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PREVALENCE OF GENDER-BASED VIOLENCE AND ITS ASSOCIATED EFFECTS ON HIGH SCHOOL FEMALE STUDENTS IN ZALA DISTRICT SOUTHERN, ETHIOPIA

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PREVALENCE OF GENDER-BASED VIOLENCE AND ITS ASSOCIATED EFFECTS ON HIGH SCHOOL FEMALE STUDENTS IN ZALA DISTRICT, SOUTHERN, ETHIOPIA.

Masters of Arts Thesis

BY: ABIYOT ASFAW

ADVISORS: - PRINCIPAL ADVISOR: MR. BISRAT TESFAMOGUSE (M.A., PHD Candidate)

CO-ADVISOR: MRS. MAHILET HAILU (M.A.)

OCTOBER, 2021

JIMMA ETHIOPIA

STATEMENTS OF THE AUTHOR

As the author of this research project, I declare that the research paper is the result of my hard effort, the support of my supervisors, and the assistance of others. As a result, all participants in the study and sources of materials utilized in producing this research paper have been properly recognized. I submitted this research paper to Jimma University as a partial fulfillment of the criteria for a master's degree in sociology. The Jimma University library directorate can store a copy of the study paper in the university library so that students and researchers can refer to it. Furthermore, I declare that I have not previously submitted this study paper to any other institution anywhere in the world for the award of any academic degree, diploma, or certificate. Any brief quotes from this research paper are permitted without requesting special permission if the source is accurately acknowledged and cited (after publication). In all other cases, however, authorization from the author is required.

Abiyot Asfaw

Signature: -------------------

Date: ------------------------

JIMMA University, Ethiopia

APPROVAL SHEET

As research paper advisors, I hereby certify that I have read the research prepared by Abiyot Asfaw under our guidance, which is entitled" ***Prevalence of Gender-Based Violence and Its Associated Effects: at Zala district, Southern, Ethiopia***, in its final form and have found that (1) its format, citations, and bibliographical style are consistent and acceptable and full-fill university and department style requirements (2) its illustrative materials including tables:

Bisrat Tesfamoges (M.A, PhD candidate) -------------------------   --------------------------

Name of Principal Advisor: Signature   Date

Mahilet Hailu (M.A.)   ------------------------   ----------------------------

Name of Co-Advisor: Signature   Date

Name of the internal Examiner   --------------------------   ----------------------------
Mr. **Addisu Gutta**   Signature   Date

Name of the External Examiner   --------------------------   ----------------------------
Dr **Getachew Teferi**   Signature   Date

Name of the Modriator   --------------------------   ----------------------------

Mr **Hassen Negesso**   Signature   Date

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ABSTRACT

Gender-based violence (GBV) is violence involving men and women, in which the female is usually the victim; and which is derived from unequal power relationships between men and women. At least one in three women around the world is estimated to have been coerced into sex, physically beaten and/or otherwise abused in her lifetime. The main purpose of this study was aimed at assess gender-based violence and associated effects among high school female students in Zala District, Gofa Zone, Southern, Ethiopia. The study was employed Cross-sectional research design approach. The study selected 351 high school female students using simple random sampling technique. Primary data was obtained using self-administered questionnaires. Data was analyzed using Statistical Package for Social Sciences (SPSS Version 22). The finding of the study has indicated the prevalence of gender based violence has significant relation among age, religion, grade and onset of gender-based violence. In this research paper 351 female respondents were participated from two school of Zala District, among those 188(53.56%) female students were cognizant of gender-based violence. The p-value of those covariates less than at 5% and 95% C.I of those covariates odds ratio do not include 1. Based on the finding the study concludes that the prevalence of gender-based violence was high in the Zala district. The study recommended that every school would have identified and necessary punishment should be commenced, and laws related with gender based violence should be strengthening, and community awareness on the laws should be created through the available Medias of communication.

Keywords: binary logistic regression, Gender- based violence, female students, Zala.

ACRONYMS

AOR: Adjusted Odds Ratio

AIDS: Acquired Immune Deficiency Syndrome

CI: Confidence Interval

CSA: Central Statistical Agency

EDHS: Ethiopian Demographic Health Survey

GBV: Gender Based Violence

PPS: Probability Proportionate to Size

SNNPR: South Nations Nationalities and Peoples Region

SSA: Sub Saharan Africa

SRGBV: School Related Gender Based Violence

VIF: Variance Inflation Factor

WHO: World Health Organization

CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Gender-based violence (GBV) is violence involving men and women, in which the female is usually the victim; and which is derived from unequal power relationships between men and women (UN Office for Coordination of Humanitarian Affairs, 2004). It includes physical, sexual, and emotional violence committed or unnoticed within the family, the overall society, or by the state and its organizations (Shahpar & Kirsch, 2018). The Second World Conference on Human Rights in Vienna in 1993 gave main concern to this issue, which endangers women's lives, bodies, psychological integrity, and liberty, (Declaration, V., 1993). Gender-based violence (GBV) is a worldwide phenomenon and discerns no borders (Leach. et.al.2013).

Findings from the systematic review revealed that, although rates of GBV in Ethiopia have decreased over time, GBV continues to be a pervasive national issue. Data from the Ethiopia 2016 Demographic Health Survey (DHS) revealed that 33% of women ages 15-49 had ever experienced physical or sexual violence and that domestic violence is the most common form of violence that women experience. Data also shows that around 65% of women between the ages of 15-49 have been circumcised in Ethiopia and that child marriage is still a significant problem in the country, as around 58% of women ages 25-49 married before their 18th birthday. Lastly, among women aged 15-49, 10% reported having ever experienced sexual violence at some point in their lives (from anyone) (Marisa Cordon, Fatu Drame, Erica Schmidt, & Haley Stepp, 2018).

Related to the prevalence of gender-based violence, in developed countries like Ethiopia, determining the rate of prevalence of gender-based violence is so challenging. Because society is highly dependent on traditional practices, (Desalegne 2019). Among women aged 15-49, 23% have experienced physical violence and 10% have experienced sexual violence. Four percent of women have experienced physical violence during pregnancy, (EDHS, 2016). This may be associated with many victims not reporting acts of violence because such violence is measured traditionally acceptable or there is no alternative to reimbursement, (Desalegne 2019).

GBV has various effects on the psychological, social, and economic life of the victims. It has been identified as a profound health problem, compromising victims' physical health, and eroding their

self-esteem. In addition to injury, violence exposes women to other health risks. Sexual abuse enhances the risk of unintended pregnancy, sexually transmitted diseases, and adverse pregnancy problems among women. The majority of the gender-based violence cases happen at home or in school, committed by persons known to the victims. The 2016 EDHS report shows that sexual violence is often committed by individuals with whom women have an intimate relationship. Among ever-married women aged 15-49 who had ever experienced sexual violence, 69% reported their current husband/partner and 30% reported former husbands/partners as perpetrators. However, non-trivial percentages of all women who have experienced sexual violence also reported current/former boyfriends and other relatives (2% for each) as perpetrators. Cases of peer-to-peer sexual harassment have been experienced frequently in both primary and secondary schools (Umana, Fawole, and Adeoye 2014).

Then school is a community institution where social interactions take place, they can be violent in such situations. Social interactions are factors that aggravate or prevent violence in society. These socio-cultural norms address these social norms, for example, there are cultural norms that define an acceptable way to resolve conflicts between individuals and women, (Umana, Fawole, and Adeoye, 2014).

Ethiopian females are highly disadvantaged and less privileged, being that the tradition favors the domination of males in society. Males are the only decision-makers in the family in terms of money, wealth, property, and resource distribution, (Kilmartin C. 2014). School-related gender-based violence (SRGBV) describes physical, sexual, and psychological acts of violence in and around schools, underpinned by unequal access to resources and power, and inequitable norms and stereotypes. While there is increasing recognition of SRGBV as a major issue globally, rigorous reviews of the literature have concluded that evidence about effective ways to address it is lacking. In particular, the links between different levels of action – from international and national policy and legislation to practice and projects on a school or community level – have thus far been inadequately addressed (Parkes, Heslop, et al. 2017).

Therefore, it is important to understand the scope of SRGBV within the socio-cultural and political context of Ethiopia, the many forms in which it manifests, and the varying effect and impact of SRGBV(Cordon et al. 2018). Thus, this study aims to assess the prevalence and associated effects of gender-based violence in secondary high schools in the District.

1.2. STATEMENT OF THE PROBLEM

Worldwide more than 1.3 million people die every year because of violence which contributes to 2.5 percent of global death. Globally, it is the fourth leading cause of death for people aged between 15–44 years. In addition to that, 10,000 people around the world are sufferers of non-fatal violence every day (WHO, 2006). Worldwide an expected 33 percent of women are physically or sexually abused and twenty percent of them had experienced rape or attempted rape in their lifetime (WHO, 2016). A multi-country study conducted on women in Sub-Saharan Africa (SSA) countries showed that various alarming results about the problem of gender-based violence; which range from 20 percent to as high as 71 percent, (García-M. et al.,2005). According to scoping studies of policy, practice, and evidence on SRGBV in Zambia, Togo, Ethiopia, and Côte d'Ivoire carried out in 2016-2017 by (Parkes, Ross, et al. 2017). Through the four countries, the study found evidence from quantitative and qualitative studies of commonplace corporal punishment, sexual harassment, bullying, intimate partner violence, and child abuse. Contextual features within countries, including social, economic, political, and educational structures, relationships, and norms, shaped these practices. For example, many studies found particular groups of children were particularly vulnerable, such as the poorest girls being exposed to sexual coercion, or poor boys to harsh physical punishments (Parkes, Ross, et al. 2017).

Ethiopia is one of the countries with the highest prevalence of both sexual and physical acts of violence by an intimate partner or others (USAID, 2016). Experience of sexual violence is more common among divorced/separated/widowed women (18%) and women who are currently married or living with someone (12%). Two percent of never-married women reported experiencing sexual violence. Women who have more than five children are more likely to have experienced sexual violence in the past 12 months than women with fewer than five children (11% vs. 2% to 8%) (EDHS, 2016).

In Ethiopia, several studies showed that the prevalence of gender-based violence range from 34-65 percent and it is one of the public problems of the country (, (Beyene AS, Chojenta C, Roba HS, et al, 2019; Mullu, G., et al.2015; USAID,2003 and USAID, 2016, WHO,2005). Ethiopia is one of the countries with the highest prevalence of both sexual and physical acts of violence by an intimate partner or others (USAID, 2016).

Further, several studies were conducted in the school setting in Ethiopia. According to a study conducted on sexual victimization of female secondary school students in eastern Ethiopia, 68% of the study participants have experienced at least one occasion of sexual violence, of which 25% are a result of sexual coercion (Alemayehu, B., 2011). Another study conducted in East Gojjam administrative zone at Menkorer secondary school showed that 28.1% of the study participants have experienced sexual violence (Getachew, M., et al., 2015). Similarly, (Desalegne 2019) conducted a study in two secondary schools at Debre Markos town Amhara regional state, Ethiopia, using a cross-sectional, mixed methods research design. The results of his study found, 58.3% faced different forms of GBV. Further, the study indicated physical violence has its challenges, such as the female students not knowing the males who threaten them, not knowing their addresses, a lack of eye witnesses, and a fear of reporting (Desalegne 2019).

A study conducted among college students of Mekelle town also showed that the lifetime prevalence of physical and sexual violence was 46.3% and 45.4%, respectively, whereas the same study showed that the current prevalence of physical and sexual violence was about 26.45% and 28.1%, respectively (Yayneshet, G., 2007). (Adinew and Hagos 2017) studied the prevalence and factors associated with sexual violence among female students of Wolaita Sodo University, south Ethiopia. Using institution based cross-sectional study conducted among 462 regular female Wolaita Sodo University students, The result of their study show life time sexual violence was positively associated with witnessing inter- parental violence as a child, rural childhood residence, having regular boyfriend, alcohol consumption, and having friends who drink regularly; while it was negatively associated with discussing sexual issues with parents.

Several studies indicated that the consequences of school-related gender-based violence (SRGBV) negatively affect girls' educational achievement and students were losing their courtesy in class, bad feelings for themselves, absent from school, and even dropping out (Bekele and Deressa 2014; Beyene et al. 2019; Desalegne 2019; Mengistab 2012; Parkes, Heslop, et al. 2017; Parkes, Ross, et al. 2017; Umana et al. 2014). The physical health-related consequences of violence of female students result in forced sex which includes gynecologic problems such as exposure to STIs (HIV/AIDS) as well as unwanted conception, high-risk youth pregnancy and childbirth, and unsafe abortions. One of the known causes of poor school achievement and school dropouts in Ethiopia among schoolgirls is violence that targets them based on their gender, (Beyene AS, et al., 2019).

In several previous studies, some of the effects suggested to be associated with GBV are not explicitly adjusted. In addition, this problem has not been well investigated in educational institutions and GBV in a school setting has been noted as a significant public problem (Crooks et al. 2019; Iliyasu et al. 2011; Mamoru, Getachew, and Mohammed n.d.; Tulu et al. 2019; Umana et al. 2014). Several agents working on gender topics research gender-based violence in Ethiopia.

However, those studies have a special emphasis on the effects of gender-based violence on females and girls based on the significant effect of covariates. However; most of the above-mentioned studies do not study the social effects of gender-based violence among high school students by using model-based output.

Depending on this no study has been conducted on the social effects of gender-based violence among high school students in the study area by using model-based. Therefore, this study aims to determine the prevalence and associated effects of gender-based violence among female students in Zala District, Ethiopia. Further, this study assessed the social effects of gender-based violence among high school students by the following research question.

1. What is the prevalence of GBV on high school female students in the Zala District?

2. What is the effect of Gender-Based Violence among female high school students in Zala District?

1.3. OBJECTIVES OF THE STUDY

1.3.1. General Objective

The main objective of this study is to investigate the prevalence of gender-based violence and its associated effects on high school female students in Zala District, southern, Ethiopia.

1.3.2. Specific objectives

➢ To determine the prevalence of gender-based violence on high school female students in Zala District, southern, Ethiopia.

➢ To identify the effects of gender-based violence on high school female students in Zala District, southern, Ethiopia.

1.4. SIGNIFICANCE OF THE STUDY

The results of this study might provide information to the government and other concerned bodies in setting policies, strategies, and further investigation for reducing gender-based violence on high school female students. For female students, it will direct to give gender-based violence on high school female student's effect and genuine interest on the subject matter for further scholars. Therefore, this study would be significant for the public, for female students, future research, and policy makers. For the public, the results of this study would have crucial in designing effective school intervention programs. In addition to this, it identifies the young women who need intervention to reduce future negative results in the health of young women. Moreover, it is important to show the gaps scholars based on Gender-Based Violence in school girls in Zala District Southern Ethiopia, and study would have been providing baseline data for the researcher.

1.5 SCOPE OF THE STUDY

This study has conducted on the prevalence of gender-based violence and associated effects on high school female students in Zala District, Southern Ethiopia. To conduct the study was focused only on a randomly selected sample of the high school female students of the four grades namely grade 9, grade 10, grade 11, and grade 12. These four grades were chosen because they are accurate and reliable data from the respondents in Zala District. The data was collected from female students of the four grades from their selected high schools. In addition, this study were a descriptive quantitative cross-sectional study in which data was collected at one point in time. As a methodological scope, the study was used only a quantitative research design. The rationale behind using a quantitative approach is the nature of the research questions and the most appropriate method to address the research questions.

1.6 LIMITATION OF THE STUDY

The potential limitation in conducting this study includes but is not limited to; there are some limitations on this finding. The main challenge was the the lack of a literature review that was

performed by using binary logistic regression. The other important limiting factor that is worthy mentioning lies with the participants of the study.

1.7 OPERATIONAL DEFINITIONN

Violence: is defined as, "The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either resultin or have a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation."

Gender-Based Violence: according to this study Gender-based violence is defined as physical or sexual and/or psychological violence that targets individuals based on their gender.

Sexual violence: according to this study "sexual violence" is defined as an unwanted or non-consensual sexual act through force, threat, or intimidation.

Physical Violence: according to this study physical violence includes if a student is saying "yes" at list one of them a mild form (slapping, and punching) or severe form (kicking/drugging, beating/hitting with any object, cutting/ biting, shaking, shoving, pushing, throwing, and burning(chocking) against women or girl.

1.8 ORGANIZATION OF THE STUDY

The research paper contains five chapters. The first chapter deal with the introduction part such as; background of the study, statement of the problem, objective of the study, the scope of the study, the significance of the study, limitations of the study, operational definition, and organization of the study. The second chapter discusses the theoretical and empirical literature. The third chapter is about the research methodology. The fourth chapter deal with results and discussion and the fifth chapter presents the conclusion and recommendation.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter aims to review different kinds of literature relating to the prevalence of gender-based violence and its associated effects on high school female students and to discuss the relationship between them. This review of literature will provide the theoretical background for the study, different empirical findings, and conceptual frameworks. In this section, the researcher was focused on the following points.

2.1. TYPES OF GENDER-BASED VIOLENCE

2.1.1. Physical violence

Physical violence is a form of GBV that involves hitting, slapping, kicking, punching, pushing arms or cloth of the women. Materials such as weapons, knives, and other sharp instruments are used during physical violence (Montle, Mogoboya, 2018). Physical violence includes actual, attempted or threatened, physical assault. Most of the time perpetrators of gender-based violence is physical abuse of female/ women are a present or former intimate male partners (Mengistab 2012). Studies from countries show that one quarter to more than half of women report physical violence, and 40% of all female homicide victims are killed by their intimate partners in the United Kingdom (Johnson, 2004). In Ethiopia, 49% of women experienced physical violence by an intimate partner, about 59% of women experienced sexual violence (WHO, 2005).

2.1.2. Sexual violence

Sexual violence is the most common form of gender-based violence and may involve an attempt to rape and actual rape, sexual harassment, sexual exploitation, and trafficking of females for sexual purposes within the country and internationally (Montle & Mogoboya, 2018). About 10-13 percent of women have been forced by a partner to have sex against their will at some point (Bott, Ellsberg, Morrison, 2004). In educational institutions, sexual violence involves seduction, sexual harassment, rape/attempted rape (Denmark and MoE 2008).

2.1.3. Emotional and Psychological Violence

There is no simple definition of emotional and psychological violence. Generally, researchers and front-line service providers define it as the systemic destruction of a person's self-esteem and/or sense of safety, often occurring in relationships where there are differences in power and control (Doherty, Berglund, 2008). Emotional and psychological violence are complex and hidden levels of violence that make these kinds of violent forms of violence to be analyzed through quantitative studies (Johnson, 2004). Emotional and psychological violence often involves verbal abuse, acts of embarrassment, threats of violence, insult, and name-calling, a humiliation in front of others and disrespect for the opposite sex, blackmail, cruel and degrading treatment, placing restrictions

on liberty and freedom of movement, and the threat of abandonment (Zakar & Qureshi, 2013). Women and girls who are victims of GBV are subject to severee stress leading to a high incidence of suicide and suicide attempt (Chege, 2007). Suicide is 12 times as likely to be attempted by a woman who has been abused than by one who has not (Chege, 2007). Emotional and psychological violence affects one's sense of self-concept, self-esteem, and self-confidence among females as a whole (Ludsin & Vetten 2005).

2.2. Prevalence of Gender-Based violence among female high school students:

Gender-based violence (GBV), in its different forms (Physical, sexual and psychological), is a worldwide problem including developed as well as developing countries affecting every stage of women's life cycle (WHO 2001). No country is untouched by gender-based violence. It is on our streets, in our homes, schools, workplaces, and institutions. A study conducted in sub-Saharan countries showed that the overall prevalence of gender-based violence ranged from 42.3% in Nigeria to 67.7% in Ethiopia. The lifetime prevalence of sexual violence ranged from 4.3 to 76.4%, physical violence ranged from 7.4 to 66.1%, and emotional violence prevalence ranged from 26.1 to 50.8%. The overall pooled prevalence of lifetime GBV was 52.83%, (Festus Mukanangana, 2014).

The study conducted in Zimbabwe noted that 95% of the respondents experienced physical violence, 31% rape by a stranger, 92% spousal rape and 65% forced marriages, World Health Organization (2005). In a study done in Zambia, almost half 47% of women interviewed reported to have had experienced physical violence since they were 15 years old, (Festus Mukanangana, 2011).

In Nigeria for instance, a study reveals that only 4% of incidents of sexual violence in school settings while 40% of physical violence was reported by the victims themselves or their friends. Most forms of violence in schools intersect with each other and have common root causes (Abramovay et al, 2002). In Sudan, a study was conducted in five secondary schools at Khartoum State, from which a sample of 483 girls was selected (Abdelgani, M 2008). The research results show that 49.9% experienced violence at home, in school, and, on their way to and from school. While 50.1% have not faced any forms of violence in any settings. Of those who were victims, 28% mentioned that beating from teachers usually practiced against them. 10% faced insults from their peers; 11% faced expulsion; whereas, 9% feel neglect and discrimination from peers.

Moreover, the same study revealed that 59% of the girls were faced harassment on their way to school from men, shopkeepers, and boys. In general, the study evident that schoolgirls were victims of violence at home mentioned by 52% of them; 29% faced harassment at the street, and, 19% at school environment.

According to a study conducted in the East Gojam zone, 58.3% faced different forms of GBV. However, 67.1% of GBV was committed outside the school community, 19.5% by schoolmates, and 13.4% by teachers and other staff, Among the study participants, 96.7% reported that friends or strangers pushed, shook, or threw something at them, 75% were slapped, and 65.8% had their arms twisted or hair pulled, (Desalegne, Z. 2019).

According to a study was done in Wolayta Sodo the lifetime prevalence of GBV, sexual violence, and physical violence were found to be 63.2, 37.2, and 56.3%, respectively, (Dogiso A., et al., 2019).

A studytudy conducted in AletaWondo reveals that the prevalence of physical, psychological, and sexual violence was 56.14%, 34.8%,, and 26.3% respectively (Yaynshet G. 2007). The study conducted in Menkorer high school in Debre Markos town revealed that the prevalence of gender-based violence was 67.7%, (Letta T, et al. 2017). A studydy done in Mekelle in Ethiopia showed that the prevalence ofGender-Based Violence was 26.4%, (Philpart M., et al.2009).

The studytudy conducted in the Hadiya Zone showed that the overall prevalence of physical violence was 33.6, (Mulugeta E., et al.1998). A study conducted in Hawassa, Ethiopia showed that the prevalence of gender-based violence was 24.4%, (Malongo J, et al., 2019). The institutionally-based cross-sectional study that included female students from schools in Addis Ababa and Western Shewa showed that the prevalence of sexual violence was 74.4%, (Imasiku ML, Hamweene MJ, 2013).

2.3. Effect of Gender-Based violence among female high school students:

According to a study conducted in Malawi revealed similar results from that of students and teachers. According to results from students, 26% cited it leads to poor academic performance, 20% said they drop out of school, 12% cited early marriages, 9% cited students abscond classes. Furthermore, the study observed that GBV leads to low self-esteem from the victims, stress, making them contract Sexually Transmitted Infections, and lack of confidence making a total of

33%. Similarly, teachers cited that GBV lead to students dropping out of school, experiencing early marriages, teenage pregnancies, and development of low self-esteem and lack of participation in academic activities, (Shimekaw B., et al.2013).

A study done in Zambia states that those who reported high experiences of psychological and sexual abuse performed poorly on working memory and learning, indicating impairment on their neurocognitive functioning in the two domains, (Diniz S.G. & D'Oliveira, A.F, 1998).

According to a study conducted in Wolayta Sodo reveals that the effect of Gender-Based Violence had lots of reported health, psychological and other complications associated with sexual violence. Complications like: rejection from family 25.5%, rejection from friends/peers 23.4%, poor academic achievement/ failure to continue the school 17.2%, withdrawal from schools 15.2%, and alcohol dependency, (Dogiso A, ,et al.2019).

A study conducted in the Eastern part of Ethiopia found that the social, physical, and psychological consequences of gender-based violence. Gender-based violence resulted in several social problems (rejection from the school and sexual dependency) and, health-related problems such as unwanted pregnancy, abortions, vaginal discharge, and injury to genitals and psychological complications such as self-blame, anxiety to the extent of having suicidal attempts, (Festus Mukanangana,2006).

Studies in Brazil and Afghanistan revealed that 13% and 44% of deaths respectively among women aged 15-49 years were a result of physical violence perpetrated by male sexual partners, (J. Psychiatr. 2008).

2.4. THEORIES

2.4.1. Feminist Theories

A study has identified contributing prevalence and associated effect with gender-based violence at different levels for instance the individual, situational (work environment, occupational), and societal levels. Some disciplinarians identify contributing factors of gender-based violence in their theories and the design of interventions. (Fischel, 2010). Many Feminists describe that violence as basic to subordinate status and control over others. Feminist theorists assert that the etiology of domestic violence lies in the patriarchal structure of society in which systematic domination of females by males is of central concern. They point to male violence against women as central to

male supremacy. According to such a perspective, gender-based violence, domestic violence, rape, and sexual Harassment is all part of the systematic oppression of women, rather than isolated Cases with their own psychological or criminal roots

"The fundamental goal of feminist perspective is to understand the women's oppression in term of race, gender, class and sexual preference and how to change it." Advocates of this theoretical explanation argue that gender-based violence is broadly defined as male coercion and oppression of women within the four walls of the home. Rape, sexual assault, female infanticide, dowry-related cruelty, etc., are another form of violence against women in addition to gender-based violence, (Tandon, 2008).

Moreover, feminist perspectives, rape and other sexual assault on women was not as an act of passion but as a violent social statement, i.e., a means of controlling women. Rape and the threat or fear of rape is one of how men make women docile and ensure their dominance. Men are taught to associate power, dominance, strength, virility, and superiority with masculinity and submissiveness, passivity, weakness, and inferiority with a feminist. These theories will be used to obtain data to explore the types Gender-based violence (GBV) at female high school student Zala.

2.4.2. Social Learning Theory
Social learning theory affirms that masculinities and violence are socially constructed rather than biologically driven. In this perspective, according to (Bandura, 1986) "Violence is learned, either directly or indirectly and reinforced in childhood continued into adulthood as a coping response to stress or as a method of conflict resolution". This theory states that violent and abusive adults learned this behavior as a result of being the victims of or witnesses of aggressive and abusive behavior as children. If children are abused by their parents, they may internalize beliefs and patterns of behavior that lead them to abuse their children. If children observe that parents hit each other, they may develop a greater propensity towards abusing their spouse (Supra note 69). According to social learning, Childs learn what manhood means by observing their families, media, schools, peers' groups, and other social institutions which many initiating them to risk-taking behavior, competition, and violence may ridicule Childs who don't live to this social expectation. This perspective was to obtain data to examine the reason that makes sources of Gender-Based-Violence (GBV) at high school female students in Zala district.

2.5. EMPIRICAL REVIEW

Under this section, the researcher is expected to exhaustively review the work of previous researchers thematically.

The study conducted (Abayneh Dogiso, Mulugeta Shegaze,Amsalu Alagaw and Biresaw Wassihun,2019) on examined the prevalence and associated factors of gender-based violence among high school female students in Aleta wondo Town, South East Ethiopia. However, Institution based cross-sectional study design was conducted. A structured and pre-tested interviewer administered questionnaire was used to collect the data from 370 study participants. The data were entered with Epi info version 3.5.3 software and exported to Statistical Package for Social Sciences version 22.0 for further analysis. Both bivariate and multivariable logistic regression analysis were performed to identify associated factors. P values <0.05 with 95% confidence level were used to declare statistical significance. A total of 370 respondents participated in the study with a response rate of 96.7%. The overall prevalence of gender-based violence among the students during the life time was 68.2% with 95% CI [63.3 - 73.0]. The prevalence of physical, psychological and sexual violence was 56.14% [95% CI: 51.0 61.3], 34.8% [95% CI: 30.0-40.0] and 26.3% [95% CI: 21.7-30.8] respectively. The analysis indicated that respondents having boyfriends [AOR=2.16(95%CI; 1.09, 4.25)], and having habit of drinking alcohol (AOR = 3.69(95% CI, 1.42, 9.58) were more likely exposed to gender-based violence than others. The conclusion and recommendations of this study has found that the prevalence of gender-based violence was over two- third among female students in the study area. The prevalence of physical, sexual and psychological violence in their lifetime and current among female students was high. Therefore, it is recommended that gender-based valance needs due attention and remedial action from policy makers, District officials, high school and other concerned bodies. Gender based violence is associated with certain variables such as having a close boyfriend and drinking alcohol.

Felegush Nigatu (2019) investigates the prevalence and contributing factors of gender-based violence against female cadet officers in Ethiopian police University College. Both qualitative and quantitative study has been used to identify the experiences of one- hundred eighty female cadet officers with regard to gender-based violence (GBV). A structured questionnaire was distributed to female cadet officers to examine the data with descriptive statistics such as frequency,

percentage and chi-square. Sequential explanatory design, has been also employed the data are collected over the period of time in two consecutive phases. Furthermore, in-depth interviews with key informants have been conducted. The outcome of the research confirmed that, different sorts of GBV are committed against female cadet officers in Ethiopian police University College which include; physical violence, psychological & emotional and sexual violence. Contributing factors for such types of violence were identified as opportunities during military training which exposes female cadet officers to violence such as lack of implementing rules and regulations, negative attitude of community toward female cadets in Ethiopian police University College, use of substances, drinking alcohol, chewing chat, lack of awareness on GBV, managers use of coercive power, preference of cadets to get, gift, money, information related to training, military training conditions do and don't do, foot walk training at night out of compound, guarding compound by pair, searching bedroom at night.

As result the researcher recommends that, Ethiopian Police University College should be give special attention to physical, emotional & psychological health of female cadet officers during military training.

Addisu Shunu Beyene (2020) on their study investigated gender-based violence perpetration by male high school students in eastern Ethiopia. A cross-sectional study was conducted in eastern Ethiopia in December 2018. A total of 1064 male students were involved in the study. Data were collected using an adaptation of the WHO Multi-Country Study self-administered questionnaire on the Women Health and Life Event. Descriptive statistics were calculated using STATA version 14. The prevalence of gender-based violence committed by a male in the last 12 months was 55.83% (95% CI: 52.84–58.82%). The prevalence of emotional abuse against an intimate or non-partner was 45.86% (95% CI: 42.87–48.86%), physical abuse was 45.77% (95% CI: 42.77–48.77%), and sexual abuse was 31.11% (95% CI: 28.32–33.90%). The perpetration of multiple types of gender-based violence (emotional, physical, and sexual) was 47.15% (95% CI: 43.15–51.25%), with 17.72% (95% CI: 14.75–21.03%) reporting emotionally and physically violent acts, 14.21% (95% CI: 11.51–17.27%) reporting emotionally violent acts only, and 12.88% (95% CI: 10.29–15.82%) reporting physically violent acts only. There were statistically significant differences between the age of participants who committed acts of all forms of GBV in the "ever"

timeframe and the past 12 months (p < 0.001). Effective prevention and intervention strategies should be developed at the school level to reduce gender-based violence perpetration.

The study conducted Yaynshet G/Yohannes (2007) is to assess the prevalence and associated risk factors of Gender -Based Violence (GBV) among female students of higher learning institutions in Mekelle town, Tigray, Northern Ethiopia. Cross-sectional institution-based survey, using self-administered anonymous questionnaire and focus group discussion, was conducted among college female students found in Mekelle, Northern Ethiopia in March 2007 to determine the prevalence and associated factors of gender-based violence. A total of 1024 female students were involved in the study. Prevalence was calculated using frequencies and logistic regression was used to estimate odds ratios and 95% confidence intervals using SPSS statistical packages. The result among the respondents, the overall prevalence of GBV in lifetime and in the current year was found to be 62.1% (95%CI: 59.1, 65.1) and 40.2% (95%CI: 37.2, 43.2) respectively. Prevalence of sexual violence in lifetime, since joining college and in the current academic year was 45.4% (95%CI: 42.4, 48.4), 34.4% (95%CI: 31.5, 37.3) and 28.1% (95%CI: 25.3,30.9)   respectively whereas the prevalence of physical violence in this order being 46.3% (95%CI: 43.2, 49.4), 32.3% (95%CI: 29.4, 35.2)   and 26.4% (95%CI: 23.7, 29.1). Current year GBV was associated with female students who witnessed parental violence as a child, having boyfriend currently, who were sexually active at the time of the survey, with history of alcohol consumption and having drunken peers (males or/and females), whose childhood residence was in rural area and having poor school performance. In the focus group discussions both in female and male groups, it was underscored that officials' tolerance, traditions rewarding manliness and females' loss of confidence as how to negotiate about sexual relations were exposing girls to gender-based violence even in higher learning institution. Based on the findings of the survey, it is concluded that gender-based violence is common and serious problem among college female students in the study area. Therefore, it is recommended that GBV needs due attention and remedial action from policy makers, college officials, non-governmental organizations, parents, students and other concerned bodies. Programs aimed at preventing gender-based violence must address these identified factors or correlates of violence against female students.

Getachew Mullu.et l (2015), the study is done to assess the prevalence of GBV and associated factors among Menkorer high school female students in Debre Markos town, Ethiopia. The
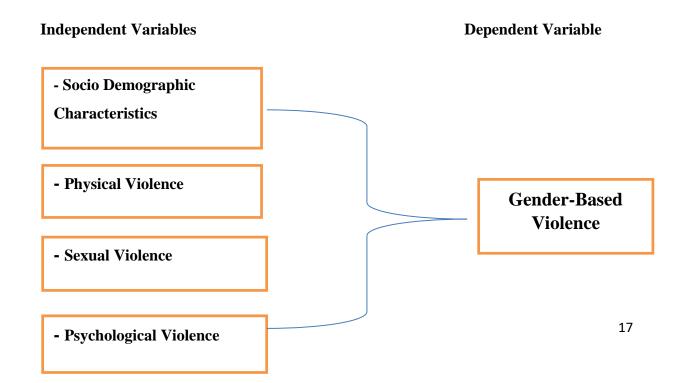
methodology is Institutional based cross-sectional study was conducted among 140 female high school students of Debre Markos town. All randomly selected regular female students were included in the study. Self-administered questionnaire was used to collect the data. For data entry EpiData version 3.1 and for analysis SPSS version 22 software were used. Descriptive analysis was done to describe the frequency and percentage of dependent and independent variables. To identify possible factors associated with the dependent variable, bivariate and multivariate analysis were done. 95% confidence interval (CI) and p-value less than 5% were used to determine the association. The result is the prevalence of Gender based violence (physical or/and sexual violence) during the current academic year was 72 (57.3%), while life time prevalence of GBV was 67.7%. The prevalence of life time physical violence and physical violence during the current academic year was 82 (66.1%) and 68 (54.8%) respectively. Thirty (24.2%) have experience life time sexual violence. Factors associated with gender-based violence were educational performance of good and above (AOR=0.09, 95%CI 0.009-0.88), and never drinking alcohol (AOR=0.38, 95%CI 0.15-0.93). However, the conclusion and recommendation of this study found that gender-based violence is still a common problem among high school female students. The prevalence of current and life time physical and sexual violence among female students was high. So, school and community-based services like awareness creation for both male and female students on GBV and laws related with GBV should be strengthened.

The study conducted Temesgen Tantu.et l, (2020) on to assess the prevalence and determinants of gender- based violence among high school female students in Wolaita Sodo, Ethiopia: the design of the method was an institutionally based cross-sectional study. Gender-based violence (GBV) often occurs in resource-limited settings such as Ethiopia. It could result in psychological and physical adverse outcomes such as stress, anxiety, depression, unsafe abortion, unwanted pregnancy, and sexually transmitted infections. This study aimed to assess the prevalence and factors associated with gender-based violence among female high school students in Wolaita Sodo, Ethiopia. The methods of the paper is an institutionally based-cross-sectional study was conducted in Wolaita Sodo, Ethiopia. A total of 604 female high school students were recruited through multi-stage stratified sampling techniques. The gender-based- violence assessment tool, validated by the World Health Organization, was used to assess gender-based-violence and other determinants. The strength of statistical association was measured by adjusted odds ratios and 95% confidence intervals. Statistical significance was declared at p-value < 0.05. The results were the

lifetime prevalence of GBV, sexual violence, and physical violence were found to be 63.2, 37.2, and 56.3%, respectively. The prevalence of sexual violence before and after joining the current school as well as in the current academic year were 30.5, 37.2, and 22% respectively. Having regular boy-friends (AOR = 2.02; 95% CI:1.07–3.79), being sexually active (AOR = 6.10; 95% CI: 2.49–14.92), having female or male friends who drink alcohol (AOR = 2.18; 95% CI:1.26–3.77), students witnessed their mothers being beaten by their partners or husband (AOR = 1.92; 95% CI:1.19–3.11) and joining public school (AOR = 1.74; 95% CI:1.11–2.76) were significantly associated with gender-based violence. To conclude the prevalence of gender-based-violence was high. This needs a due concern from governmental, non- governmental and civic organizations as well as other responsible bodies to tackle factors associated with GBV in this study.

2.6. CONCEPTUAL FRAMEWORK

The purpose of this study is to investigate the prevalence of gender-based violence and associated effects on high school female students in Zala District, Southern, Ethiopia. For this purpose, the researcher would be developed a conceptual frame work based on the relevant theoretical and empirical evidence that the independent variables were socio demographic characteristics, physical violence, sexual violence, psychological violence and the dependent variables is gender-based violence among high school female students in Zala District Southern, Ethiopia.

Independent Variables   **Dependent Variable**

- Socio Demographic Characteristics

- Physical Violence

- Sexual Violence

- Psychological Violence

Gender-Based Violence

17

Figure 2.1: Conceptual Framework

Source: own developed from different literature review, 2021

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 DISCRIPTION OF THE STUDY AREA

The study was conducted in the Zala District, which was located 485 km south of Addis Ababa the capital city of Ethiopia and 278 km from Hawassa, the capital of Southern Nations Nationalities and Peoples Region (SNNPR). Zala is one of the seven Districts of the Gofa Zone. The district has 35 kebeles. (34-rural and 1-urban kebeles). According to the central statistics agency (Census report of 2007), the total population was estimated to be 105,703. Concerning school distribution, there were 33- primary schools, 4- high schools, and 1- preparatory school.

3.2 RESEARCH APPROACH

In this study quantitative approach was adopted. According to Creswell (2005), Quantitative approach is an approach in which the researcher determines what to study asks the respondent close ended questions and gather numeric data from the respondent and analyze this numbers using statistics. In order to achieve the objective of the study, this study was adopted quantitative approach to quantify the respondents' evaluation and examined the relationship between independent variable and dependent variable in Zala district through generating numerical data by using close ended questionnaire.

3.3 RESEARCH DESIGN

The term research design is a blueprint for choosing subjects, research sites and data gathering techniques to answer the research questions (McMillan and Schumacher, 2014). A research design is also a plan for study that provides specification of procedures to be followed by the researcher in order to achieve the research objective as well as, to the basic research question (McDaniel and Gates, 2006). The current study employed explanatory and descriptive research designs. As noted by Kothari (2004), explanatory research design examines the cause-and-effect relationships between dependent and independent variables. Descriptive studies are conducted in investigative research, to enable researchers to get information, summarize, present data and deduce its meaning for the reason of explanation (Creswell, 2014). According to Babbie (2014) descriptive design is adopted when gathering information in relation people's attitude, sentiments and behaviors. For the purpose of the study, the researcher was used a descriptive quantitative cross sectional study design was employed and the explanatory research design examines the cause-and-effect relationships between dependent and independent variables. Primary data is original which was collected by the first user of the data through survey questionnaire from the sample respondent.

3.4 SOURCE OF DATA

There are two types of data sourcing. These two types of data source are primary data and secondary data that was used in order to obtain clear and precise information on the topic being explained. Both primary and secondary data was implemented in order to get the maximum result. Primary data sources are original which was collected by the first user of the data through survey questionnaire with closed ended questions from the sample respondent of female high school students. Secondary data sources are available in the form of either published or unpublished

sources such as journals, articles, internet browsers, bulletins and annual reports in order to obtain the data.

3.5 TARGET POPULATION

The target population represents all cases of people or organizations which possess certain characteristics; it is the larger group from which a sample is taken (Flick, 2011). Out of a total of four high schools in Zala District, two high school students were selected from Galma and Mela High School. The source population for the survey was all female students registered for the fiscal year 2021 in all of the high school found in the study area. All female students registered for the year 2021 in all the high school who stayed at least one semester were our study population.

3.6. SAMPLE SIZE DETERMINATION AND SAMPLE TECHNIQUE
3.6.1. Sample Size Determination

The sampling plan describes the sampling unit, sampling frame, sampling procedures and the sample size for the study. The sampling frame describes the list of all population units from which the sample was selected (Blumberg, Cooper & Schindler, 2014). According to Orodho (2003), sampling involves selecting a given number of subjects from a defined population so as to represent the entire population. The required sample size for the study was compute by using single population proportion formula with the following assumptions. Taking 95% Confidence Interval (CI) with 5% Margin of error and prevalence of gender violence among female students in a study done in Aletawondo, Sidama Region where 68.2%, (Abayneh Dogiso 2019) was.

$$N = (z\alpha \; \tfrac{1}{2})^2 \; pq/d^2$$

Where; N=the desired sample size, z = 1.96, standard normal distribution value at 95% CI corresponding to significant level of alpha, d=acceptable margin of error, 5%, p = expected proportion of prevalence of gender violence among female students in a study done in Aletawondo, Sidama Region

3.6.2 Sampling Technique

The study was adopt stratified random sampling technique. Stratified random sampling is a technique which attempts to restrict the possible samples to those which are ``less extreme'' by ensuring that all parts of the population are represented in the sample in order to increase the

efficiency. Stratification may often produce a gain in precision of the estimates of characteristics of the whole population (Kareem, & Oshungade, 2015). The cost of conducting the survey is expected to be less for stratified sampling when strata are formed keeping administrative convenience in mind. Cooper and Schindler (2014) defined simple random sampling as the basic sampling technique whereby a sample for study from a population is selected. Simple random sampling normally reduces the sampling error in the population. This technique is free of classification error, and it involves least possible advance knowledge of the population other than the frame. Its simplicity also makes it rather easy to deduce the data collected. This in turn increases the accuracy of any estimation methods will be used.

Among total of high school of Zala District high school students from those two high school were selected by lottery method .The target population were 593 female students were found. The *Galma* high school students were 411 and 182 were *Mela* high school students. By using sample size determination of student's stratification were best sampling method through simple random technique. Number of samples was determined using proportionate-to-population size in each class setting. N1=232 and N2=102 with 5% non-response rate were 17 total selected sample were 351.

3.7 STUDY VARIABLES

3.7.1 Dependent Variable

Gender-based violence= $\begin{cases} 1 = yes \\ 0 = no \end{cases}$

3.7.2 Independent Variable

The study considers the following independent variables age($< 18 = 1, >= 18 = 2$), onset of GBV (family=1, teacher=2, Other=2), academic status of student (high=1,Medium=2, low=3) religion of student (protestant=1, Muslim=2, orthodox=3, catholic=4) Grade of student (grade9=1, grad10=2, grade3=11, grade12=4), and Residence of students (Rural=1,Urban=2). Physical violence, emotional or psychological violence and sexual violence.

3.8 DATA COLLECTION METHODS

The primary source of data for this research was collected from Zala District selected high school young girls through standardized survey questionnaires. Before the data collection, eight data collectors were trained before distributing the whole questionnaire.

3.9 VALIDITY AND RELIABLITY OF THE INSTRUMENT

The data collection instrument which was developed from the literature was checked for their validity by the researcher. Then, the questionnaire was check for internal consistency and establishes reliability. Validity concerns with the degree to which a question measures what it is intended to measure. To assure the validity of the study, the researcher took the comment from the advisor and also discussed with female high school students about the questionnaires before it was distributed. The questionnaire was prepared includes standard questions for the main variables. The questionnaire was evaluated by examining feasibility during questionnaire pre-testing. Feasibility of the questions was evaluated by examining study participant acceptability, and the time & ease of administration.

Reliability was also check for the survey instrument. As stated by Hair et al., (2007) reliability indicates the extents to which some variables or set of variables are consistent in what they are intended to measure. Reliability analysis was used to measure the internal consistency of a questionnaire.

3.10 DATA QUALITY CONTROLE

Pre-testing of the questionnaire have made to ensure the quality of data. The pre-test was performed on 5% (17) of sample size students in one of the high school in the District which is not selected for the actual data collection. After pre-tested, clarifications and corrections have done on the questionnaire accordingly. The English version questionnaire have been translated into Amharic by the language expert and then back to English to maintain its consistency. Investigator and supervisors have checked the collected data for completeness and consistency throughout the data collection period.

3.11 DATA ANALYSIS AND PRESENTATION

The questioner has checked for completeness and then data was entered in to SPSS software version 22.0 software for statistical analysis. Then data was organized by their categories and classes. If the missing value is occurred and coded by missing values inputance. Then frequency

tables used to display the socio-demographic characteristics and the main explanatory variables from the data. Binary logistic regression applied to determine the significant covariates and odds ratio. The variable selection method was forward selection method that used to analysis uni-variable 25% candidate variables for multivariable analysis in the model to identify the factors that independently affect the gender-based violence on the status of the high school female students. Results of multivariable analysis was statistically significant within 5%. The adjusted odds ratio together with the corresponding 95% confidence intervals was computed to see the strength of the association between the outcome and independent variables. The Hosmer– Lemeshow test for model fitness performed and the multicollinearity effect checked using the variance inflation factor (VIF).

3.12 ETHICAL CONSIDRETION

To reach the respondents formal letter was provided to the organization. Each discipline should have its own ethical guidelines regarding the treatment of human participants on the research (Vanderstoep and Johnston 2009). The researcher was keeping privacy (that left any personal questions), anonymity (protecting the identity of specific individuals from being known) and confidentiality or keeps the information confidential. Accordingly, the questionnaire was distributed to voluntary participants and had a clear introduction and instruction parts regarding the purpose of the research.

CHAPTER FOUR

4. RESULT AND DISCUSSION

4.1. DESCRIPTIVE SUMMARY

In this study 351 female students were following Zala District with in Galma and Mela high School. The main objective of this finding was determining the prevalence of gender-based violence in Zala District. From this result of research paper 24 (12.7%) were age group below 18 and the remaining 164(87.3%) were age group including18 and above pointed about prevalence of gender-based violence in Zala District. From the total of 351 female students 63 (33.51 %) rural female students and 125 (66.49 %) urban female students were showed that there was gender-based violence with in Zala District.

From the total of 351 on the religion of students, 46(24.47%) Protestant, 108 (50.11%) Catholic, 29(10.43%) were Muslim and 5(14.99%) were Orthodox respectively were showed that there was gender-based violence with in Zala District.

Depending on the status of students, high 26 (13.83 %), medium 162 (66.17 %) and low was 100(20%) inform about there was gender-based violence with in Zala District.

From 351 female students 154(81.91%) unmarried and 34 (18.09%) were married female students gave information about gender-based violence with in Zala District.

From the total of 351 female students having sexually contacted were 164 (87.23%) and not sexually contacted were 24(12.77%) were informed that there was gender-based violence with in Zala District.

Depending on this output from 351 female students 72 (36.36%) were grade9, 24 (8.08%) were grade10, 72(36.36%) were grade11and 20(6.06%) were grade12 were informed that there was gender-based violence with in Zala District.

Table 4.1: Descriptive Summary of socio-demographic characteristics by gender-based violence

Covariate Variable	Category	Gender-Based violence		Total
		No	Yes	
Age	<18	126(87.3%)	24(12.7%)	150(42.74%)
	>18	37(12.7%)	164(87.3%)	201(57.26%)
Residence	Rural	147(66.49%)	63(33.51%)	210(59.83%)

	Urban	16(33.51%)	125(66.49%)	141(40.17%)
Religion	Protestant	46(50%)	46(50%)	92(26.21%)
	Catholic	92(46%)	108(54%)	200(56.98%)
	Muslim	6(17.2%)	29(82.8%)	35(9.97%)
	Orthodox	19(79.2%)	5(20.8%)	24(6.84%)
Grade	9	43(37.4%)	72(62.6%)	115(32.8%)
	10	80(76.9%)	24(23.1%)	104(29.6%)
	11	18(20%)	72(80%)	90(25.6%)
	12	22(52.3%)	20(47.7%)	42(12%)
Academic status	High	5(16.1%)	26(99.9%)	31(8.8%)
	Medium	11(6.4%)	162(93.6%)	173(49.3%)
	Low	47(31.9%)	100(68.1%)	147(41.9%)
Onset of GBV	Teacher	85(49.4%)	87(50.6%)	172(49%)
	Family	40(80%)	10(20%)	50(14.3%)
	Other	38(29.4%)	91(70.6%)	129(36.7%)

Source: authors computation based on survey data, 2021

4.2 Determining prevalence of gender-based violence among Zala District high school female students.
4.2.1 The physical prevalence of gender-based violence (n=188)

Table 4.2: Physical prevalence of GBV

Variable	No	Yes	Total
Poor nutrition	56(29.8)	132(70.2%)	188

Variable	No	Yes	Total
Body injury? Like Scar mark	66(35.2%)	122(64.8)	188
Chronic illness	59(31.4%)	129(68.6)	188

Source: authors computation based on survey data, 2021

The physical prevalence of gender-based violence among the Zala District high school female students showed that from the total of 188 violated female students from those body injury problem leads 122 (64%) female students. Most of the respondents 132(70.2%) had Experienced poor nutrition whereas 129(68.6%) of respondents had Chronic illness exacerbation.

4.2.2 The Psychological prevalence of gender-based violence (n=188)

Table 4.3: Psychological prevalence of GBV

Variable	No	Yes	Total
Fear	18(9.5%)	170(90.5%)	188
Anxiety	82(43.6%)	106(56.38%)	188
Depression	12(6.38%)	176(93.6%)	188
Suicide thought	78(41.4)	110(58.6%)	188

Source: authors computation based on survey data, 2021

The Psychological of GBV among the Zala District high school female students showed that from the total of 188 violated female students from that Anxiety 106(56.38%), Depression 176(93.6%), Fear 170(90.5%), and Suicide 110(58.6%) respectively.

4.2.3 The sexually prevalence of gender-based violence (n=188)

Table 4.4: Sexually prevalence of GBV

Variable	No	Yes	Total
Unprotected sex	8(4.3%)	180(95.7%)	188
STDs	120(63.8)	68(36.2%)	188

| Sexual disorder | 98(52.2%) | 90(47.8%) | 188 |
| Abortion | 169(89.9%) | 19(10.1%) | 188 |

Source: authors computation based on survey data, 2021

The Sexually prevalence of GBV among the Zala District high school female students showed that from the total of 188 violated female students from that Unprotected sex 180(95.7%), Sexual disorder 90(47.8%), STDs 68(36.2%), and Abortion 19(10.1%) respectively.

4.3 Diagnostic Tests Assumptions

The minimum and maximum values of the test results were presented in table 4.4. The table shows that the normalized residuals are within the interval of -3 and 3 implying that no outliers were detected at 5% level of significance. The DFBETAs for model parameters including the constant term and Cook's influence statistics were both less than unity. DFBETAs less than unity implies no specific impact of an observation on the coefficient of a particular predictor variable while Cook's distance less than unity showed that an observation had no overall impact on the data.

Table 4.5: Results of diagnostic tests for outliers and influential values

Characteristics	Minimum	Maximum
Normalized Residuals	-2.46262	1.72041
Cook's Influence Statistics	0.00007	0.4240

DFBETA for Constant	-0.17375	0.32013
DFBETA for age group (>= 18)	-0.30887	0.22280
DFBETA for Constant	-0.17375	0.32013
DFBETA for grade10	-0.30887	0.22280
DFBETA for grade11	-0.27032	0.29148
DFBETA for grade12	-0.12819	0.16982
DFBETA for onset GBV Teacher	-0.14773	0.20085
DFBETA for onset GBV Other	-0.12626	0.12752

Source: authors computation based on survey data, 2021

Estimated vector of regression coefficients ($\hat{\beta}$), the multicollinearity diagnostics test was conducted using condition number or indices, tolerance, VIFs.

Table 4.6: Results of diagnostic tests for outliers and influential values

Model	Co linearity Statistics	
	Tolerance	VIF

Age group (>= 18)	0.545	1.834
Grade 10	0.834	1.199
Grade 11	0.576	1.736
Grade 12	0.849	1.178
Onset GBV Teacher	0.874	1.144
Onset GBV Other	0.825	1.212

Source: authors computation based on survey data, 2021

As table 4.6 shows, all of the tolerance values are close to unity and none of the VIF exceed 5 implying that multicollinearity may not be a cause of concern. So multicollinearity is not a serious problem among the categorical predictor variables.

4.4 Results of Regression Analysis

4.4.1Univariate Analysis

The systematic association between each predictor variables and prevalence of gender-based violence status was conducted by cross-tabulating each predictor variables against the outcome

variable. In addition, a univariable logistic regression of each predictor variable against the prevalence of gender-based violence was performed to select the significant candidate predictor variables that would qualify for the multivariate logistic regression model at 25%. The P-value was less than 5%.

Table 4.7: Univariable analysis by using binary logistic regression

The variables under 25% level significance

Covariate variable	Category	β	AOR(β)	St.d(δ)	95% C.I AOR	p-value
Academic status	*Coef*	3.1234	22.723	0.8563	[21.04,24.40]	0.000 *
	High(rf)					
	Medium	0.0884	1.0924	0.0696	[0.95 1.22]	0.732
	Low	2.565	2.391689	0.257	[1.44, 3.95]	0.068
Age	*Coef*	0.872	2.391689	0.257	[1.44, 3.95]	0.058
	< 18(rf)					
	≥ 18	1.320	3.74342	0.743	[2.17, 6.45]	0.0072*
Grade	*Coef*	2.672	14.4688	0.6296	[13.23,15.70]	0.003*
	$9(rf)$					
	10	0.799	2.223	0.0595	[2.10 2.33]	0.12*
	11	2.867	17.58	0.2741	[17.04,18.12]	0.012*
	12	0.656	1.92	0.0983	[1.73 2.11]	0.002*
Residence	Coef	2.90	18.174	0.389	[17.41,18.93]	0.036*
	Rural(rf)					

	Urban	1.14	3.1267	0.174	[2.78 3.46]	0.0067*
Onset-GBV	Coef	2.870	17.637	0.2349		0.001*
	family(rf)					
	Teachers	0.614	1.8478	0.0911	[1.66 2.02]	0.019*
	Others	0.223	1.2498	0.0727	[1.10 1.39]	0.011*
Religion	Coef	2.565	13.000	0.6650	[11.69,14.30]	0.0167*
	protestant(rf)					
	Muslim	0.579	1.7842	0.069	[1.64 1.91]	0.11
	Orthodox	0.788	2.1989	0.0636	[2.07, 2.32]	0.325
Anxiety	Coef	2.173	8.784	0.879	[3.45,9.89]	0.18
	No(rf)					
	Yes	0.41606	1.5159	0.205	[1.01, 2.26]	0.006*
Depression	Coef	2.78	16.11	0.113	[15.89,16.34]	0.001*
	No(rf)					
	Yes	0.839	2.31	0.0639	[2.18 2.43]	0.008*
Fear	Coef	2.643	14.05	0.133	[13.79,14.31]	0.0012*
	No (rf)					
	Yes	0.624	14.05	0.163	[13.79 ,14.31]	0.018*
Suicide	Coef	1.013	2.75	0.165	[2.43 3.07]	0.1017
	No (rf)					
	Yes	2.618	13.70	0.455	[12.81 14.60]	0.489

Body injury	Coef	3.088	21.93	0.104	[21.72,22.13]	0.0015*
	No (rf)					
	Yes	0.268	1.307	0.128	[1.05 1.55]	0.0066*
STDs	Coef	2.90	18.17	0.114	[17.95,18.39]	0.082
	No(rf)					
	Yes	1.12	3.06	0.164		0.14
Abortion	Coef	2.648	14.12	0.1330	[13.86,14.38]	0.17
	No(rf)					
	Yes	0.83	2.29	0.0639	[2.16 2.41]	0.021*
Sexual disorder	Coef	2.89	17.99	2.125	[13.82,22.15]	0.189
	No(rf)					
	Yes	1.21	3.35	0.175	[3.01 3.69]	0.0489
Unprotected sex	Coef	2.859	17.44	0.1204	[17.20,17.68]	0.005*
	No(rf)					
	Yes	0.657	1.92	0.0984	[1.73,2.12]	0.407
Sexual problem	Coef	2.532	12.57	0.1531	[12.27,12.87]	0.001*
	No(rf)					
	Yes	0.598	1.81	0.0732	[1.67 , 1.96]	0.289
Chronic illness	Coef	0.848	2.33	0.0700	[2.19 , 2.47]	0.006*

	No(rf)					
	Yes	1.474	4.36	0.1366	[4.09 , 4.63]	0.1206
Poor nutrition	Coef	2.874	17.70	0.1321	[17.44,17.96]	0.831
	No(rf)					
	Yes	0.196	1.21	0.0753	[1.36 , 1.06]	0.801

Source: authors computation based on survey data, 2021

(β)=adjusted odds ratio and 95% C.I for coefficient of results does not include 1 show that in table 4.7 were used to test whether or not there is a systematic association between predictor variables and gender-based violence. These tests revealed that except academic status, poor nutrition and chronic illness all other predictor variables showed a significant positive association with prevalence of gender-based violence. Except academic status of students all predictor variables are candidate for multivariable analysis.

4.4.2 Multivariable Analysis

Based on the results of univariable analysis, a model containing 5 selected predictor variables were included in the multivariate analysis. Using the forward (likelihood ratio) method, 5 out of 6 predictor variables were selected and have a significant impact in determining prevalence of

gender-based violence. The multivariable binary logistic regression result is summarized in table below.

Table 4.8: Multi variable analysis by using binary logistic regression

The variables under 5% level significance

Covariate variable	Category	β	AOR(β)	St.d(δ)	95% C.I AOR	p-value
Intercept	Constant	0.84413	2.325	0.9967	[0.329, 4.27]	0.067
Age	< 18(rf)					
	≥ 18	1.30483	3.687	0.1856	[2.56 ,5.30]	0.032*
Grade	9(rf					
	(10)	0.33581	1.3990	0.0622	[0.921 .1.117]	0.61
	(11)	0.46349	1.5896	0.0646	[1.70 ,2.25]	0.016*
	12	0.92920	2.532	0.1217	[1.17 , 2.09]	0.03*
Residence	Rural(rf)					
	Urban	0.0148	1.0149	0.0491	[0.67,1.57]	0.45
OnsetGBV	family(rf)					
	Teachers	0.31927	1.376	0.0695	[1.20 ,1.57]	0.003*
	Others	0.28741	1.3329	0.1245	[1.04 ,1.70]	0.001 *
Religion	Protestant (rf)					

	Muslim	0.839	2.31	0.0639	[2.18 2.43]	0.0012*
	Orthodox	1.233	3.433	0.1376	[8.80 , 9.10]	0.0091*
Anxiety	No(rf)					
	Yes	1.23852	3.450	0.546	[1.18, 10.06]	0.0016*
Depression	No(rf)					
	Yes	0.76982	1.088	0.689	[0.88,1.89]	0.209
Fear	No(rf)					
	Yes	0.41502	1.42	0.605	[0.899,1.78]	0.815
Suicide	No(rf)					
	Yes	0.07233	1.0750	0.247	[0.66, 1.74]	0.73
Body injury	No(rf)					
	Yes	0.24500	1.27	0.0615	[1.15, 1.39]	0.0045*
STDs	No(rf)					
	Yes	1.4086	4.090	0.0660	[1.22, 2.60	0.000*
Abortion	No(rf)					
	Yes	1.78	5.932	2.11	[0.995,6.34]	0.18
Sexual disorder	No(rf)					
	Yes (rf)	3.215	24.90	0.0423	[24.81 , 24.99]	0.0001*

Unprotected sex	No(rf)					
	Yes	0.657	1.92	0.0984	[1.73,2.12]	0.407
Sexual problem	No(rf)					
	Yes	0.242	1.27	0.0747	[1.11 1.43]	0.0078*
Chronic illness exacerbation	No(rf)					
	Yes	0.0155	1.015	0.0491	[0.92, 1.11]	0.71

Source: authors computation based on survey data, 2021

$\chi 2$= 405.147 with degrees of freedom=10, p-value =0.001

The Omnibus tests of models coefficients had a chi-square value of 405.147 on 10 degrees of freedom, which is highly significant beyond 0.000 levels indicating that the predictor in the appendix variables presented in table 4.8 have a significant importance in predicting prevalence of gender-based violence. The model chi-square value was 405.147 on 10 degrees of freedom and was highly significant beyond 0.005 levels indicating that the inclusion of the explanatory in the model variables contributed to the improvement in fit of the full model as compared to the constant only model. The Cox and Snell and Nagelkerke pseudo-R-square values of the model were 0.914 and 0.6244, respectively.

The Hosmer-Lemeshow test result reported chi-square value of 0.914 with p-value of 0.204 on 8 degrees of freedom. But this p-value is greater than the 0.50 and 0.10 levels showing that there is no difference between the observed and the model predicted values and hence estimates of the model fit the data at an acceptable level. Assessment of the interaction terms showed that none of them were statistically significant and hence were excluded from the model. In general, the goodness-of-fit assessment of the mult-variable binary logistic regression model implied that the

model fits the data well. The adequacy of the fitted model was checked for possible presence and treatment of outliers, influential values and multicollinearity.

The diagnostic test results for detection of outliers and influential values are presented in the table 4.8 all categorical variables are statistically significant in determining prevalence of gender-based violence except for one categories of place of female students 5% level of significant. The odds of gender-based violence for the age group including 18 and above have 3.687. This indicates that as age increases the probability of gender-based violence increased by 3.687% compared with age group below 18, considering other variables as constant. The odds of gender-based violence for the teacher's was1.376. Indicates that odds of gender based violence of teacher was 1.376 times compared with family when other variables held constant. Odds of gender-based violence of others were 1.3329 increased compared with family when the other covariates held constant.

The odds of gender-based violence of grade10 was1.399 times compared with grade9, when other covariates held constant. Also, the odds of grade 11 was 1.5896 times compared to grade 9 when the other covariates held constant and the odds of gender-based violence of grade 12 was 2.532 times compared with grade 9, when the other covariates held constant.

Depending on the religion odds of gender-based violence of Muslim was 2.31 times compared with protestant when other covariates held constant. The odds of gender-based violence of orthodox was 3.433 times compared with protestant when other covariates held constant and the odds of gender-based violence of Catholic was 14.25 times compared with protestant when other covariates held constant.

4.6 DISCUSSION

Gender-based violence (GBV) is violence involving men and women, in which the female is usually the victim and which is derived from unequal power relationships between men and women (UN, 2004). Gender-based violence (GBV) is a major public health issue that affects the health and well-being of millions of young people worldwide each year, (Habtamu Gebrehana Belay et al, 2021). The prognostic factors are analyzed by using binary logistic regression and the goodness of model was determined by using Hosmer-Lemeshow test and multicolinearity was checked by using VIF.

In this research paper 351 female respondents were participated from two school of Zala District, among those 188(53.56%) female students were cognizant of gender-based violence. The majority of respondent were age group including 18 and above 164(87.3%). So current study agreed with the study was conducted in Amhara region which showed that the majority of gender-based violence raised from age above 15 (Habtamu Gebrehana Belay et al, 2021). Also, study was in line with study performed in Tigray region which shows that majority of respondent pointed that there was gender-based violence in the age of above 18. (Tewelde Gebre, 2019). The current study also supported by study done in the Elbil which shows that majority of respondent were age group above 18 showed that there was the prevalence of gender-based violence (Al-Tawil, 2012).

From this result of 351 majorities of respondents were rural (59.83%) next to urban (40.17%). But from this finding majority of respondents showed the prevalence of GBV was Urban (66.49). The current study contradicted with study conducted on the Tigray region, Amhara region and Wolayta Sodo which showed that the prevalence of gender-based violence was highly distributed with in rural areas (Tewelde Gebre, 2019, Habtamu Gebrehana Belay et al, 2021).

Depending on religion of the respondents of female students on the basis of GBV the highest respondents were Catholic (56.98%), Protestant (26.21%), Muslim (9.97%) and Orthodox were (6.84%). But the current study showed that the prevalence of GBV highest among Muslim (82.8%), Catholic (54%), Protestant (50%) and Orthodox (20.8%).

Based on this research paper result the majority of respondents showed that prevalence of gender-based violence was teachers (50.6%), other (70.6%) and lastly family have (20%). In addition to this student's class increase the prevalence of GBV also increase. From this result the distribution of prevalence of gender-based violence on the grade 9 was (62.6%), grade 10 was (23.1%), grade11 was (80%) and grade12 was (47.7%).

Depending on this thesis onset covariate like teacher, other have significant effect on GBV by using binary logistic regression. The current study was supported by the study done by wubs on GBV on school of Tanzania against women's (wubs, 2009). Also, the study agreed with study conducted in the United Nation (UN, 2006).

From this research paper age have significant effect on gender-based violence by binary report. The current study in line with study conducted Tewolde Gebre with in Tigray region (Tewelde Gebre, 2019).

Factors associated with current **physical** violence were being urban resident, and witnessing of violence as a child. Urban resident students were almost five times more likely to experience physical violence than rural residents. This could be due to a reason that female students in urban areas start to have sexual partner/ or boyfriend and to drink alcohol early than their counterparts in the rural area, which may predispose them to several forms of violence as evidenced from other studies (Rachel Jewkes, 2004).

Sexual violence in the current year was significantly associated with relationship status and alcohol drinking. High school girls who have a boyfriend were almost six times more likely to had forceful sexual intercourse. This could be due to a reason that young girls who have a boyfriend are at increase vulnerability to be exposed for a violent behavior of their boyfriend. Female who drinks alcohol were more than seven times more likely to experience sexual violence than those who didn't alcohol. This could be due to the relation between alcohol drinking and sexual violence, which is the effect of alcohol use on the occurrence of violence, specifically sexual violence. A study conducted in Eastern Ethiopia showed that women who have multiple sexual partners are more likely to be a victim of sexual violence since they may be willing even for unwanted sexual intercourse (Alemayehu Belachew Bekele, 2011).

The other factors associated with **psychological** violence among female students were witnessing violence as a child. Young girls who witnessed violence as a child were almost four times more likely to experience psychological violence than their counterparts. Similar findings were also observed in a study conducted among female college students of Mekelle town (Yaynshet G/Yohannes, 2007). Possible explanation for this could be the possible low level of parental control among young women who have violent family, and the fact that witnessing such violence from their family may result in developing a belief that violence is a normal condition, and this may expose them to fail to report oral threatening and may later expose them to gender based violence.

Gender based violence (physical and/or sexual violence) was also further analyzed for possible association with the independent variables. Accordingly, current educational performance of respondents, and alcohol drinking were found to have significant association with GBV.

CHAPTER FIVE

5. CONCLUSSION AND RECOMENDATION

5.1. CONCLUSSION

Based on the finding of the study the main objective of this study was to determine the prevalence of gender-based violence and associated effects on high school female students in Zala District,

southern, Ethiopia. The study has provided empirical justification for the framework that identifies the independent variables of Socio-demographic characteristics, physical violence, Sexual violence and psychological violence and describes the relationship among the constructs and gender-based violence within the context of Zala District. The study found that gender-based violence is immobile a common trouble among high school female students. The prevalence of current and life time physical violence, sexual violence and psychological violence among female students was high. Moreover, more than two third of female students and more than half of female students reported that they have experienced gender-based violence in their life time and in the current year respectively. Binary logistic regression models were used for this research paper to find prevalence of gender-based violence among Zala District. There was gender-based violence among the Zala District in Galma and Mela high Schools. From these finding Onset of gender-based violence, level of Grade of Students, Age group and religion have a significant association effect of covariates on gender-based violence? In generally the high prevalence of gender-based violence in Zala District compare to developed countries.

5.2. RECOMMENDATION

Based on the finding of the study, conclusions drown in line with the study objectives; the following points are recommended in order to improve gender-based violence of Zala District. The study has a small print of implications in general. Hence, supported the results of this study we must attentively make the subsequent recommendations:

- ➢ Every person should manage themselves from the attack of gender-based violence by keep themselves especially female students to realize themselves from attack of gender-based

violence. Every school would have identified and necessary punishment should be commenced, and laws related with gender-based violence should be strengthening, and community awareness on the laws should be created through the available Medias of communication.

➢ Students who experience gender-based violence should be immediately identified and should be enrolled in school and/or community-based support programs. Immediate Sexual Transmitted Infections (STIs)/like HIV/AIDS risk assessment should be done, and instant stipulation of emergency contraceptives should be given for those who experience sexual violence to prevent unwanted pregnancy and its impediments.

➢ Zala District must follow attentively prevalence of gender-based violence among female students by giving awareness to female students and putting information box for more point of view.

➢ School based services like awareness creation on the social and economic consequences of GBV, the physical and psychological consequences, the impact of GBV on the perpetrator and on the society should be done for both male and female students.

➢ Students who experience gender-based violence should be immediately identified and should be enrolled in school and/or community-based support programs.

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APPENDIX: QUESTIONNAIRES

JIMMA UNIVERSITY

PROGRAM OF GRADUATE STUDIES

COLLEGE OF SOCIAL SCINCE AND HUMANITY

DEPARTMENT OF SOCIOLOGY

Dear employee

This questionnaire comes to you in order to gather relevant data about a Prevalence of Gender-based violence and associated effects on high school female students in Zala District southern Ethiopia. I honestly assure you that the obtainable data purely serves an academic research purpose. I hope, your genuine information to the questionnaire below will help me arrive at a sound and meaningful conclusion over the problem under investigation.

Thank you in advance!

Dear respondent if you want to receive the final output of this study please put your e-mail address here on the space provided or call +251-953664221. E-mail:abiyotaseaw16@gmail.com

Thank you in advance for your valuable time and cooperation!

Note:

Please put a „√" mark on your choice on the space provided.

You don't need to write your name on the questionnaire.

Part One: Socio demographic characteristics on gender-based violence.

Q. No	Question	Answers and alternativechoices
1	Age of respondent in years	------------------------------
2	What is your religion?	1. Orthodox [ ] 2. Catholic [ ] 3. Protestant [ ] 4. Muslim [ ] 9. Other (Specify
3	Place of Residence	1. Urban [ ] 2. Rural [ ]
4	Grade?	1.Grade 9 [ ] 2.Grade 10 [ ] 3.Grade 11 [ ] 4.Grade 12 [ ]
5	What was your rank in your last semester?	1. High [ ] 2. Medium [ ] 3. Low [ ]
6	Onset of Gender-based violence	1. Teacher [ ] 2. Family [ ] 3. Others [ ]
7	GBV	0. No [ ] 1. Yes [ ]

Part Two: Determining prevalence of gender based violence among Zala district high school female students.

Prevalence of physical

8	Have you ever been body injury? Like Scar mark and other	1 Yes [ ] 2 No [ ]
9	Have you ever experienced Poor nutrition	1 Yes [ ] 2 No [ ]
10	Have you ever experienced Chronic illness exacerbation	1. Yes [ ] 2. No [ ]

Prevalence of Sexual

11	Have you ever experienced Unintended pregnancy?	1 Yes [ ] 2 No [ ]
12	Have you ever experienced Sexual disorders and risky behaviors?	1 Yes [ ] 2 No [ ]
13	Have you ever experienced Unprotected sex?	1 Yes [ ] 2 No [ ]
14	Have you ever experienced abortion?	1 Yes [ ] 2 No [ ]

Prevalence of Psychological

14	Have you ever experienced Fear	1 Yes [ ] 2 No [ ]
15	Have you ever experienced anxiety	1 Yes [ ] 2 No [ ]
16	Have you ever experienced Depression	1 Yes [ ] 2 No [ ]
17	Have you ever experienced Suicide thought	1 Yes [ ] 2 No [ ]

Thank You for Your Cooperation///

አባሪ አንድ
የጅማ ዩኒቨርስቲ

የማህበራዊ ሣይንስና ሂውማኒቲ ኮላጅ

ሶሺዮሎጂ ት/ቤት

ውድ ተማሪዎች

ይህ በደቡብ ብ/ብ/ሕ/ክ/መንግሰት በጎፋ ዞን በዛላ ወረዳ የሁለተኛ ደረጃ ትምህርት ቤት ሴት ተማሪዎች ላይ ስለ ጾታ-ተኮር ጥቃት እና ተዛማጅ ተፅእኖዎችን መረጃዎችን ለመሰብሰብ ይህ መጠይቅ ወደ እርስዎ ይዤ መጥቻለው። ከእናንተ የተገኘውን መረጃ ለአካዳሚክ ምርምር ዓላማ ብቻ የሚያገለግል መሆኑን ጨምር በትክክል አረጋግጣለሁ። ከዚህ በታች ባለው መጠይቅ ላይ ያለዎት እውነተኛ መረጃ በምርመራ ላይ ባለው ችግር ላይ ጤናማ እና ትርጉም ያለው መደምደሚያ ላይ እንድደርስ ይረዳኛል ብዬ ተስፋ አደርጋለሁ።

በመሆኑም ለዚህ ጥናት ስኬታማነት የአንቺ በቅንነትና በተአማኒነት መረጃ መስጠት እጅግ ወሳኝ ነው። በዚህ መጠይቅ ላይ በየትኛውም ገፅ ላይ ስም መፃፍ አያስፈልግም። ጊዜሽን ሰውተሽ ለጥናቱ መሳካት ቁና ትብብር በማሳየትሽ በቅድሚያ ከልብ አመሰግናለሁ።

ማሳሰቢያ፦ የሚከተሉት ጥያቄዎች ለሴት ተማሪዎች ብቻ የተዘጋጁ ናቸው። እንደየጥያቄው ዓይነትና ባህሪ በባድ ቦታው ላይ በማንበብ ምልክት (√) በማድረግ መልሺ።

ውድ ተማሪዎች የዚህን ጥናት የመጨረሻ ውጤት ለመቀበል ወይም ለማወቅ ከፈነጉ እባክዎን በዚህ ኢሜል አድራሻዎን በተጠቀሰው ቦታ ላይ ያስቀምጡ ወይም በ +251-953664221 ይደውሉ። ኢሜል: abiyotaseaw16@gmail.com

ስለ ውድ ጊዜዎ እና ትብብርዎ ከልብ እናመሰግናለን !

ክፍል አንድ

ተ.ቁ	ጥያቄ	መልስ
1	ዕድሜ	-----------------
2	የምን እምነት ተከታይ ነሽ ?	1. ኦርቶዶክስ [ ] 2. ካቶሊክ [ ] 3. ፕሮቴስታንት [ ] 4. ሙስሊም [ ] 5. ሌላ -------------------
3	የመኖሪያ ቦታሽ የት ነው	1. ከተማ [ ] 2. ገጠር [ ]
4	የስንተኛ ክፍል ተማሪ ነሽ ?	1. 9ኛ [ ] 2. 10ኛ [ ] 3. 11ኛ [ ] 4. 12ኛ [ ]
5	ባለፈው /የመጀመሪያ ሴሚስተር/ የትምህርት ደረጃሽ ምን ያህል ነው ?	1. ከፍተኛ [ ] 2. መካከለኛ [ ] 3. ዝቅተኛ [ ]
6	ፆታን መሠረት ያደረገው ጥቃት በመጀመሪያ የደረሰብሽ በማን ነው?	1. በመምህር [ ] 2. በቤተሰብ [ ] 3. በሌሎች [ ]
7	ፆታን መሠረት ያደረገ ጥቃት	1 አዎ [ ] 2 አይ [ ]

ክፍል ሁለት

8	በከፌል ወይም በቁሚነት የአካል ጉዳት አጋጥሞሽ ያውቃል	1. አዎ [ ] 2. አይ [ ]
9	ምግብ አልበላ ብሎሽ ያውቃል	1. አዎ [ ] 2. አይ [ ]
10	ሥር የሰደደ በሽታ ተባብሶ አጋጥሞሽ ያውቃል	1. አዎ [ ] 2. አይ [ ]
11	ተጨንቀሽ ታውቂያለሽ	1. አዎ [ ] 2. አይ [ ]
12	ፍርሃት አጋጥሞሽ ያውቃል	1. አዎ [ ] 2. አይ [ ]
13	ድብርት አጋጥሞሽ ያውቃል	1. አዎ [ ] 2. አይ [ ]
13	ድንገት ራስን የማጥፋት ሀሳብ ኖሮሽ ወይም አጋጥሞሽ ያውቃል	1. አዎ [ ] 2. አይ [ ]
14	ጥንቃቄ የጎደለው የግብረ-ሥጋ ግንኙነት አጋጥሞሽ ያውቃል	1. አዎ [ ] 2. አይ [ ]
15	በግብረ-ሥጋ ግንኙነት ምክንያት ተላላፊም ሆነ ሌላ በሽታ ይዞሻል ?	1. አዎ [ ] 2. አይ [ ]
16	የወሲብ መታወክ እና አደገኛ ባህሪ አጋጥሞሽ ያውቃል ?	1. አዎ [ ] 2. አይ [ ]
17	ውርጃ አድርገሽ አድርገሽ ታውቂያለሽ ?	1. አዎ [ ] 2. አይ [ ]