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TEACHERS' PERCEIVED PREVALENCE AND CAUSES OF GENDER BASAD SCHOOL RELATED VIOLENCE IN ILORIN WEST LOCAL GOVERNMENT AREA OF KWARA STATE

BY

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Abstract
This paper explored teachers perceived prevalence and causes of gender based school related violence in Ilorin West Local Government Area of Kwara State. The study adopted descriptive survey design. The population of this study comprised all private and public primary school teachers in Ilorin West Local Government Area of Kwara State. 200 respondents were randomly selected as sample size. The study adopted the Krejcie and Morgan sample table, since it was not possible for the researcher to involve all the primary school teachers in Ilorin West Local Government area of Kwara State. A researcher self-designed questionnaire was used for the purpose of this study. The instrument was tagged: Teachers Perceived Prevalence and Causes of Gender Based School Related Violence Questionnaire (TPPCGBSRVQ). The instrument was validated and tested for reliability and yielded a reliability index of 0.83. Descriptive statistics of percentage and mean were used for demographic data and research questions, while research hypotheses were tested using inferential statistics of t-test. Two research questions and two hypotheses were used to guide this study. Mean, SD and the test were used to answer and test the hypotheses. The finding revealed that the teachers' perceived causes of gender based school related violence in Ilorin west local government area of Kwara State is unsafe home and family environment, cultural factors, pupils witnessing their mothers being beaten, changing economic status, and environmental factors such as peer pressure. The teachers' perceived that gender based school related violence in Ilorin West Local Government area of Kwara state is high. There was no significant difference in the teachers' perceived causes of gender based school related violence in Ilorin West Local Government Area of Kwara state based on school type (t = 4.589; df = 139; P > 0.05). There was no significant difference in the teachers' perceived prevalence of gender based school related violence in Ilorin West Local Government Area Of Kwara State based on school type (t = .526; df = 139; P > 0.05). Based on the finding, it was therefore recommended teachers should be trained on how to prevent, identify and respond to SRGBV.
Keywords*: -Prevalence, Causes, Gender Based School Related Violence.*

Introduction

Generally, the world today is faced with lots of challenges such as rapes and insecurity to mention but a few which may also result in different forms of gender-based violence (GBV). This gender-based violence is the most oppressive form of gender inequality that poses fundamental barrier to the equal participation of women and men in social, economic, and political issue. Gender-based violence is a forcefulness that focuses on an individual based on his or her biological makeup or gender identity. UNESCO and UN (2016) defined school–related gender based violence as acts of threats of sexual, physical or psychological violence happening in or around schools. It is made up of verbal abuse, bullying and sexual abuse. Gender discriminatory practices against the families may have engendered this practice and have made girls vulnerable to all forms of violence from their peers as well as their teachers.

Sanusi (2015) opined that SRGBV is referred to as violence inflicted on females in and around, or on their way to or from school due to roles attributed to or expected of them, on the basis of their sex or gendered identify. Sanusi stressed that SRGBV include individual action as well as society's harmful practices that negatively impact females' right to education. Continuing, Sanusi stated that, if the perpetration of this action is allowed to stay, it could lead to an unsafe and unwelcome learning environment, capable of adversely affecting girls' educational attainment. The United Nations Girls' Education Initiative (2014) defined

Gender-based violence as a fundamental violation of human rights and violence that occurs as a result of normative role expectations associated with one's gender and unequal power relationships between the genders. Gender-based violence is thus defined as violence that is directed against a person based on gender, including acts that inflict physical, mental, or sexual harm or threats of such acts, coercion, or other deprivations of freedom (Russo & Pirlott, 2006). The term gender-based violence is understood as violence against women since women are overwhelmingly victimized because of their sex worldwide (Leach & Dunne, 2013). Within the context of this study, Gender-based violence focuses only on girls in primary school. However, Gender-based violence in school has been identified as an urgent problem in the education systems of African countries (Leach, 2013). Gender violence in schools is expressed, explicitly and implicitly. Explicit gender violence is usually sexual in nature. Implicit forms stem from everyday practices, perpetuate gender differences and inequality through physical, verbal, or psychological and emotional aggression (Leach & Dunne, 2013).

Gender-based violence is a global public health issue and a desecration of human rights that have been a major problem in society. A significant increase in Gender-Based Violence has been found in various emergency contexts and it has been established that factors associated with these events such as; the collapse of social structures, services, and infrastructure, displacement, the separation of families and breakdown of social norms increase the risks (James, Braaf, &Meyering, 2014; Rumbach & Knight, 2014; Fordham, 2011).The achievement of Education for All (EFA) goals and the Millennium Development Goals (MDGs) are seriously compromised by violence in the educational environment. Mahlori, Byrne and Mabude (2018) revealed that their study respondents had advanced knowledge of gender based violence and agreed that it included marital rape and physical assault. The prevalence of all forms of violence against girls and women, especially physical and sexual violence appears to continue to be high in most countries of the world. Globally, gender-based violence reflects inequality between men and women, which exhibits dominance of one gender over another. Males are usually the dominant and most susceptible to inflict violence on females in general, though, males, being abused by females have been seen in many cases (World Health Organization, WHO, 2014). gender-based violence appears to be rampart especially rape, gang rape and other forms of sexual harassment. However, only few of these cases seems reported. Most gender-based violence was not reported for fear of stigmatization and preservation of confidentiality of the survivors. In the same vein, Mahlori, Byrne and Mabude (2018) noted that there was a disappointing tendency not to report gender based violence due to factors like social stigmatization and fear of repercussion. This made gender based violence to become a silent scourge which affects women mostly that were marginalized and made invisible through their being unable to voice out their unpleasant experiences. Though gender-based violence can be against any male or female youth, it is most commonly perpetrated against females or the girl-child.

In this study, the researcher seeks to determine the Teachers perceived prevalence and causes of gender based school related violence in Ilorin West Local government area of Kwara State. It has been observed from the literature reviewed that study of this type has never been carried out in Ilorin West Local Government Area of Kwara State. Therefore, this is meant to fill the gap requiring empirical evidence regarding the gender based school related violence.

Statement of the problem

Gender-based violence is a global problem which includes rape, domestic violence, murder and sexual abuse. School related gender-based violence is one of the most common, but yet unacknowledged and human rights violations in Africa and worldwide. Institutions of learning are places where training and teaching take place in a different atmosphere from what had ever been experienced by learners. This may result in an array of issues that may cause emotional and physical trauma. The education stakeholders such as federal, state ministries of education, school administrators to mention but a few, have invested their times and resources to put lasting solution to gender based school related violence which was proving abortive. However, there is an urgent need to find a solution in order to reduce the effect on the school learners. Furthermore, this has necessitated the investigation on the Teachers perceived prevalence and causes of gender based school related violence in Ilorin west local government area of Kwara State.

Research Questions

In this study, the following research questions were answered:

1. What are the teachers' perceived prevalence of gender based school related violence in Ilorin West Local Government Area Of Kwara State?
2. What are the teachers' perceived causes of gender based school related violence in Ilorin west local government area of Kwara state?

Research Hypotheses

In this study, the following research hypotheses were tested at 0.05 levels of significance.

Ho1: There is no significant difference in the teachers' perceived prevalence of gender based school related violence in Ilorin west local government area of Kwara state based on school type.

Ho2: There is no significant difference in the teachers' perceived cause of gender based school related violence in Ilorin west local government area of Kwara state based on school type.

Methodology

The study adopted descriptive survey design. The population of this study comprised all private and public primary school teachers in Ilorin West Local Government Area of Kwara State. 200 will be randomly selected as sample size. The study adopts the Krejcie and Morgan sample table, because it will not be possible for the researcher to involve all the primary school teachers in Ilorin West Local Government area of Kwara State. A self-design questionnaire in modify three Likert scale was used for the purpose of this study. The instrument was tagged Teachers Perceived Prevalence and Causes of Gender Based School Related Violence Questionnaire (TPPCGBSRVQ). The instrument was validated and tested for reliability and yielded a reliability index of 0.83. Descriptive statistics of frequency counts, percentage and mean was used for demographic data and research questions while research hypotheses was tested using inferential statistics of t-test.

Results

Demographic Characteristics

Table 1: Distribution of the Respondents Based on Gender

School Type	Frequency	Percentage
Public	156	78.0
Private	44	22.0
Total	200	100.0

Table 1 shows the distribution of pupils based on school type. 156 of the respondents representing 78.0% were from public schools while 44 of them who represent 22.0% were private schools. It is apparent that public school teachers (Respondents) were more in number.

Research Question: What are the teachers' perceived causes of gender based school related violence in Ilorin west local government area of Kwara state?

Table 2: Teachers' perceived causes of gender based school related violence in Ilorin west local government area of Kwara state

N	Teachers Training	Mean	SD	Remark
1	Gender discriminatory norms	2.20	.947	Low
2	Unequal balance of power between male and female result into gender-based violence.	2.20	.947	Low
3	Unsafe home and family environment result into gender violence.	2.53	.929	High
4	Cultural factors are the major causes of gender-based violence	2.42	1.02	High

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5	Poverty causes violence among pupils.	2.34	.995	Low
6	Pupils witnessed their mothers being beaten by their partners or husband.	2.44	1.01	High
7	Unemployment, changing economic status among men, woman and poor economic development.	2.56	.985	High
8	Children raised by abusive father.	2.35	.955	Low
9	Environmental factors e.g. Peer Pressure cause gender violence.	2.57	1.06	High
10	Interaction with different levels of the society.	2.35	.981	Low

Decision rule: 0.00-2.40 (Low), 2.41-4.00(High)

Table 2 shows the teachers' perceived causes of gender based school related violence in Ilorin west local government area of Kwara state. The finding shows the teachers' perceived causes of gender based school related violence in Ilorin west local government area of Kwara State. The following are the causes of gender based school related violence in Ilorin west local government area of Kwara state as perceived by the teachers; Unsafe home and family environment result into gender violence, Cultural factors are the major causes of gender-based violence, Pupils witnessed their mothers being beaten by their partners or husband and Unemployment, changing economic status among men, woman and poor economic development and Environmental factors such as Peer Pressure. The mean rating is equal or more than 2.41 which are considered high. In light of this, the teachers' perceived causes of gender based school related violence in Ilorin west local government area of Kwara State are Unsafe home and family environment, Cultural factors, Pupils witnessing their mothers being beaten, Changing economic status, and Environmental factors such as Peer Pressure.

Research Question: What is the teachers' perceived prevalence of gender based school related violence in Ilorin west local government area of Kwara state?

Table 3: Teachers' perceived prevalence of gender based school related violence in Ilorin west local government area of Kwara state

S/N	Teachers Training	Mean	SD	Remark
1	Bulling is common in the classroom	2.45	.996	High
2	Sexual harassment is common in school	2.29	.979	Low
3	Breaking other pupils' lockers happens always in our school.	2.42	.847	High
4	Abusive language is always used by pupils	2.44	.889	High
5	Pupils complain of Forceful touches in their private part.	2.33	.919	Low
6	Destroy other pupils personal belonging always happens in our school.	2.46	.902	High
7	Emotional violence occurs frequently in our school	2.60	.814	High
8	Fighting is common in the classroom.	2.64	.857	High
9	Argument in the classroom are common in the school	2.41	.875	High
10	Cultism is common in the school.	2.62	.975	High
	Weighted Mean	**2.47**		

Decision rule: 0.00-2.40 (Low), 2.41-4.00(High)

Table 3 shows the teachers' perceived prevalence of gender based school related violence in Ilorin West Local Government Area Of Kwara State. The finding revealed teachers' perceived prevalence of gender based school related violence in Ilorin west local government area of Kwara State. Teachers' perceived that the following gender based school related violence occur more frequently in Ilorin west local government area of Kwara state; Bulling, Abusive language, Emotional violence, Fighting among others. The weighted mean is 2.47 which is above than 2.41 (High) and which is a numeric indicator that the teachers' perceived prevalence of gender based school related violence in Ilorin west local government area of Kwara state is high.

Test of Hypotheses

Ho1: There is no significant difference in the teachers' perceived causes of gender based school related violence in Ilorin west local government area of Kwara state based on school type

Table 4: Summary of t-test Analysis showing the difference in the teachers' perceived causes of gender based school related violence in Ilorin west local government area of Kwara state based on school type

School Type	N	Mean	Std. Deviation	T	Df	Sig.	Remark
Public	156	24.494	3.089	4.589	198	.139	Not Significant
Private	44	22.159	2.551				

P>0.05

Table 4 shows the difference in the teachers' perceived causes of gender based school related violence in Ilorin West Local Government Area of Kwara State based on school type. The finding revealed that there was no significant difference in the teachers' perceived causes of gender based school related violence in Ilorin west local government area of Kwara state based on school type ($t = 4.589$; $df = 139$; $P > 0.05$). The hypothesis was therefore not rejected in the light of the result since the significant value (.139) is more than 0.05. This implies that public school teachers' perception of the causes (Mean= 24.494) is not significantly different from private school teacher perception on the causes (Mean= 22.159).

Ho2: There is no significant difference in the teachers' perceived prevalence of gender based school related violence in Ilorin west local government area of Kwara state based on school type

Table 5: Summary of t-test Analysis showing the difference in the teachers' perceived prevalence of gender based school related violence in Ilorin west local government area of Kwara state based on school type

School Type	N	Mean	Std. Deviation	T	Df	Sig.	Remark
Public	156	24.724	2.767	.526	198	.647	Not Significant
Private	44	24.477	2.689				

P>0.05

Table 5 shows the difference in the teachers' perceived prevalence of gender based school related violence in Ilorin west local government area of Kwara state based on school type. The finding revealed that there was no significant difference in the teachers' perceived prevalence of gender based school related violence in Ilorin west local government area of Kwara state based on school type ($t = .526$; $df = 139$; $P > 0.05$). The hypothesis was therefore not rejected in the light of the result since the significant value (.647) is more than 0.05. This implies that public school teachers' perception of the prevalence (Mean= 24.724) is not significantly different from the private school teacher's perception of the prevalence (Mean= 24.477).

Discussion

This study revealed that the teachers' perceived causes of gender based school related violence in Ilorin west local government area of Kwara State is Unsafe home and family environment, Cultural factors, Pupils

witnessing their mothers being beaten, Changing economic status, and Environmental factors such as Peer Pressure. This finding support the study of Iyekolo, Okafor and Abdulazi (2021), they found out that the factors responsible for violent behaviours are extreme annoyance displayed by parents towards their children, extreme harshness towards children by parents, and inconsistent parental responses to children's needs among others.

Similarly, Sanusi (2015)opined that perceived causes of SRGBV found in their investigation were absence of school laws protecting women from violence, absence of officers to implement laws on SRGBV, degeneration of societal norms and values, ineffective disciplinary action on perpetrators, women's dressing attitude, exchange for academic favours, poor performance of female students and mixed – gender school. Okonkwo, Nwankwo and Oputa, (2015) also worked on managing Gender-Based Violence among students in public secondary schools in Imo State found out that gender-based violence is prevalent in Imo State Secondary School System, remote actors necessitate gender-based violent acts, male and female students and teachers also perpetrate violent acts and principals should employ strategies like provision of guidance and counseling services, seminars/ trainings.

In addition, this study revealed that the teachers' perceived prevalence of gender based school related violence in Ilorin west local government area of Kwara state is high. This is in line with the findings of Ekine (2020), who worked on the Gender-Based Violence in Primary Schools, Nigeria. The findings of the study reviewed that prevalence of SRGBV among students in the study area averaged 47.1 percent. This is too high to be ignored. Gender disparity showed that 49.7 percent of male pupils indicated experiencing sexual harassment at one point or the other while 45.6 percent of females had experienced sexual harassment. The great variation in the patterns within and across countries and within and across the groups of girls and boys shows that we still have an issue with reporting and documentation globally (Florence &Itegi, 2013). Other findings of this study include that there was no significant difference in the teachers' perceived causes of gender based school related violence in Ilorin west local government area of Kwara state based on school type ($t = 4.589$; $df = 139$; $P > 0.05$). There was no significant difference in the teachers' perceived prevalence of gender based school related violence in Ilorin west local government area of Kwara state based on school type ($t = .526$; $df = 139$; $P > 0.05$). it was therefore concluded that effort should be made to guide gaist SRGBV.

Conclusion

This study, therefore concluded that SRGBV can include behaviors like sexual harassment, bullying, physical assault, verbal abuse, or discrimination based on gender within schools or during the journey to and from school. It is a serious violation of human rights and can have long-lasting physical, emotional, and educational consequences for the victims. Efforts are made worldwide to address SRGBV through policies, awareness campaigns, teacher training, and the establishment of safe and inclusive learning environments. It aims to ensure that all students, regardless of gender, can learn and thrive in a safe and supportive school environment

Recommendations

Based on this study, the following recommended were made:

1. Governments should develop and enforce laws and policies that explicitly prohibit SRGBV. These policies should clearly define SRGBV, establish reporting mechanisms, and outline disciplinary measures for perpetrators.
2. Government should also pomote awareness among pupils, teachers, parents, and communities about the importance of gender equality, respect, and the prevention of SRGBV.
3. Integrate gender-responsive education and life skills training into the curriculum to promote positive relationships and address harmful gender norms. Safe and inclusive school environments that are free from violence and discrimination should be provided. This can be achieved through measures such as establishing anti-bullying policies, ensuring adequate lighting and security, promoting gender-responsive teaching practices, and providing support services for victims.

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