

Gender Based Violence Factor on Female Students' Academic Performance: The Case of Gesuba Primary School, Gesuba Town Administrative, Wolaita, Ethiopia

Tamirat Dela Wotango^{1,*}, Aynalem Wana Walka², Muluken Ayele Tadesse³

¹Civics and Ethical Studies, College of Social Science and Humanities, Wolaita Sodo University, Wolaita Sodo, Ethiopia

²Wolaita Language and Literature, College of Social Science and Humanities, Wolaita Sodo University, Wolaita Sodo, Ethiopia

³Civics and Ethical Studies, College of Social Science and Humanities, Mizan Tepi University, Mizan-Aman, Ethiopia

Email address:

tamiratdela@gmail.com (T. D. Wotango), aynalemwana@gmail.com (A. W. Walka), mulukenayel@gmail.com (M. A. Tadesse)

*Corresponding author

To cite this article:

Tamirat Dela Wotango, Aynalem Wana Walka, Muluken Ayele Tadesse. Gender Based Violence Factor on Female Students' Academic Performance: The Case of Gesuba Primary School, Gesuba Town Administrative, Wolaita, Ethiopia. *International Journal of Education, Culture and Society*. Vol. 6, No. 6, 2021, pp. 217-226. doi: 10.11648/j.ijecs.20210606.14

Received: November 12, 2021; **Accepted:** December 3, 2021; **Published:** December 10, 2021

Abstract: Gender-based violence is a form of violence directed at individuals or groups of people sexually that leads to or may result in physical, sexual or psychological harm or suffering of women, including threats of such acts, coercion or inhumanity, deprivation of a legal obligation, whether in public or in private. The main purpose of the study is gender-based violence in the performance of female students at Gesuba Primary School, administrative town of Gesuba, Wolaita area. The research was conducted using both a high-quality and quantitative research method. Although, 39 respondents in the study were selected using probability sampling techniques. Also, the questionnaire was used as a tool for data collection tools. The results of these findings revealed that there was low gender-based violence against female students who did not keep time, had unhealthy relationships with students, added to alcohol, failure to be accountable and committed, absenteeism that focused on personal gain rather than public service, as well as the miner's minimalist style of dress. Although, the lack of good gender equality affected the quality of education, the health relationship between the school community and the acceptance (respect) of students in the community. However, gender-based violence against female students in academic achievement can be reduced if the family puts their children first and an adequate budget allocated to the government to promote gender inequality in school and community and if there is a gender-based education in school from elementary class to high school. And the government should focus on promoting female students in school as it does in the community. In general, mentioning this study benefits the school community and provides information to those who would like to do further studies on issues related to the professional writing code of that inequality and these organizations represent equality for women.

Keywords: Gender-based Violence, Female Student, Academic Performance

1. Introduction

1.1. Background of the Study

The world report on violence and health defines violence as intentional use of force or power, threat of yourself, another person, or against a group or community which may result in or have a higher risk of injury, death, mental injury or deprivation. One type of violence is violence against women, also called gender-based violence (GBV). Gender-based violence is defined

as the type of violence that is directed at individuals or groups of people sexually that leads to or may result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion, or unlawful deprivation of responsibility, whether in public or in private [24].

The history of women's education began with heated debates over women's right to education and the war has been won. Women today enjoy a legally recognized right to education and there are few direct and effective guarantees to ensure that women's access is protected. Evidence of global gender equality,

in the education system, is ridiculous that equal access to education has been achieved in a number of countries [23].

In all parts of the world, the illiteracy rate is higher for women than for men, almost double that in Asia. There are also places; women lag behind men in high school and college enrollment [20]. Studies have shown that women in developing countries face a number of challenges in accessing education at all levels, and in completing their studies successfully. The study identified some of the issues such as economic (such as poverty at the family and national level), cultural segregation of workers, early marriage, employment, girls' choice and religion [19].

Access to quality education and a safe school environment is a fundamental right of every child, and is essential for the development of economic well-being and security. In addition, poverty reduction is a factor in promoting quality education and increasing literacy rates in the community. The goals for universal education and the Millennium Development Goals (MDGs) were jeopardized by violence in the educational environment. Violence in many schools in the African region, in African, private and public institutions, is unsafe and unsafe for children and adults who are still in school [8].

Studies conducted in sub-Saharan Africa have shown a number of shocking results regarding the problem of gender-based violence; from 20% upwards 71% (Ethiopia) reported a lifelong frequency of sexual violence and / or violence. In sub-Saharan Africa one of the most persistent forms of educational inequality is that which is seen between men and women. This inequality has been demonstrated in low levels of earning and dropping out of high school and recurrence is related to girls. It has also emerged in a variety of curriculum choices offered by men and women at higher and higher levels, in particular, with lower enrollment or women's numbers in scientific and technical completion [22].

Also, there was a causal link between school violence and drop-out rates and various forms of school-based violence, the negative impact of sexual harassment on re-education of girls and the increase in drop-out rates [14]. The rights of education and the protection of children are still considered to be a challenge to the governments of many African countries. Violence and bullying in schools is dangerous for boys and girls physical and mental improvement still needs to be put into action to investigate the magnitude and spread of the problem: as the cause of the various forms of violence must be clearly defined for policymakers to take promising actions.

The prevalence of violence in girls 'and boys' high schools is high and the consequences were complex, and alarming [3]. This problem is often hidden and not reported by the victims. Also, schoolteachers and administrators in many lands were unaware of the extent and effects of the problem and its impact on student health and education standards.

In addition, many schools do not have a clear plan to prevent and control acts of violence in and out of school. Patterns and types of violence between peers and between teachers and students range from respiratory, violent, sexual assault, to rape and murder. The causes and effects of such practices may be related to many things, some blaming the

media, especially films and video games [26]. It further states that the functioning of the African civil society is characterized by violence, discord, conflict, and the recent instability and civil war [4].

In addition, social norms can foster gender discrimination, where men may have some sort of power over women. Although women are often subjected to abuse that often allows women to abuse them therefore, they act like lowly people doing nothing. In addition, the socio-economic and social base of our African society still recognizes gender-based discrimination and gender-based discrimination in one of the most common forms of gender-based discrimination in the social order was that men should remain. the ruling elites and women must embrace and promote these principles [6].

In Ethiopia like any other developing country, published information about gender-based violence is scarce. In countries like Ethiopia there are linked issues of the HIV / AIDS epidemic and poverty, women and girls being found to be at greater risk. Violence-based gender was an additional burden and even a backbone in efforts to promote women's health, gender equality, and the uplift of the Ethiopian government and its international and international partners in which it was committed to achieving prosperity. MDGs. As a development tool and a goal in itself to reduce illiteracy and poverty, increasing women's education at all levels has been an emphasis on the Ethiopian government in response to international obligations [6].

According to the reference [15], major factors contribute to the reduction of female enrollment and participation in education religious beliefs, lack of resources and lack of access to resources.

1.2. Statement of Problem

Addressing inequalities between men and women was important in preventing gender-based violence and this process should focus on schools. The lives of girls and boys (women and men), will have a solution closer, working with girls and boys sometimes together and sometimes separately. So that really is, it should be re-examined in the formation of gender roles and relationships [2].

Still among African countries, the recognition of magnitude and the effects of the problem are limited and to date sets the standards for prevention and treatment. Most studies have reached African countries and quoted data on the prevalence of gender-based violence, but a few studies have focused on school-based violence and the consequences of girls' education [1].

More studies were needed to document the insecure, hostile school environment for girls and to analyze their impact on girls' education and health. Other gaps in previous studies include a lack of research into the cause and effect of gender-based violence on female students' academic performance. Concerning boys at school, including discrimination against homosexuals as the source of the violence, there have been a number of studies looking at gender equality issues, limited economic opportunities, and environmental variability in their analysis of girls' education [16].

Previous research, such as job prospects, a business case and a human rights case may have led to sexual violence everywhere and any other situation and attempted to place less emphasis on school arrangements. This study will close these gaps by perpetuating gender-based violence in school and its causes and effects on female students' academic performance, achievement and achievement and strategies, which can solve the problem effectively and effectively. Thus, the researcher will investigate the escalation of gender-based violence at Gesuba Primary School.

1.3. Objective of the Study

1.3.1. General Objective

The general objective of this study was exploring gender based violence on female students' academic performance at Gesuba primary school, Gesuba Town Administrative, Wolaita, Ethiopia.

1.3.2. Specific Objective

- 1) To assess the violence on female students academic performance.
- 2) To find out the type of gender based violence and the participants of the violence.
- 3) To analyze the effect of gender based violence on female student's academic performance.

1.4. Research Question

- 1) What are the violence on female students academic performance?
- 2) Which type of gender based violence appears in the study school?
- 3) How gender based violence affects female students academic performance?

1.5. Significance of the Study

The research result would bring further research activities by interested academicians in the area of gender based violence on female student in academic performance of Gesuba primary school. This research may help concerned government offices to minimize factors affecting gender based violence in academic performance at Gesuba primary school.

1.6. Scope of the Study

The scope of this study would be delimited to assess the Impact of gender based violence among female students academic performance in Gesuba primary School in Ofa Woreda, Wolaita, Ethiopia.

2. Literature Review

2.1. Concepts and Definition of Gender

Gender is away for society to divide people in to two categories "men and women according to the socially created division, men and women have different identities and social roles in other words, men and women are expected to think

and act in different ways. Since in almost all societies men's role is valued more than are women gender also serves as social status. Gender concerns the psychology, social and cultural different between males and females, while sex refers to the physical difference of the body. Gender is not equivalence with sex the distinction between male and females are not biological in origin. Men and women are not only different but also unequal in terms of power, prestige and wealth [10-14].

2.2. Theories of Gender

2.2.1. Liberal Feminism

The central features of liberal feminism is women are assertion of their equality with men and their demand for access to those roles and position of public life traditionally regarded as the province of male. Liberal feminism in education has been primarily apolitical /legislative battle against the rules of exclusion. Through such strategies women and girls have gained access to public life, which nevertheless tends to remain male [19].

Access in the first place, means the right to attend an educational institution Rules of exclusion operate through legislation, through institutional structure and practice, through finding practical and so on. Struggles to remove rules of exclusion have taken place at every level of education removal of rules of exclusion has thus consumed and continues to consume, most of the energy of those who are actively trying to bring about gender equality. Women and girls have faced a long history of resistance as have sought and continue to seek, entrance to the "male world" The gains have often been made on the understanding that the gender order will not change as a result of the concessions. Because the discursive practice through which gender order and in particular male/female dualism, is constructed and maintained remain intact each battle for access has had to be fought fresh [19].

2.2.2. Radical Feminism

In radical feminism, the men symbolic order to which women gained access through liberal feminism strategies, is seen as constitutive of women's operation and not something in which women can or should function in the way men do maleness is questioned and female way of being are extolled. In terms of social structure, single sex class has been one the most prominent of radical feminist strategies. Removing women and girls from an oppressive male presence a3 giving them the space in which they can come to value themselves, in their own way, has been an ideal informing such separatist strategies. Single sex schools, in contrast, are not necessarily seen as compatible with these ideal and may well create class divisions, such that middle class girls can establish themselves as superior to working class ones. Further, single sex schools have not decreased the sexism of boys, rather the reverse [19].

2.2.3. Socialist Feminism

The material force of capitalist structure along with material and psycho force of patriarchal structure are first

introduced to feminist though the socialist feminist analysis drawing on Marxist and psychoanalyst theory, the previously invisible ways in which individual consciousness and social practice are shaped by the structures in which they find themselves can be located. A second central contribution of socialist feminist theory has been recognition of the tendency of feminism to be owned", and propagated by white middle class women to the exclusion of their class and cultures [19].

2.2.4. Feminist Post Cultural

Feminist post centralist and practice in relation to schooling is relatively new. However, it has had a profound effect on feminist theorizing. In order to explore the material of social structure further, and the effects of these on the individual psyche, feminist post cultural writers have turned their attention to discourse and have begun to take place in the subject matter though in schools and are being picked up and develop in this process. The recognition of hegemonic disciplines as essentially masculinity constriction is being further revealed through an analysis of the narrative structure, which informs the science, the humanity and the art. The manner in which teaching is done also is shifting in light of feminist post cultural theory, through the inevitable questioning of the auto reactive voice of both male and female authors and teachers who make claims to universal truth. Students, authors, and teachers were developing skills with which to recognize the constitutive force of spoken and written text and learn strategies of resistance to being constituted in unitary and oppressive ways [19].

2.3. Gender Based Violence (GBV)

Gender based violence is the violence directed against a person on the basis of gender. It constitutes a breach of the fundamental right to life, security, and dignity, equality between men and women, non-discrimination and physical and mental integrity [12-17].

It involves the abuse by one person against another in an intimate relationship gender based violence takes many forms including physical aggression or assault (hitting, kicking, biting shoving, slapping) or threats of, sexual abuse, controlling or dominating, intimidation, stalking, passive (abuse) example neglect and economic [14].

2.4. Types of Violent Action Against Women

According to the revised criminal code of Ethiopia, there are ample of violent action directed to specific groups, women that are criminalized by criminal code of Ethiopia article 620/1995 of the criminal code of Ethiopia criminal the violent action directed to women including early marriage, rape, abduction [9].

According to [17], the gender in Ethiopia such that women are responsible for performing the greatest amount of labor in the home, for example, they fetch water from spring far away from home about 20 liters at a time in jerry cans, sometimes two or three times per day [17].

On the other hands, [17] again coined out that women are responsible for collecting fire wood for cooking many are

prevented from enrolling in schools because the family is usually unable to pay for their uniforms and for their basic fees and school materials: in traditional and contemporary Ethiopia there has been a wide gap between men and women access to education, female enrollment has always been very low [17].

2.5. Gender Relation and Gender Violence in School

International efforts to increase participation in schools, especially for girls, and to improve the quality of the school experience have tended to assume that the institution of the school universally being or at least neutral. Recent research however, shows this not be the case. A number of studies have investigated not only formal aspect of school which have impacted on access and participation, for example, the curriculum, examinations and teaching quality, but also and more significantly, the informal school environment and the part that this plays in perpetuating gender differentiation in education. Understanding dynamic and complex school context will have a direct bearing on the extent to which the incidence of gender violence can be reduced through appropriate intervention strategies [20-27].

2.6. Causes of Gender Based Violence Against Women

Tamirat argued that in study that it is difficult to accept that violence against women can be attributed narrowly to culture. We believe it is largely a result of illiteracy, ignorance, lack of role models, but culture alone is not a reasonable explanation of the problem [21].

Early partner hood is risk factors; women who had children by age 21 were twice as likely to be victims of intimate partner violence as women who were not mothers at the age. Men who are bad fathered children by age 21 were not fathers at that age [16]. Severe poverty and its associated stressors increase the risk for intimate partner violence. The lower the household income, the higher will be the reported intimate partner violence rates. Moreover, researches indicate that education in benefits from Aid to families with Dependent children (AFDC) were associated with an increase in intimate partner homesickness [11].

Intimate partner violence can be linked to unemployment. one study found that intimate partner violence impairs a women capacity to find employment. Women who have experienced serious abuse face over whelming mental and emotional distress almost half of the women reporting serious domestic violence also met the criteria for major depression: 24 percent suffer from posttraumatic stress, disordered, and 31 percent from anxiety [12-27].

2.7. Consequences of Gender Based Violence Against Women

One in five women killed or severely injured by an intimate partner had no warning the total or life threatening incidents was the first physical violence they had experienced from their partner. A women's attempt to leave an abuser was participating factors in 45 percent to the murders of by their partners [7].

Violence has a significant impact on the health long term, continuing even after the relationship has ended. The Psychological consequences of violence can be as serious as the physical effects. Exposure to violence leads to proper physical health over all compared with women who have not experienced violence and it increases the risk of women developing a range health problem [27].

Some of the immediate health impacts may include:-gastro intestinal disorders associated with stress, headaches, back pain, fainting seizures and psychological problems, like anxiety depression, eating disorders, posttraumatic stress disorder, sleep disturbances, alcohol and substance misuses, smoking throughout pregnancy, homelessness, suicide [27].

The effects of violence on women widely, it depends on this nature of the particular incident, the women's relationship with her abuser, and the context in which it took place. Gender –based violence typically has physical, psychological, and social effects. For the survivors, these are interconnected. Gender –based violence has been linked to many serious health problems, both immediate and long-term physical consequences such as injury, disability, chronic health problems (irritable bowel syndrome, gastrointestinal disorder, various chronic pain syndromes, hypertension, sexual and reproductive health problems (contracting sexually transmitted diseases, spread of HIV/AIDS, high –risk pregnancies), death and direct or indirect psychological health problems such as anxiety, fear, mistrust of others, inability to concentrate, loneliness post –traumatic stress disorder, depression, suicide, psychosomatic illness, withdrawal, alcohol or drug use.

Economic and social impact:

- 1) Rejection, ostracism and social stigma at community level:
- 2) Reduced ability to participate in social and economic activities.
- 3) Acute fear of fear violence, which extends beyond the individual survivors to other members in community.
- 4) Damage to women confidence resulting in fear of venturing into public spaces (this can often curtail women's education, which in turn can limit their income-generating opportunities); Increased vulnerability to other type of gender –based violence.
- 5) Job loss due to absenteeism as a result of violence:
- 6) Negative impact on women's income generating power.

The impact on family:

- 1) Divorce or broken families:
- 2) Jeopardized family's economic and emotional development;
- 3) Babies born with health disorders as a result of violence experienced by the mother during pregnancy like hood of violence against children growth up in households where there is domestic violence.
- 4) Collateral effects on children who witness violence at home (emotional and behavioral disturbances, e.g. withdrawal, low self-esteem, nightmares, self-blame, aggression against peers family members, and property: increased of grow thing up to be either a perpetrators or victim of violence.

- 5) Compromises ability of survivor to care for her children (e.g. children malnutrition and neglect due to constraining effect of violence on women's livelihood straggles and their bargaining position in marriage).
- 6) Ambivalent or negative attitudes of a rape survivor towards the result in child.

The impact of violence on the participants:

- 1) Sanctioning by community, facing arrest and imprisonment.
- 2) Legal restrictions on seeing their families divorce or the breakup of the families.
- 3) Feeling of alienation from the families.
- 4) Minimizing the significance of violence for which they are responsible deflecting the responsibility for violence on to their partner and failure to associate it the relationship.
- 5) Increased tension in the home.

The impact of violence on society:

- 1) Burden on health and judicial system.
- 2) Hindrance to economic stability and growth through women's lost productivity.
- 3) Hindrance to women's participation in the development processes and lessening of their contribution to social and economic development.
- 4) Constrained ability of women to respond to rapid social, political or economic change.

2.8. Challenges of Addressing Violence Against Women

As Taye stressed here, there are many challenges that fact when addressing violence against women in Ethiopia consists of insufficient support to the women's affairs desk by zonal officials, lack structures at Woreda level, lack of awareness of society, lack of man power working in the field, lack of full measurement to implement the possible the measurements and lack of a awareness among female employees in regard to their rights are the major challenges from his point of view [22].

3. Research Design and Methodology

3.1. Description of the Study Area

The study was conducted in Gesuba Town Administrative, Wolaita area of the Southern, Nations and People's Region. Gesuba Town Administrative is located in the Wolaita area between latitude 6.4-7.1N and line length 37.4-38.2E. Determined on the full side by Ofa Woreda, the Wolaita area. Gesuba Town Administrative is one of the newly established government buildings under the Wolaita area consisting of 16 Woreda and 6 city officials. The Wolaita area is a distance from Addis Ababa in Hadya Hossana to the Ark 329 km and opposite Addis Ababa on the Shashimane road to Wolaita Sodo 390 km and 164 km south of the main Hawassa -the city of Mother Nation, Nationalities and People Regional [25]. Gesuba Primary School was located at Gesuba Town Administrative. At this elementary school 530 students received an education. Of these total students are 270 female

students and 360 students are male according to school details.

3.2. Research Design

The study was conducted using a high-quality and quantitative research method. Although, the researcher used a research-based research design. The design of the different categories helps the researcher to look at multiple methods of collection and analysis by taking the opposite category of events at the same time. This meant that data was collected from sample people over a period of time. In this study both qualitative and quantitative data were collected using different category structures.

3.3. Data Source and Data Types

In this study, data were collected from primary and secondary sources. The main source of data was collected directly from respondents, through in-depth interviews and self-directed questionnaires for female primary school students and the second source of data was collected from the discovery of research activities conducted on the same topic as government records especially school records and various resources such as books, documents. To date, the effectiveness of education and the efforts made to address this issue have come from second sources.

3.4. Method of Data Collection

3.4.1. Questionnaire

The questionnaire was one of the data collection methods used to gather personal information aimed primarily at female students. We distributed a self-administered questionnaire of 50 female students and analyzed their responses appropriately.

3.4.2. In-depth Interview

In-depth discussion was also another method of data collection that I used to evaluate relevant data from senior teachers such as female students in the study area, female subject teachers, Civics and Ethical Education teacher in the study area and the principal of that study school.

3.5. Sample Size and Sampling Techniques

In order to select a sample from the study population, the study used opportunity sampling methods, especially random samples for this study and as the only female students of Gesuba Primary School. Students are classified according to grade or level. An equal sample was taken at each level or distance with simple random sampling techniques. A total of 530 of the 270 people were female students. Of the 270 female students 30 female students were taken as a sample. from grade 5, 6 female students, from grade 6, 8 female students, from 7th grade, 6 female students and from grade 8, 10 female learners over the age of 15 or 15 complete, respectively. In addition, out of 9 teachers three female teachers and one principal were taken as a sample for a in-depth interview.

3.6. Data Analysis Techniques

For this study both quantitative and qualitative data triangulations and interpretation method was employed to wind up the research work in precise manner.

4. Data Analysis and Interpretation

This chapter discusses the interpretation and analysis of data collected from research studies. This study is about learning about gender-based violence against female students in educational performance at Gesuba Primary School in Gesuba Town Administrative. Understanding this influences the researcher collecting data from the target groups and the data was collected through a questionnaire and an interview in the research topic. After the data has been collected it is analyzed in the following ways.

4.1. Social-demographic Statuses of the Respondents

Table 1. Age distribution of respondents.

Age	Frequency	Percentage
15-16	12	44%
17-18	15	36%
19 and Above	3	20%
Total	30	100%

Source: Own survey conducted in 2021.

As shown in Table 1, with respect to the age interval, from 18-19 years of age respondents make up the highest percentage and share from a total of 36% and this interval account for about 15 respondents. And the second half of the respondents lied between 16-17 and 20 and more of the group respondents, their 33% and 31 percent of the total respondents respectively.

Table 2. Educational level of the respondents.

Education Level	Frequency	Percentage
5	10	33%
6	8	27%
7	7	23%
9	5	17%
Total	30	100%

Source: Own survey conducted in 2021.

As mentioned in the information in Table 2 above, female Grade 5 learners were the first respondents in this study with 33% followed by Grade 6 students with 27%, Grade 7s and Grade 8 with 23% and 17% respectively.

Table 3. Religious distribution of respondents.

Religion	Frequency	Percentage
Muslim	5	15%
Orthodox	13	45%
Protestant	7	25%
Catholic	5	15%
Total	30	100%

Source: Own survey conducted in 2021.

According to Table 3, the majority of respondents (45%) were Orthodox, followed by Protestants, meaning 7 (25). Similarly, 5 (15%) and 5 (15%) were Muslim and Catholic followers respectively.

Table 4. Distribution of marital status of the respondents.

Marital status	Frequency	Percentage (%)
Married	5	10%
Engage in	5	10%
Single	2	80%
Total	3	100%

Source: Own survey conducted in 2021.

As Table 4 shows that the majority of 20 respondents (80%) were single and similarly married and participated in respondents contained 10% respectively.

Table 5. Current living status of the respondents.

Current living status	Frequency	Percentage
Family	17	70%
Relative	8	18%
Friend	5	12%
Total	30	100%

Source: Own survey conducted in 2021.

According to Table 4 above, the majority of respondents (70%) currently live with family and 8 (18%) live with relatives and 5 (12%) with their partner, respectively.

4.2. Questions and Response of the Respondents

Table 6. A respondents who faced sexual violence in their lives.

	Response	Frequency	Percentage
Have you faced gender based violence?	Yes	20	60%
	No	10	40%
	Total	30	100%

Source: Own survey conducted in 2021.

As Table 6 above indicates 20 respondents (60%) have experienced gender-based violence in their live activities and 10 (40%) respondents did not experience gender-based violence according to data collected from the study respondents.

Table 7. Type of violence faced the respondents.

	Response	Frequency	Percentage
Which type of violence you faced?	Sexual abuse	6	25%
	Work load/	14	35%
	Abduction	2	10%
	Cultural influence such like norms of the society	8	30
	Total	30	100%

Source: Own survey conducted in 2021.

As the information in Table 7 above shows, workload / workforce is a 35% prevalent violence against female students in their homes followed by cultural influence

(30%), sexual harassment (25%) and abduction (10%).

Table 8. Influence of the violence in educational level.

	Responses	Frequency	Percentage
Does the above violence influence educational activities?	Yes	30	100%
	No	0	0
	Total	30	100%

Source: Own survey conducted in 2021.

As shown in Table 8 above, all study participants asserted that educational activities are influenced by gender-based violence of any kind.

Table 9. Consequence of gender based violence on female students.

Consequence	Frequency	Percentage
Less study time	15	40%
Low grade	10	365
Dropout from Education	5	24%
Total	30	100

Source: Own survey conducted in 2021.

As a result of gender-based violence, 15 students (40%) were forced to reduce their study time, 10 (36%) received lower marks and 5 (24%) dropped out of their education (Table 9).

Table 10. Academic difference between male and female.

	Response	Frequency	Percentage
Is there academic performance difference between female and male in your school?	Yes	30	30
	No	-	-
	Total	30	100%

Source: Own survey conducted in 2021.

From table 10 above, all respondents with a 100% response were shown as there were differences between male and female students in academic performance in the study area.

Table 11. Reason for the difference between male and female students academic performance.

Item	Response	No	Percentage
What was the reason for the difference between male and female student performance	Lower attitudes for parents to female students	9	30%
	Media influences	5	20%
	Low self-confidence of female students	8	25%
	Less study time of females students	8	25%
	Total	30	100

Source: Own survey conducted in 2021.

According to the results shown in Table 11 above, 30% due to low parental attitudes towards female students is the main reason for the difference between men and women in academic performance, when also the confidence of female students and the minimum learning time. female students are followed 25% respectively. The influence of the media has also been seen as one of the reasons for the differences in the

performance of education from the perspective of respondents. Therefore, a major obstacle can be concluded that the lack of self-esteem of female students is a major factor in the difference in the amount of education in school between female students and male students.

4.3. Interview for School Principal and Female Teachers

The researcher also interviewed officials and teachers at Gesuba Primary School using random samples. As data obtained from 5 teachers on gender-based violence against female students was the most significant and significant impact on the academic performance of female students. As they said most female students lack self-confidence; this lack of self-esteem is the reason for the decline in student family attitudes in the lower class and this perception has grown with female students. For this reason when they come to high school they come out relying on others. Ultimately the whole process brings educational differences between male and female students. As teachers conclude, gender-based violence against female students in academic achievement can be reduced if the family puts their children first and adequate budget is allocated by government to promote gender inequality in school and community and if there is gender-based behavior. a school subject from elementary to high school institutions.

4.4. Interview for Female Students

As a result of the responses received by female students of Gesuba Primary School there have been discussions about female students every Friday but now the middle is no longer meeting at all. Sometimes a women's club has a meeting but no one participates in it. As some students have pointed out the segregation of responsibilities at home, the shorter study time of female students, the lower attitudes of parents toward education are the main reason for the difference in the importance of education between women and men. The student family should therefore be aware of gender-based violence affecting women in their studies, and the government should continue to prioritize female students in education as it begins. Therefore, like the data obtained from various fields, the researchers concluded that gender-based violence was a major factor in the country's economy. So in order to reduce sexual harassment the student family plays an important role in motivating their children in educational activities. And the government should focus on promoting female students in school as it does in the community.

5. Conclusion and Recommendation

5.1. Conclusion

Studies have shown that the majority of female students experience gender-based violence in their family (65%),

followed by their peers (20%) and the remaining 15% as other factors that affect their academic performance. Research has shown that the presence of educational variability in the learning environment is the result of poor parental attitudes towards female students which means that female student families often create a cultural framework known as "women's work in school. at home ", a lack of self-confidence of female students, a short study period for women and the impact of other media. In addition to cultural influences there was also some gender-based violence in female student performance such as social norms, values and beliefs. All of this is to encourage female students to get lower marks, to lead less in female student participation in education and to drop out of female student education as a whole.

5.2. Recommendation

Based on the findings of the study the following recommendations were made:

- 1) Local authorities dealing with gender issues should know and encourage the local community at various levels to increase the participation of female students in the studies.
- 2) The community and the family must promote the educational and workmanship of female students and provide equal opportunity for both male and female students and participate in the social, political and economic development of the region as it could throughout the country.
- 3) The family should reduce the workload of female students and should maintain a balance between male and female children.
- 4) The social and cultural impact on female learners should be changed to encourage students in education through the establishment of lower level awareness.
- 5) In order to improve the school performance of a female learner school management should be easier with the learning process than in the general system.
- 6) A gender-disciplinary discipline course should have been opened at a tertiary institution.
- 7) Government must set a large budget to investigate further gender-based violence in rural areas and offenders should be punished according to national law.

Acknowledgements

First and foremost, we would like to thanks Almighty God for his wonderful mercy, patience and strength to accomplish this lesson.

Although, our thanks is also grateful to the staff of Gesuba Primary School teachers, the students and the director for their co-operation in the interview. Finally, our thanks to Wolaita Sodo University for all the time we have given to carry out this research work.

Appendix

Research topic:-Assessment of Gender Based Violence on Female Students' Academic Performance: The Case of Gesuba Primary School, Gesuba Town Administrative, Wolaita, Ethiopia.

Dear Questioners:-first of all let me thank you, for you are vanity to give response my researcher questionnaires. The goal of these questionnaires is to investigate assessment of Gender Based Violence on Female Students' Academic Performance: The Case of Gesuba Primary School, Gesuba Town Administrative, Wolaita, Ethiopia.

So, you are kindly request to feel free in the giving of regent response to each question you asked.

Questionnaires

Socio-demographic questions

- 1) What is your age in complete years?
A) 14 B) 15 C) 16 D) 17 E) 18 and above
- 2) What is the level of your education in the complete years of enrollment?
A) Grade 5 B) grade 6 C) grade 7 D) grade 8
- 3) What was your religious faith?
A) Orthodox B) Islam C) Catholic D) protestant E) others
- 4) What is your marital status?
A) Married B) Engaged C) Single
- 5) What is your current status of your living?
A) Living with family B) Living with relatives C) Living with friends
- 6) Have you faced gender based violence
A) Yes B) NO
- 7) What type of violence you faced?
A) Sexual abuse B) Work load/ labor division
C) Abduction D) Cultural influence such like norms of the society
- 8) Does the gender based violence have influence on educational activities?
A) Yes B) No
- 9) What are the Consequence of gender based violence female students
A) Law study time B) Low grade C) Dropout from education
- 10) Is there academic performance difference between female and male in your school?
A) yes B) NO
- 11) What are the reasons for the academic performance difference between male and female students?
A) Less attitudes for parents to female students B) Media influences
C) Low self –confidence of female students D) Less study time of females student

In depth Interview

- 1) What are gender based violence on female students' academic performance at Gesuba primary school basically?
- 2) What are the violence on female students academic performance?
- 3) Which type of gender based violence appears in the study school?
- 4) How gender based violence affects female students academic performance?

References

- [1] Abdul Ghani M (2009); 'Violence against girls in school published at 2009.
- [2] Abraham N. (2003) school violence: another burden facing the girl child: paper presented at the second South African Gender based violence and health conference Johannesburg.
- [3] African review on school based violence (Tunica Paper 2009). New York.
- [4] Anthony Gardens' Michel Dunker (2000). Introduction to civics 3rd ED); USA: www, Norton and company Inc.
- [5] Bailey's and Whitle, N. (2004) young people victims of violence current option psychiatry 17, 263.
- [6] Bardi A (1999). violence against women; Dimension first international family violence Proceeding Singapore.
- [7] Block C. R. (2003). how can practitioners help an abused women lower her risk of death? Ni's Journal 250.
- [8] Burton P. (2005). A. research study on "suffering at schools". Results of the Malawi gender based violence in schools.
- [9] Criminal code of the federal Democratic Republic of Ethiopia 1995: 376.
- [10] Christopher K. Julie A. A (2007). Men's violence against women: Theory of research and victims Washington DC Rutledge.
- [11] Dugan L. D. S Nag in and R. Rosen field. (2013). "Domestic violence service save lives?" Nis Journal 250.
- [12] Good Win, N. S. S Chandler and J. Mesial. (2013). "Violence against women". The role of welfare reform Final report to the national institute of justice.

- [13] Hess Biber S and Carager G. L (2002). Exploration of human diversity in Chicago.
- [14] Human Rights watches (2000) well kill you if you cry: sexual violence in the Sierra Leone conflict. Vol. 27, New York. USA: Human Rights watch.
- [15] MDE (2006). Decentralized Management of Education in Ethiopia, a reference manual. Addis Ababa Ministry of Education.
- [16] Motet J. E and A, Caspi (1999). finding about partner violence from the dune multidisciplinary health and development study. Research in Brief Washington. DC U.S Department of Justice.
- [17] Paulos Milkias (2011) Ethiopia Africa focus. Montana ABCCLIO.
- [18] Panos Ethiopia (2001). Reflection Documentation of Panos Ethiopia's a reference manual. Addis Ababa ministry of Education.
- [19] Saha (1997) international Encyclopedia of the civics of education. UK; Elsevier science LTD.
- [20] Sullivan, T. (2004) civics; concept and Application in Advanced world (Six ED). Boston; Person education.
- [21] Tamirat Semein (2007). Seeds for democratization in Ethiopia why unity of purpose matter, Bloomington. USA.
- [22] Taye Assefa (2008). Digest of Ethiopia National policies, strategies and programs. Addis Ababa.
- [23] Tigist wubshet (2006) problems encountered and coping strategies by female Advance standing student.
- [24] Thomas Sevis, Katrina (1993) women and human right.
- [25] Fancho F. and EyobA. (2012). 'Ye Wolaita Hiziboch Tark'. The History of Wolaita people. Yared printing press.
- [26] Wharton a (2005) the civics of gender Black well press. UK.
- [27] World Health Organization (WHO) (2000).