls lack protective figures from their male counterparts and even the male teachers.

The study sought to find out whether presence of female teachers would serve in fostering the resilience of girls in secondary school education. This is one of the coping mechanisms that the researcher felt could have an influence on girls' enrolment. The responses were cross tabulated in relation to the students' gender and whether protective role of female teachers and presented the findings in Table 4.29.

**Table 4.29 Cross tabulation on students' gender and presence of female teachers**

<b>Count</b>		<b>Presence of female teachers</b>		<b>Total</b>	
		<b>Yes</b>	<b>No</b>		
gender	Boys	Frequency	289	136	<b>425</b>
		per count	84.0	16.0	<b>76.3</b>
	Girls	Frequency	61	19	<b>80</b>
		per count	87.1	12.9	<b>23.7</b>
<b>Total</b>		<b>340</b>	<b>155</b>	<b>495</b>	

From the study findings the majority of the students, (84%), and (87.1%), (boys and girls respectively) felt that the presence of female teachers increased girls'

participation in education. This was an indication that female teachers in conflict affected areas play a vital role in the reassurance of girls on education.

The researcher requested the head teacher to suggest measures that would promote girls' participation. Their responses were summarized in Table 4.30.

**Table 4.30 Measures for promoting girls' participation in education**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Community mobilization and sensitization Child rights policies	4	22.2
Intensifying of laws against GBV	4	22.2
Boarding facilities	2	11.1
Training on defense skills	8	44.4
<b>Total</b>	<b>18</b>	<b>100.0</b>

Table 4.30 shows that all the principals believe that there are probable measures that could be put in place to increase girls' participation in education. Training then defense skill scored the highest though a reasonable percent of the principals indicated that the area administration should intensify security measures to deal with SRGBV. This is an indication that more needs to be done to increase girls' participation. This agrees with Sommers (2005), who states that in almost all cases conflict affected communities struggle to continue provision of schooling

even under the most difficult conditions, using alternative accommodation and flexible or the impact of conflict on education .

Teachers were also requested to give their suggestions on measures to increase girls’ participation in education. Their responses were presented in Table 4.31.

**Table 4.31 Teachers responses on measures to increase girls’ participation in education**

Responses	Frequency	Percent
Construction of separate boarding facilities	47	37.3
Guidance and counseling	50	39.7
Advocacy	19	15.1
Reinforcement on laws against violation	10	7.9
<b>Total</b>	<b>126</b>	<b>100.0</b>

Information contained in Table 4.31 shows that most of the teachers (39.75) indicated that guidance and counseling was a better way of helping violated girls. However, (37.3%) of the teachers indicated that schools should construct separate sex boarding schools, while (7.9%) indicated that reinforcement of laws against violation would help save the situation. This was an indication that various measures needs to be put into place to ensure that gender based violence is dealt with in schools. These were some of the probable measures that would increase girls’ participation in education.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS**

#### **5.1 Introduction**

This chapter presents the summary of the findings, conclusions and recommendations generated from the research findings of the study. The chapter also presents suggestions for further study.

#### **5.2 Summary of study**

The study was to investigate influence of gender based violence on girls' participation in primary education in Kitui County, Kenya. The research was guided by the following objectives: to establish the extent to which insecurity influences girls' participation in primary education in Kitui county; to determine the extent to which school related gender based violence influences girls' participation in secondary education in Kitui county; to examine the extent to which gender based violence influence girls' retention rates in secondary education in Kitui county; and to establish the coping mechanisms of secondary school girls' enrolment in Kitui County. It adopted a descriptive survey research design. The target population was all the 56 secondary schools, the 56 principals, 128 teachers and 5954 students. The study purposively used all the schools based on their category thus all the 56 principals participated. Simple random sampling was used to sample the teacher and students thus 128 teachers and 495 students were the research sample. Questionnaires were used to collect data from the respondents, while collected data were analyzed both qualitatively and quantitatively.

### **5.3 Summary of the study findings**

Gender based violence in Kitui county was found to influence girls' participation in education at a relatively high extent since majority of the principals, teachers and students indicated that secondary schools in the area are affected by gender based violence from time to time that interfere with retention rate of the girls. This was an indication that girls are discontinued, not enrolled or absented from school due to gender violence related issues. The student population in majority of the secondary schools was between 100 to 300 for both boys and girls. Though the study area had some pure girl boarding school that had a population of over 500 girls enrolled. Further the findings were an indication that majority of the secondary schools did not realize high student enrolment rates for both gender. All the heads of the schools indicated that their schools have been affected, in one way or the other due to gender based violence by suffering girls been withdrawn, early pregnancy and they absent themselves from school. This implies that when there is gender based violence in schools girls are greatly affected thus participation is lowered.

From the study findings majority of the teachers, indicated that students are usually absent from school due to gender based violence. This is an indication that participation is hindered by gender based violence since absenteeism lowers participation in education and more so for the girls as they are more vulnerable than their boys counterparts. Moreover, all the respondents indicated that girls in their schools had been attacked school, confirming the prevailing school related gender based violence in Kitui County that is likely to influence girls'

participation. This was an indication that the area is highly insecure as far as girl participation is concerned.

The research findings revealed that most girls drop out of school after being violated in school, while those that still continue with education have lowered academic which lowered their self-esteem hindering girls' participation. This implies that the fear suffered by girls after gender based violence causes them to quit schooling thus hindering their retention rate. Teacher respondents also revealed similar findings and stated that majority of the girls are sexually harassed in school and as a result, they drop out of school due to early pregnancies, while in some incidences girls are married off at tender ages.

The study findings revealed that girls are enrolled in other schools after gender based violence. It is, however, noteworthy that a small percentage of the students do not attend school as a result of SRGBV. This has detrimental effects on the participation in secondary school education of girls. Majority of the principals disagreed that learning takes place normally even after gender based violence and suggested that construction of more single sex schools was highly recommended, since students will remain in the secure enclosure of the school thus protecting them from gender based violence insecurity as they commute to and from home and also in mixed school setting.

The research findings revealed that in most of the principals and majority of the teachers indicated that they advise girls to avoid interacting negatively with the opposite sex and also discourage bullying. This was an indication that both teachers and principals are in the bid to ensure that gender based violence is

catered for event prior to it happening in schools by guiding and counseling girls on good conduct in schools. To establish whether there are any coping measures put in place to ensure enrolment the study findings show that majority of the respondents felt that the presence of female teachers has an influence on girls' participation in education. This was an indication that when schools have a high percentage of female teachers they were likely to foster the resilience of girls. All the principals believe that there are probable measures that could be put in place to increase girls' participation in education. Training then defense skill scored the highest though a reasonable percent of the principals indicated that the area administration should intensify security measures to deal with SRGBV. This is an indication that more needs to be done to increase girls' participation.

#### **5.4 Conclusion**

GBV remains a barrier to sustainable social economic development at individual level of the girls and the society at large. The socialization process at the home and school remains a major challenge to the fight against this vice. This has had negative effects on the girls' education and their lives in general. Regrettably institutions like schools and training colleges reproduce particular gender relations and hierarchies that propagate seeds of gender violence to thrive later in the society. This calls for a more integrated approach where all stakeholders join hands in creating a safe environment for both girls and boys. Sensitization of the society on how to identify incidents of gender violence, speak about them analyze their root causes and take action remains the weapon to be explored. School-related gender-based violence is an



appalling phenomenon that undermines efforts to provide good quality education and achieve Education for All. It has consequences on attendance, learning and completion of all learners, and has wider negative impacts on families and communities. Schools are the place where SRGBV occurs, but they are also the place where it can stop. Schools should be learning environments where social norms and gender inequalities are challenged and transformed, including attitudes and practices condoning violence. SRGBV cannot be addressed unless it is better understood. The inability to recognize and respond to SRGBV prevents the transformation of schools into empowering spaces for girls, boys and teachers.

### **5.5 Recommendations of the Study**

The study has recommended that;

- i. The government should put in place measures to intensify sensitization in the secondary schools against bullying in schools especially through creating awareness for girl child to elaborately identify different kinds of bullying that would intimidate them silently. Sensitization of the public on the importance of discouraging gender based violence could increase girls' retention in secondary schools.
- ii. Community participation in school programmes, for instance involvement in recreation activities, environmental conservation activities and developmental activities. The exercises also helps to conserve the school's image thus the members of the community will gain the insight on the importance of schooling for girls creating rapport on schools' safety to ensure that preference of boys is reduced for equal participation.

- iii. The teachers should engage children who have been in sexually harassed girls with recreation activities to reassure them from past experience. Involvement in recreation activities such as drama and music festivals brings healing to traumatized students.

### **5.6 Suggestions for Further Study**

The study proposes further research in the following areas:

- i. This study needs to be replicated in other counties throughout the country in order to compare the results.
- ii. Further study should also be carried out on contribution of boarding school program girl participation in education.
- iii. A study should be carried out to investigate the impact of gender inequality among communities in provision of quality of education.

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## APPENDICES

### APPENDIX 1: LETTER TO THE RESPONDENT

ANGELINA NGINA MWASYA,  
UNIVERSITY OF NAIROBI,  
SCHOOL OF EDUCATION.  
MARCH, 2015.

Dear respondent,

I am a student in the school of Continuing and Distance Education, University of Nairobi pursuing a Master of Arts in Peace Education degree. I am conducting a study titled “The influence of school related gender based violence on girls’ participation in public secondary schools in Kitui County, Kenya.”

You have been selected to participate in the study and I am therefore requesting you to kindly help by filling in the questionnaire attached to the best of your knowledge. The information sought is for academic purpose only and your response will be treated as in strict confidentiality and in no instance will your name be disclosed to a third party or appear in the final report.

Your cooperation will be highly appreciated,

Thank you in advance, I remain,

Yours truly,

.....

Angeline Ngina Mwasya

L51/66889/2013



## APPENDIX 2: 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.

1. What is your school category?  
Girls only ( )      Mixed boarding ( )      Mixed day ( )
2. What is your gender?  
a) Male ( )      b) Female ( )
3. The age group of respondents  
a) Below 40 ( )    b) 41-45 ( )    c) 46-50 ( )    d) above 51
4. What is your highest academic qualification?  
a) B Ed ( )      b) M Ed ( )      c) PhD ( )      d) others specify .....
5. How long have you been in the profession  
a) Less than 5 years ( )      b) 5-10 years ( )  
c) 11-15 years ( )      d) over 15 years ( )
6. How do you promote students' participation in education  
.....
7. Do you believe that Gender based violence affects students' participation in class  
  
a) Yes ( )      b) No ( )
8. Do you identify any significant difference in general performance between girls and boys in various subjects  
a) Yes ( )      b) No ( )

### **School Related Gender Based Violence and girls' participation**

9. How does SRGBV contribute to high absenteeism of girls in schools

- a) Very high extent ( )      c) High extent ( )  
 b) Moderate extent ( )      d) Low extent ( )

10. To what extent do you agree with the following statements on SRGBV and girls participation rank by placing a tick in the appropriate place

- 1-Strongly disagree      3- Moderately agree      5-Strongly agree  
 2-Disagree      4-Agree

Factors under consideration	1	2	3	4	5
Sexual harassment contributes to low performance trend in girls' performance					
Bullying decreases the performance and attendance of girls' at school					
Early marriage cause low girl enrolment					
There is a general correlation between woman's education and GBV in schools					
Intimidations experienced by girls may cause poor attendance					

11. To what extent does the SRGBV contribute to girls' dropout rates from schools?

- a) Very high extent      b) High extent  
 c) Moderate extent      d) Very low extent

12. To what extent do you agree with the following statements on SRGBV and girls' dropout rates from school? Rank by placing a tick in the appropriate place.

1. Strongly agree
2. Moderately agree
3. Moderately agree
4. Strongly disagree
5. Disagree

Factors under consideration	1	2	3	4	5
GBV contributes to girls' dropout rates from school					
Girls' become remorseful					
SRGBV has a relation with issues like girls not completing their education					
School attendance and academic performance is usually affected after girls have experience GBV					
GBV causes girls' to focus more on outside issues than on education					

13. How does GBV facilitate early marriage?

- A. Very high extent    B.High extent    C.Moderate extent    D.Low extent  
E. Very low extent

14. To what extent do you agree with the following statements on GBV and girls early marriages? Rank by placing a tick in the appropriate place.

1. Strongly agree
2. Disagree
3. Moderately agree
4. Agree
5. Strongly agree

Factors under consideration	1	2	3	4	5
Does SRGBV facilitate early marriage to school girls					
Parents arrange for marriage partners for their girls' though they are still at school					
Majority of girls drop out of school due to early pregnancies					
GBV can destabilize girls learning					

15. As a school administrator how many estimated cases of students do you administer who drop out of school due to SRGBV participation per year. How do you help them?.....

16. How many cases of early marriages are identified in schools within a year? How could you reduce the problem of early marriages within your school?

.....

17. Are there cases of boys bullying girls in schools? How could you handle such cases?

.....

18. As a school administrator, when a girl drops out of school due to harassment by teachers how could you handle the case?

.....

19. What challenges do you encounter in administration in trying to ensure that gender based violence is not experienced within the school?

.....

**Thank you for participating**



9. To what extent do you agree with the following statements on SRGBV and girls participation rank by placing a tick in the appropriate place

1-Strongly disagree      3- Moderately agree      5-Strongly agree  
 2-Disagree                      4-Agree

Factors under consideration	1	2	3	4	5
Sexual harassment contributes to low performance trend in girls' performance					
Bullying decreases the performance and attendance of girls' at school					
Early marriage cause low girl enrolment					
There is a general correlation between woman's education and GBV in schools					
Intimidations experienced by girls may cause poor attendance					

10. To what extent does the SRGBV contribute to girls' dropout rates from schools?

- a) Very high extent                      b) High extent  
 c) Moderate extent                      d) Very low extent

11. To what extent do you agree with the following statements on SRGBV and girls' drop out rates from schools? Rank by placing a tick in the appropriate place.

- 1 - Strongly agree  
 2 - Moderately agree  
 3 - Moderately agree  
 4 - Strongly disagree  
 5 -Disagree

Factors under consideration	1	2	3	4	5
GBV contributes to girls' dropout rates from school					
Girls' become remorseful					
SRGBV has a relation with issues like girls not completing their education					
School attendance and academic performance is usually affected after girls have experience GBV					
GBV causes girls' to focus more on outside issues than on education					

12. How does GBV facilitate early marriage?

A. Very high extent    B.High extent    C.Moderate extent

D.Low extent    E. Very low extent

13. To what extent do you agree with the following statements on GBV and girls early marriages? Rank by placing a tick in the appropriate place.

1 - Strongly agree

2 - Moderately agree

3 - Moderately disagree

4 - Strongly disagree

5 - Disagree

Factors under consideration	1	2	3	4	5
Does SRGBV facilitate early marriage to school girls					
Parents arrange for marriage partners for their girls' though they are still at school					
Majority of girls drop out of school due to early pregnancies					
GBV can destabilize girls learning					

14. How many cases of early marriages are identified within secondary schools within a year? How could you reduce the problem of early marriages within your school?

.....

15. Are there cases of boys bullying girls in schools? How could you handle such cases?

.....

16. As a guiding and counseling teacher in your school, which are the most rampant Gender based violence within the students that you solve and how do you solve them?

.....

17. How could you guide and counsel the girls who get pregnant in schools in order for them to continue with schooling after they deliver?

.....

18. How could you counsel the students who have not undergone GBV so that they can feel accepted within the school environment?

.....

**Thank you for participating**



#### APPENDIX 4: 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.

1. Please show your gender  
a) Male ( )    b) Female ( )
2. Indicate your age in years  
a) 14-15 ( )    b) 15-16 ( )    c) above 17 ( )
3. What class are you in this year  
a) Form 3 ( )    b) Form 4 ( )
4. How is your school attendance  
a) Regular ( )    b) Irregular
5. Have you ever witnessed girls being bullied by boys in schools?  
a) Yes ( ) b) No ( ) if yes how .....
6. Have you ever witnessed girls dropping out of school after undergoing the gender based violence in school?  
a) Yes ( )    b) No ( )
7. Are you aware of some girls from your school who have been involved in early/child marriages before completing their primary level of education  
a) Yes ( )    b) No ( ) If yes what are the main causes  
.....
8. In your own opinion are boys and male teachers supposed to intimidate girls in school by touching their private parts and such acts?  
a) Yes ( ) b) No ( ) Explain your answer .....
9. Does GBV contribute to psychological effects to the students?  
a) Yes ( )    b) No ( )

10. According to your own observation, what do you feel contribute to gender based violence in your school?

11. What would you advice the teenage girls in regards to GBV?

.....

12. Can you join GBV activists to campaign against SRGBV? Why?

.....

13. In your own opinion would you advocate for sensitization measures on GBV in schools? Why? .....

.....

**Thank you for participating**