

THE IMPACT OF DOMESTIC GENDER BASED VIOLENCE ON FEMALE STUDENTS' ACADEMIC ACHIEVEMENTS IN THE CASE OF AGEMSA AND FINCHA PREPARATORY SCHOOLS, ETHIOPIA

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Abstract – The study adopted the descriptive survey design because the descriptive survey is intended to provide statistical information about aspects of education that interest policymakers and educators. The target population was 582 female students. The researcher determined sample size by using Yamane (1967:886)'s formula. Thus, the sample size of the study was 100. The researcher used both primary and secondary sources of data. Besides, the researcher used both questionnaires and semi-structured interview questions as instruments of data collection for the study. Then the collected data were coded, sorted and processed using SPSS and the Descriptive and analytic statistical method was used to illustrate variables used in this study. Accordingly, the major finding of the study is those female students in both preparatory schools seriously affected by domestic gender-based violence. Excessive workload, Poverty and parents lack of education were among the major causes of GBVs.

Keywords: Domestic Violence, Gender-based Violence, Agemsa and Fincha Preparatory Schools, Female Students Academic Achievement.

1. Introduction

Background of the Study

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. In support of this, 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.

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). 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, jack rolling (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.

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. In the case of our country Ethiopia, a study conducted by MOE, and MOW (2008) identified four types of psychological violence and abuse facing school girls: verbal insult, degrading/humiliating, threatening and name-calling. All types were found in all three settings, although they appeared to be most common on the way to and from school. The perpetrators of the psychological violence that occur in this setting are older schoolboys, boys out of school as well as adult members of a local community. Teachers were reported by school girls to humiliate them in front of their classmates if, for instance, they give wrong answer to a question. Some findings indicate that the severity of verbal abuse by teachers tends to increase

with beautiful and attractive girls. Therefore, the aim of this study was to assess the impact of domestic gender-based violence on female students' academic achievements in the case of Agemsa and Fincha preparatory Schools, HorroGuduru zone, Ethiopia.

1.2. Statement of the Problem

Many of the studies related to youth are conducted in the context of secondary schools and higher educational institutions with an emphasis on sexual violence, with very few studies carried out in communities. In relation to community studies, a survey conducted in seven regions of Ethiopia showed that 16% of rural girls and 12% of urban girls had encountered forced sex (Erulkar et al., 2010). Another study in Jimma showed that 25% of the study participants had their first experience of sex because of rape (Dibaba, 2007). Community-based studies around Gondar in Northern Ethiopia and Butajira showed that domestic violence is a common problem with serious consequences for women's health –about 32 to 49% of the women under study reported lifetime physical violence while forced sex was reported with wide range from 19.2% to 59% (17, 18, 39, 40)(Tadesse,2004)

Regarding educational institutions, a study in Addis Ababa University showed that among the study participants, 41.8% encountered sexual harassment, 12.7% lifetime completed rape, 27.5% attempted rape, and 1.8% was raped in the 12 months prior to the study (Tadesse, 2004). In Jimma University, 50% faced insistent request for romantic relationship; 45% were repeatedly asked for dates, even when they said 'no'; 43% were touched; 35% encountered attempts by men to stroke or fondle them, and 30% were exposed to unwanted discussion of personal or sexual matters (Kassahun, 2009). In WolaitaSodo University 24.2% reported physical violence; 23.4% attempted rape; 18.7% verbal harassment; 11.3% forced sexual initiation, and 8.7% mentioned completed rape (Tora, 2013).

Furthermore, Cross-sectional institution based study on GBV among female students of Dabat High School (Northwest Ethiopia), in 2003 revealed that among the study participants, 20.4% have survived attempted while 44% were sexually harassed. Eleven percent of the students were sexually active out of this 33.3 % were rape cases (27).

However, there are gaps in all of the above studies with respect to this study. Most of the studies conducted and listed by the researcher were based on high school-based, institution-based and community-based studies in different areas which were the first gap for the researcher. The second gap for the study was related to the impact of domestic gender-based violence on female student's academic achievement which was the subject under study for this study. Hence, no studies were conducted in the study area with respect to the current subject under study since most of the above-mentioned literature were conducted in high schools of Ethiopia. Thus, there are gaps in most the studies conducted in the country besides they pointed superficially the issue, not in-depth studies beyond their focus on rural areas of the country. Accordingly, this study was focused on the main objective of assessing the impact of domestic gender-based violence on female students' academic achievement in the case of Agemsa and Fincha preparatory schools while its specific objectives were aimed to identify the effects of domestic gender-based violence on female students' academic achievement, to assess the extent effects of domestic gender-based violence on female students' academic achievement and, assessing the causes of domestic gender-based violence that have an effect on female students' academic performance in the study area.

1.3. Basic Research Questions

1. What are the major causes of domestic gender-based violence that have an effect on female students' academic achievements in Agemsa and Fincha preparatory schools?
2. What are the effects of domestic gender-based violence on the Fincha and Agemsa preparatory students' academic performance?
3. To what extent does this domestic gender-based violence affect female students' academic achievement in Agemsa and Fincha preparatory schools?

1.4. Significance of the Study

This study would be significant to the government of Ethiopia since it might likely to inform policymakers on gender issues in education. Besides, education stakeholders would also be benefited from this study finding as it was intended to review types of domestic Gender-Based Violence, their impacts on female students' academic achievement and measure to minimize such violence in schools.

1.5. Scope of the Study

This study was conducted in HorroGuduru Zone, AbbayChomman District, Agemsa and Fincha preparatory schools. However, for more conclusive results all preparatory schools in the district should have been involved. It was not possible to involve all preparatory schools due to logistical constraints and time constraints.

1.6. Limitation of the Study

The study had shortcomings. These limitations were lack of enough time to conduct a detailed analysis, financial constraints, and lack of willingness of respondents to answer and return the questionnaire and interview which affected the findings of the study.

Review of Related Literature

This chapter describes the main ideas of gender-based violence which are very essential to the direction of the study. It begins with defining the term domestic gender-based violence, causes, consequences on the academic performance of the students and lastly the theoretical framework which is believed to guide the study

1.7. Definition

The definition of the scope of domestic violence is a major problem as it can be defined either narrowly or broadly (Abbi et al., 2010:438). Hence, there is no universally accepted definition, which is why, in practice; there are few model definitions available. Here are two selected exemplary definitions of the term for the purpose of this essay. The United Nations Declaration on the Elimination of Violence against Women (UN, DEVAW, 1993) defines violence against women as:

"any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life" (UN, DEVAW, 1993: article 1)"

Accordingly, the Declaration went on to present a non-exhaustive list of what it considered constituted gender-based violence. These includes physical, sexual and psychological violence within the family, female child sexual abuse, dowry-related violence, marital rape, female genital mutilation, rape and sexual abuse, sexual harassment in the workplace and educational institutions, trafficking in women, forced prostitution, battering, non-spousal violence, exploitation, state violence that occurs anywhere etc (UN, DEVAW, 1993: article 2).

The other definition of violence which is worthy to consider is one that is found in the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, better known as the Maputo Protocol, which was adopted by the African Union in 2003 in Maputo, Mozambique and entered into force in 2005 (AU, Maputo Protocol, 2003). As per this protocol, violence against women means:

"all acts perpetrated against women which cause or could cause them physical, sexual, psychological, and economic harm, including the threat to take such acts; or to undertake the imposition of arbitrary restrictions on or deprivation of fundamental freedoms in private or public life in peacetime and during situations of armed conflicts or of war" (AU, Maputo Protocol, 2003: article 1.b. paragraph. 8)"

1.8. Prevalence of Domestic Gender-Based Violence against School Girls in Ethiopia

Although corporal punishment in schools is prohibited in schools, there is no law against corporal punishment at home. There are plenty of examples of corporal punishment at home involving flogging, burning part of the body with fire, putting hot pepper in fire and forcing girls to inhale the smoke in addition to causing injury to the genital with hot metal objects like a spoon. Elder brothers and parents are responsible for disciplining girls. An example from a focus group discussion explains how a girl was beaten up by her brother. When both of them returned from school, the mother was not at home. Both were hungry and the boy asked his sister to give him food. But there was no food at home. As a result of this, he beat her up with a flat stick usually used for firewood. No one said a word by way of disapproving it. According to the informants from Afar, Dire Dawa, Harari, Oromia and Somali, some parents do not believe they can discipline their girls without corporal punishment (MOE and MOWA, 2006).

1.9. Effects of Violence and Abuse on Girls' Access to Education

From all accounts, girls lag behind boys in their educational participation (MOE, 1999). For example, the net education participation rate at the primary level is 74% (70% for girls). Regional disparities exist. Addis Ababa, Gambella, Harari, Benishangul-Gumuz and Tigray have over 85% participation rate, while Afar and Somali regions have 16%, and 27% respectively. The participation rate is lower for girls compared to that of boys in all regions with the exception of Addis Ababa and Tigray where the participation rate was in favor of girls (MOE, 2007). Presence of excessive workload at home often leads to late arrival in school and consequently, school girls may be forced to miss one or two subjects or a whole school day because of the closed school gates (MOE, 2007).

1.10. Theoretical Framework

A study conducted by UNICEF and MOE (2008) showed that certain types of violence were found to be more prevalent in some settings across regions covered by the study. For example, physical violence (e.g. beating and snatching property) was found to be most prevalent on the way to and from school while corporal punishment was a common practice in schools. Overall, school girls appeared to be safer in schools (except corporal punishment and closing of school gates) compared to on the way to and from school and also at home where the incidence of violence is higher. With respect to the effects of violence and abuse on school girls, Human Rights Watch (2001) reported that violence and abuse on school girls have a profoundly destabilizing effect on the education of girls. Girls who are victims of violence are more likely to perform poorly in school, have problems concentration on their academic work, and lose interest in school altogether, and dropout of school (Human Rights Watch, 2001).

Hence the researcher has further found from the review of various related works of literature that different groups of people perpetrate violence and abuse against school girls in different settings. The most common perpetrators on the way to and from school include non-school boys (e. g., jobless youth), schoolboys, married older men (sugar daddies) looking for young girls, unmarried men looking for suitable partners or to satisfy their sexual desires, civil servants, soldiers, and police officers. Major perpetrators at home are parents, step-parents, older siblings and other close relatives. In schools, violence and abuse against school girls are largely committed by teachers, unit leaders, principals, school guards, schoolboys, and schoolgirls themselves. Girls who experienced violence and abuse tended to be absent from school, have less concentration in class, reduced class participation, unable to complete homework. The combined effects of all these lead to lower academic achievement of girls compared to boys. This, in turn, leads to higher grade repetition rate of girls compared to boys and ultimately girls may drop out of school.

Research Design and Methodology

1.11. Research Design

For this particular study, the researcher would be proved that a descriptive type of research was the most appropriate method because it was a fact-finding study with adequate and accurate interpretation of the data. Particularly, the researcher has designed this research method to be undertaken using a descriptive method since this was used to provide vivid, convincing, reliable and valid data. Hence, the mixed method, which aids to gather, interpret, and analysis using numerical description and comparative overview with qualitative data, was undertaken. It describes what the reality was and what actually existed with current practice and situations. As a result, it has to be used this type of research method to assessed impacts of gender differences in community work.

1.12. Research Methodology

The study adopted the descriptive survey design because the descriptive survey is intended to provide statistical information about aspects of education that interest policymakers and educators. It was appropriate in this study as it aimed at establishing the situation of the school with regard to the impact of domestic gender-based violence on female students' academic achievement in the case of Agemsa and Fincha preparatory schools. This study employed both qualitative and quantitative design.

1.13. The population of the Study

The target population consisted of students, principals, and teachers of Agemsa and Fincha preparatory schools. Hence, in the schools, there are about a total of 1280 preparatory students among which 580 are female preparatory students and the rest 700 are male students. Besides, there are 96 teachers among which 42 are female teachers and the rest 54 of them are male teachers. So, the total target population for this study was 582.

1.14. Sample Size and Sampling Techniques

1.14.1. Sampling Techniques

In systematic random sampling, the researcher first randomly picked the first item or subject from the population. Then, the researcher will select each n^{th} subject from the list. The procedure involved in systematic random sampling is very easy and can be done manually. The results are representative of the population unless certain characteristics of the population are repeated for every n^{th} individual, which is highly unlikely Explorable.com (January 10, 2019). So, the researcher used a systematic random sampling technique which is a type of probability sampling. In addition to this, the researcher employed purposive sampling technique to select principals for key informants' interview because purposive sampling/judgmental sampling technique is a no probability sampling that based on the judgment of the researcher that the selected respondents would have better know-how about the subject under study.

1.14.2. Sample Size

The choosing of sample size depends on non-statistical considerations and statistical considerations. The non-statistical considerations may include the availability of resources, manpower, budget, ethics, and sampling frame. The statistical considerations included the desired precision of the estimate of the study variable Explorable.com (January 10, 2019). So, from the total population of 582 students who attended their education in Agemsa and Fincha preparatory schools, the researcher selected 100 respondents to gather relevant information for this study by using systematic sampling technique and purposive sampling which included 98 female students and 2 principals of the school respectively. Hence, to determine the sample size of the study the researcher used Yamane (1967:886) who provides a simplified formula to calculate sample size as follows:

Where n =sample size, N =population size, e = precision level

So, by applying the above to our target population that is, $N=582$) at a confidence level of 90% and proportion $p=0.1$, the sample size of the study

1.15. Sources of Data

In this study, the researcher used both primary and secondary sources of data.

1.15.1. Primary Sources of Data

Data were collected from respondents by distributing well-designed questionnaires that have both close-ended and open-ended and also through face to face interviews because it's more reliable data that can show the current actual impact of domestic gender-based violence on female student's academic achievement.

1.15.2. Secondary Resources of Data

The secondary sources of data were collected from journals, manuals, internet, and different books, from different organization records including both preparatory schools.

1.16. Data Collection Instruments

The following data collection methods were used in the study.

- Ø In-depth interview and
- Ø Survey

1.16. 1. Questionnaires

In order to gather information about the challenges of rural females' participation in an urban school, the researcher used both open-ended and closed-ended questionnaires so as to collect both qualitative and quantitative data from 98 female students. The researcher used both close-ended and open-ended questionnaires because a close-ended questionnaire helped to collect data on peoples' experiences of a particular initiative and result in quantitative data while open-ended questions helped to elicit rich qualitative information where respondents can give their own responses to a set question.

1.16. 2. Semi-Structured

For the purpose of this study, the researcher employed semi-structured for 1 (one) principal from Agemsa and 1(one) principal from Fincha preparatory school who has been selected by using the available sampling technique.

3.7 Method of Data Analysis

The collected data were coded, sorted and processed using manual compilation and the Descriptive and analytic statistical method was used to illustrate variables used in this study. The processed data were interpreted and presented using simple statistical methods like frequency tables, text, and graphs.

Data Analysis, Presentation, and Interpretation

This chapter focuses on the general characteristics of respondents, analysis, and interpretation of the data collected through questionnaires and semi-structured interview guide questions. The analysis of the data is processed in line with the basic research questions and objectives of the study. Thus, chapter three-four subsections. The first of the chapter deals with the general characteristics of the respondents, the second part talks about socio-demographic characteristics of respondents' family, the third part deals with the major causes of domestic gender-based violence, and the fourth subsection is about the impacts of domestic gender-based violence on academic achievement of female students in AbbayChomman district, Agemsa, and Fincha preparatory schools.

1.17. General Characteristics of the Respondents

Out of 98 questioners distributed, 90 questionnaires were properly filled and returned. The analysis of the data was processed in line with basic research questions and the objective of the study.

1.17. 1. Rate of Distributed Questionnaires

Table 1. Rate of Distributed Questionnaires

Questionnaires	Total	Percentage
Distributed	98	100%
Returned	90	91.8%
Not returned	8	8.2%

Source; own survey, 2011/2019

As indicated in the above table 1, the questionnaire was distributed to all sampled female students in Agemsa and Fincha preparatory Schools. Accordingly, 90(91.8%) were kind enough to fill and return the questionnaire and the rest 8(8.2%) was failed to return the distributed questionnaires due to the reluctant of the respondents to fill and return it back to the researcher. As stated in the course material of Chalchisa (2009, p. 51), the return rate of the questionnaires which is more than 80% could increase its confidence because it exactly reflects the sample, which in turn, reveals the characteristics in the population from which the sample was drawn. Having this, the return rate of 91.8% in the above table implies that the sample is accurate and real representation of the population under study. Hence, based on the properly filled and returned questionnaires from the respondents, the researcher took 90 respondents as the relevant sample size for the study.

1.17.2 . 4.1.2. Characteristics of Respondents by Their Age and Place of Birth

Table 2. Characteristics of Respondents by Their Age and Place of Birth

N ^o	Variable	Category	Frequency	Percentage
1	Age	16 and below	6	6.7%
		17-19	64	71.1%
		20 and above	20	22.2%
		Total	90	100%
2	Place of birth	Rural	49	54.4%
		Urban	42	46.7%
		Total	90	100%

Source: own survey, 2011/2019

As it is clearly shown in the above table 2, 6(6.7%) of the respondents were 16 and below ages, 64(71.1%) of them were in the ranges of 17 to 19 years and while the rest 20(22.2%) of the respondents were between the age category of 20 and above years. This confirms that the majority of the female preparatory students in Agemsa and Fincha Preparatory schools were between the ages categories of 17 to 19 years at which they could not able to deal with the gender-based violence which they have been faced both at outdoor and indoor place including at school.

With respect to the birthplace of the respondents, the depicted data in the above table reveals that 49(54.4%) of

the respondents were from rural areas while a significant number of respondents 42(46.7%) were from urban. From this, we can observe the majority of female students in the schools had a rural origin where most of the gender-based violence would be practiced more than urban areas.

1.17. 3. Socio-Demographic Characteristics of Respondent's Parents

Table 3. Socio-Demographic Profile of Respondents' Parents.

N ^o	Variable	Category	Frequency	Percentage
1	Educational Status	Illiterate	21	23.3%
		Elementary education	14	15.6%
		Certificate	11	12.2%
		Diploma	9	10%
		Degree and above	35	38.9%
2	Marital Status	Total	90	100%
		In Marriage	59	65.6%
		Divorced	13	14.4%
		Windowed	18	20%
3	Family Income Level	Total	90	100%
		High	21	23.3%
		Medium	33	36.7%
		Low	36	40%
		Total	90	100%

Source: own survey, 2011/20019

The above table 3 depicted that 21(23.3%), 14(15.6%), 11(12.2%), 9(10%), and lastly 35(38.9%) of the respondents' family were illiterate, attend elementary education, certificate holders, diploma holders, and degree and above holders respectively. This denotes that the majority of the respondents' family were degree holders which also followed by the significant number of illiterate parents who have a decisive role in the practices of domestic gender-based violence. According to data gained from the respondents through interview, the illiterate parents usually exposed their daughters for excessive domestic work which has a tremendous effect on their academic performance by sharing their study time. In addition to these, the interviewer also confirmed that educated parents would have given more care for their children and their education. They will know how the domestic work burden and other similar gender-based violence on their daughter would affect their educational performance.

Regarding the parents' marital status, the above table 3 illustrates that 59(65.6%) of parents were in marriage. And 13(14.4%) and 18(20%) of the respondents were divorced and widowed respectively. This indicates that the majority of the parents were in marriage. As of the data received from the interviewees, parents who are currently in marriage are more likely better to care and protect their daughters than those who are divorced and widowed. This is because in marriage parents could share their daughters' problems and would care for them so that they could perform better in their academic performance. However, the interviews had also confirmed that children with divorced or widowed families were easily exposed to different kinds of gender-based issues like domestic work burden, labor exploitation, rape, and sexual harassment which would have an impact on their educational performance.

Coming to the parents' income level, the above table 3 revealed that 21(23.3%) and 33(36.7%) of the parents had high and medium-incomes respectively while the majority of the respondents which consists of 36(40%) had low income. From this, we can observe that the majority of female students came from low-income family which is one of the driving factors for female student's gender-based violence. This is supported by the data obtained through interviews. The interviewees agreed that female students who are from poor parents could easily be deceived by another person to get a benefit to afford their education which exposes them to gender-based violence like rape and sexual assault.

4.2 Major Findings of the Study

This subsection of the chapter deals with the main findings of the study. This subsection includes two parts. These are the major causes of domestic gender-based violence on female students and the second part is about the impacts of domestic gender-based violence on the academic achievement of female preparatory students. Accordingly, the data obtained from respondents are analyzed, presented and interpreted in the following subsequent tables:

4.2.1. The Major Causes of Domestic Gender-Based Violence on Female Students' Academic Achievements

Table 4. Major Causes of Femal Students Gender-Based Violence.

N ^o	Item	SA	A	NA/NDA	DA	SDA
		F (%)	F (%)	F (%)	F (%)	F (%)
1	Femal Students Domestic Work burden	90(100%)				
2	Lack of Knowledge by the Parents	87(96.7%)		3(3.3%)		
3	Girls' Desire to Get special Assistance from their teacher	23(25.6%)	48(53.3%)	7(7.8%)	12(13.3%)	
4	Low Income of Family	90(100%)				
5	The Perception that Girls 'Deserve' Punishment for Perceived Faults	81(90%)	9(10%)			
6	Girls Lack of Self-Confidence And Self-Esteem	84(93.3%)	5(5.6%)	1(1.1%)		

Source: Own Survey, 2011/2019

As we observe from the above table 4 , the respondents were asked to respond to the major causes of domestic gender-based violence against female students. Accordingly, the response of the respondents were interpreted qualitatively. Here Item 1 of the above table showed that all 90(100%) of the respondents were strongly agreed with female students domestic work burden as one of the primary causes of female students domestic gender based violence which actually affects their educational performance. This study is supported with the research conducted by Tadesse in 2004 on school-related gender based violences with references to Gondar in Northern Ethiopia and Butajira which revealed domestic violence is a common problem with serious consequences for women's health which gradually leads to the drop out from school and reduction of their academic result.

On the other hands, as Item 2 of table 4 illustrates, 87(96.7%) of the respondents were reflected as they are strongly agreed that lack of the knowledge by parents has a great contribution in causing domestic gender based violence. In similar ways, this study is supported by the data gained through interview which reflects that parents lack of knowledge and awareness about the issues and their being illiterate in general has a pervasive role in exposing the female students for gender based violences. Besides to this, 3(3.3%) of the respondents were neither disagree nor agree. They were preferred to be kept silence than sharing their idea regarding to the issues.

With respect to Item 3 of table 4 above, the majority of the respondents which consists of 48(53.3%) of them agreed which is followed by 23(25.6%) who were strongly agreed, 12(13.3%) of them were dis agreed while the small number which occupies 7(7.8%) of them were neither agreed nor dis agreed and they preferred to be silent regarding to girls' desire to get special assistance from their teacher as one of the basic causes of gender based violences. Similarly, the interview and focus group discussion (FGD)'s results confirmed that female students attempt to get special support from their teacher would have always exposed them for gender based violence like rape and sexual harassment. The interviewer indicated that the teachers are deceived the students by giving them a kind of favour regarding to her educational result and most probably by giving them a kind of money seeking her for sexual intercourse. Apart from these, under Item 4 of the above table showed as 90(100%) of the respondents argued that low income of the parents are also the other causes of gender based violence. This idea was also supported by the results gained from semi-structured interview which revealed that about female students poverty as one of the causes for gender based violence. They argued that female students who are from low income family couldn't able to afford school fees including properties required for their education. During such moment, they look for any solution to over come their problem which is usually doing a sexual intercourse with their teachers so that the teachers leave of collecting the money from them or to get any other additional benefits which may

subject them to gender based abuse.

With regard to item 5 of Table 4 above, 81(90%) and 9(10%) of the respondents strongly agreed and agreed respectively regarding to the perception that girls ‘deserve’ Punishment for Perceived Faults. As of the results of the interview made, parents were strongly believed that girls has to be punished more than their counter part boy when they made any kind of fault inside and outside home. According to their view, girls who do not punished well up on her fault may result them to be grown as unethical women which gradually exposed them to be disrespected by others specially when they get married.

Lastly, item 6 of the above table indicated that 84(93.3%) and 5(5.6%) of the respondents were strongly agreed and agreed respectively while 1(1.1%) of them were not decided about the issue and interested to be kept silent regarding to girls lack of self confidence and self esteem as one of the basic causes for gender based violence. This was similar with the results gaide from interviews regarding to the relationship between self-esteem and self-confidence with gender based violence. As of their views, women with low self confidence and low self esteem were feel that they cannot do any thing better than a situation in which they aare surviving which may gradually leads them less likely to challenge than the girls who has high self esteem and self confidence and stand up for themselves.

1.17.4. 4.2.2. The Impacts of Domestic Gender-Based Violence on Female Students' Academic Achievement

Table 5. Impacts of Domestic GBV on Female Students' Academic Achievement

N ^o	Item	SA F (%)	A F(%)	NA/NDA F(%)	DA F (%)	SDA F (%)
1	Poor concentration in the class	56(62.2%)	32(35.6%)	2(2.2%)		
2	Inability to complete homework	74(82.2%)	16(17.8%)			
3	Feel of lioness	46(51.1%)	23(25.6%)		21(23.3%)	
4	Poor performance in the class work, on the test/examination	90(100%)				

Source: own survey, 2011/2019

As item 1 in the above table 5 shows, 56(62.2%) and 32(35.6%) of the respondents were revealed as they strongly agreed and agreed respectively that female students poor concentration in the class is one of the consequences of the domestic gender-based violence against female students while 2(2.2%) of them were not decided about considering female students’ poor concentration in the class as one of the sign of gender based violence against female students. Although the study conducted by Alexander, et al. (2011) School-Related Gender-Based Violence (SRGBV) is not necessarily conclusive, the finding of the study revealed as gender based violence leads the female students not to participation and less concentrate on their education which is similar with the results gained from those respondents who strongly agreed and agreed as it is indicated in the above table.

In relation to item 2 of the above table 5, 74(82.2%) and 16(17.8%) of the respondents were strongly agreed and agreed respectively about female students inability to complete homework as one of the primary and basic consequences of their exposure to gender based violence. is the impact of domestic gender-based violence against female students. This implies that inability to complete homework is the impact of domestic gender-based violence against female students. The data gained in interview also confirmed as female students who are a victims of gender based violonce could not perform their homework well compared to their boy friend and their female students who are not a victim of this issue because of their psychological problem that they faced due to the violence. According to the interviewee, the victms shows un wanted behavior and become hatred towards other, and deserved dis respect from the others which made them to have low interest for their education and this is why they are reluctant in doing their homework.

Item 3 of Table 5 above,) the majority of the respondents 46(51.1%) of them strongly agreed followed by 23(25.6%) of the respondents who agreed that being loneliness is one of the results of the impacts of gender based violence against female students. In addition to this, the interview’s result was also showed as the Psychological wounds often the female students who have exposed to gender based violence hinder the establishment of healthy and rewarding relationships of the students with their surrounding and totally distract in a very long run. Victims of gender violence may expressed their frustrations on their nerby boy students, and thereby transmitting and intensifying the negative experiences of those around them to their teachers, female

friends, family and community in general. Due to this reality, they easily become and feel as they are in the world of loneliness.

Item 4 of table 5 above indicates that all of the respondents which consists 90(100%) of them responded as they strongly agreed regarding to the poor performance of the female students in the class homework and in the test and examination in general. This was indeed supported by the research conducted by MOE and MOW(2008) which confirmed as poor performance of female students in the classwork and test or examination is the impact of domestic gender-based violence against female students.

5. Conclusions, And Recommendation

5.1 Conclusions

The findings of the study indicated that there are various problems that female students encounter in the school due to gender-based violence they encounter both indoor and outdoor activities including at school. The interview made with female student's parents has revealed as they were diploma holders which also followed by a significant number of illiterate parents and this would have a direct effect on domestic gender-based violence of female students. Besides this, the finding of the study has also shown that there were excessive workloads for the girls at home and the practices of closing the school gates on latecomers were the causes of domestic gender-based violence on female preparatory students. Generally, from this finding we can conclude that there has been a direct relationship between gender-based violence and its impacts on female students' academic performance. Lack of knowledge by the parents on the impacts of gender-based violence and on how to address the issues was one of the most cause of the problem against female students which gradually affects their educational performances.

5.2 Recommendations

Based on the main findings of the study, the researcher forwarded the following suggestions:

- ✓ Most of the respondents' families were illiterate. This illiteracy of parents has a greater impact on female students' participation in education. So, the concerned bodies should take their assignment to create awareness about the issues to the rural parent who is mostly illiterate.
- ✓ Teachers should strength their collaboration with the students' parents and urge them not to burden the students with various indoor and outdoor activities.
- ✓ The teachers should re-assess their classroom instructional practice because there is a need for them to shift from instructional practice that will give the students equal opportunities to excel in instructional activities.
- ✓ The government should put gender-based violence and its deliberate impact on female students' academic performance into consideration while developing new policies, programs, and educational curriculum.
- ✓ Developing a contemporary committee in the school who are responsible to supervise the problems of female students in and outside of the school and thereby take strict measure to address the issues.

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