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AN INVESTIGATION OF VIOLENCE AGAINST CHILDREN IN SETO SAMERO
SECONDARY SCHOOL, JIMMA TOWN

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This is to certify that the MA thesis research prepared by Yadeshi Chemedda, titled: *An Investigation of Violence Against Children in Seto Semero High School, Jimma town* and submitted to in partial fulfillment of the requirements for Masters of Arts Degree in Sociology and Social policy complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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List of Acronyms

ACPF: African Child POLICY FOROUM

ILO: International Labor Organization

MOH: Ministry of Health

MOLSA: Ministry of Labor and Social Affairs

MoWA: Ministry of Women's Affairs

UNICEF: United Nations Children's Fund

WHO: World Health Organization

Abstract

The general objective of this study is to investigate violence against children in Seto Semero Secondary School, Jimma town. To this end, 163 children between 14 and 18 years of age were systematically selected using probability sampling and survey questionnaire was administered to them.

Result of the study showed that 76 (46.7%) of the study participants responded that they experienced various types of violence in their school in the last six months. From these, 28 (36.8%) of the respondents were males while 48 (63.2%) of them were females. Regarding the types of the violence, 44(57.9%) of the respondents experienced physical violence, 7(9.2%) psychological, 5(6.5%) sexual, 8(10.5%) both physical and psychological, 6(7.9%) both physical and sexual, 2(2.7%) both psychological and sexual where as the remaining 4(5.3%) physical, psychological and sexual violence.

Concerning the perpetrators, the students reported that different types of violence were committed against them by older students [36(47.4%)], by teachers [19(25%)], by gangs from outside schools [18(23.7%)] and by the school guards [3(3.9%)]. Regarding the reasons behind violence against them, 10(13.2%) gave absenteeism, 16(21%) non-punctuality, 18(23.7%) disturbance, 13(17.1%) failure to do homework and the rest 19(25%) gave reasons such as their resistance to accept the romantic requests from the older students, gangsters and failure to wear school uniforms.

To conclude, violence against children is widely practiced in the school contrary to the FDRE (1995) constitutional principles and the MoE (1981 and 1988) school guidelines.

Therefore, awareness raising and trainings on alternative children's behavior modifications for teachers are recommended for the school as one mechanism to overcome the problem. Likewise, awareness creation for the children on the importance and how to protect violence against children, their rights and duties in school are also recommended as another alternative mechanism to ameliorate the problem.

1. Background of the study

Violence refers to the intentional use of physical force or power, threatened or actual, against one self, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation (WHO 2002). On the other hand, violence against children refers to all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment and sexual abuse. It includes physical violence (corporal punishment), sexual violence, harassment and abuse; mental violence such as verbal abuse, cruelty and harassment that can damage a child's psychological and emotional health and wellbeing (ACPF 2014a; WHO 1999; Wamimbi and Kasimbu 2015:12). It is maltreatment that includes all types of abuse and neglect of a child under the age of 18 by apparent, caregiver or another person in a custodial role (Pinheiro 2006).

Violence against children is not limited to a specific boundary. It cut across race, class, religion and culture. In every country of the world there are children who continue to fear and experience violence (UNICEF 2007). No country is immune to violence against whether rich or poor (UNICEF, 2014). "Despite its existence everywhere, it is difficult to know the exact magnitude, nature and impact of violence against children and the underlying social norms and attitudes that perpetuate it because violence takes place in hidden ways and it is left unreported to the concerned bodies. Data on violence against children is scarce and inconsistent especially in low and middle income countries" (UNICEF 2014a: I).

As a result, only very few of all acts that constitute violence against children are investigated and reported. It is underreported due to various reasons such as children's lack of capacity to report the violence and fear of reprisals from the perpetrators which may worsen their overall situation. Moreover, sometimes the perpetrators are the powerful groups in the community, relatives and parents themselves which results in hiding information. Consequently, its figure often underestimated and very few perpetrators are held the accountability (UNICEF 2007).

However, the fact that its figure underestimated doesn't mean the problem is simple. Some available studies indicate that violence against children has become a significant global human rights problem and growing concern in sub-Saharan Africa. It widely exists and poses various

detrimental effects on the wellbeing of children and has become a growing public health and social development problem globally (Wamimbi and Kasimbu 2015).

Violence against children has become a pervasive phenomenon that affects the life of millions of children around the world. Every year between 500 million and 1.5 billion children worldwide endure some forms of violence. About 168 million children around the world are engaged in child labor of which 85 million of them are exposed to hazardous work that poses a danger to their health and safety (The Special Representative of the UN Secretary-General on Violence against Children 2013). “Every year, roughly 6 in 10 children between the ages of 2 and 14, or nearly a billion children worldwide are regularly subjected to physical punishment by their caregivers” (UNICEF 2014b:4).

Like in other parts of the world, violence against children has become a significant social problem in the African continent. For instance, sixty per cent of children in Zambia, Morocco, and Uganda, and around half of the children in Mali and Ethiopia experience physical punishment from family members and schools in the name of discipline (UNICEF 2015). Many children also face psychological and mental violence such as insults and name-calling to bullying, intimidation and threats which seldom recognized as violence. Moreover, large number of children are exposed to physical and psychological violence, neglect or negligent treatment, sexual violence in their own homes, homes of friends, work place, relatives or neighbors, in schools, communities (ACPF 2014) in institutions, prisons and on streets (Ibid 2015).

As stated earlier, violence against children remains a pervasive, but largely ignored issue in many parts of the world, especially in Africa. This is certainly true in Ethiopia, where children regularly face humiliating physical punishment and psychological abuse at home, in school and in the community at large(The African Child Forum 2008). Of the estimated 88 million Ethiopian populations, more than 52 percent is under the age of 18. Unfortunately, millions of these children are exploited, abused and are victims of violence. At least 1.2 million children are victims of trafficking in Ethiopia every year. About 27 percent of the children age 5-14 in Ethiopia are involved in child labor which has various detrimental effects to their physical, mental and social development. The commercial sexual exploitation of children appears to be increasing in urban centers of the country. Children orphaned and made vulnerable by

HIV/AIDS in Ethiopia are at great risk the various forms of violence, exploitation, abuse and neglect (UNICEF 2014a).

Various theories on violence against children forward various explanations for the occurrence of this phenomenon. Psychological theory of violence argues that many perpetrators engage in violence against children have psychological disorders. They are mentally ill, suffer from personal disorders and those consume large quantities of drugs and alcohol (Dutton 2006). Apart from this, some of them still argue that abusive and violence are learned and transferred by individual members of the family to others within the family (Loseke, Gelles and Cavanaugh 2005) while others argue that reason underlying the abusers behavior is the power and control that she/he is able to exert over other members of the family (Bostock 2002).

Nevertheless, there is little evidence to conclude that all perpetrators of violence have psychological pathology. Rather, they are products of familial and the social systems, the broader cultural attitudes and beliefs that shape the psyche and identities of the individuals (Katz 2006). The scholarly debates on the issue have been continued and violence against children remains a burning issue that needs further investigations.

1.1 Statement of the problem

Violence against children has various physical, mental/psychological and social devastating consequences on children. Exposure to violence at early childhood can affect the child's brain maturity by disrupting the child nerves and immune systems. This leads to social, emotional and cognitive impairments as well as behaviors that cause disease, injury and social problems. It also results in health risk behaviors such as substance abuse, anxiety and depressive disorders, impaired work performance, memory disturbances and aggressive behavior (UNICEF 2007; UNICEFb 2015). Hence, violence is a social malady that threatens the stable and balanced psychological development of children. It makes children socially misfit, prone to psychological imbalance and develop violent criminal tendencies (Abayomi 2013).

Violence against children erodes the foundation that children need for leading healthy and productive lives and violates the fundamental right to be protected from physical, emotional and mental harm (United Republic of Tanzania 2009). Violence is a severe infringement of

children's rights and constitutes one of the most serious threats to children's life, survival and development (ACPF 2014: IV).

Some individual researchers and organizations have tried to investigate violence against children in Ethiopia in order to devise evidence based strategies to ameliorate the problem. For instance, Getinet (2009: 174) has conducted a study on sexual abuse against male street children in Merkato area, Addis Ababa and found out that a significant number of the children were sexually abused.

Likewise, the African Child Policy Forum (2006) also indicated that large proportion of children in Ethiopia face physical, psychological, emotional and even sexual violence everyday at home and in the community. Gudina and Nega (2014) also tried to explore the situational analysis of child sexual abuse in Jimma town and found out that children face sexual violence at work place, in homes and hidden places mainly by persons whom they know and have close proximity with them. Though violence against children takes place in home, neighbors, community and schools, these studies focused on violence against children outside schools. None of these studies have addressed violence against children in school specifically.

Furthermore, as the studies ever conducted outside school used qualitative approach, they failed to address the magnitude of the problem in their study areas. The only study that tried to address violence against children in school is a national survey conducted throughout Ethiopia regions by Save the Children, MoH and MoWA (2008). These offices tried to assess the types, prevalence, major causes and effects of violence against girls in and around schools. Nevertheless, as it is conducted by consultants, the study lacks academic theoretical explanations that underlie violence against children. Moreover, the study did not address the situation of violence against children in Jimma town since it is conducted elsewhere. Only Adama and Asella town were included in the study from Oromia National Regional State.

However, the severity of violence against children and the reasons behind it may vary from one place to the other depending on various contextual factors that aggravate the problem. The same holds true in Jimma town. Thus, it needs investigation.

The schools are expected to prepare new generations to be good citizens and reliable. The roles and responsibilities entrusted to schools are to produce young people with the necessary skills in

literacy computation and written expressions that enable the young population to assume future societal responsibilities being a scientist, professionals, and leaders in business and other institutions of the society. The roles of the schools are not limited to these responsibilities. They are also expected to address social problems such as racism, sexism and violence that hinder students to acquire the necessary knowledge and skills help them to shoulder the future societal expectations (Kornblum and Julian 2007).

Nevertheless, children may experience various forms of violence in school contrary to societal expectations. Hence, conducting a study on violence against children is very important to take appropriate measures timely to reduce the violence and its negative consequences.

Hence, my study is intended to fill the gaps identified in earlier studies. Firstly, this study tries to address the empirical evidence lacking on violence against children in schools. Secondly, as most of the studies ever conducted on violence against children are mainly qualitative, it is also important to capture the magnitude of the problem through quantitative approach too. Therefore, this study tries to investigate the types, the patterns and gender dimension of violence against children in school with special emphasis on Seto Semaro Secondary School using both quantitative and qualitative methods.

In spite of its pervasive consequences, violence against children can be prevented provided that there is adequate data concerning where, when, by whom and who are mainly affected by the problem. The availability of timely and adequate information helps concerned bodies to design and implement preventive strategies that ameliorate the problem and its detrimental effects on children.

1.2 Research Questions

This study is intended to answer the following five major research questions.

- What are the common types of violence against children among students in Seto Semaro Secondary School?
- What does the gender dimension of violence against children looks like?
- Who commit violence inflicted against children in the school?
- Why violence is committed against children in the school?
- What is the perception of the children towards violence against children?

1.3 Objectives of the study

1.3.1 General objective

The general objective of this study is to investigate violence against children in Seto Semero Secondary School, Jimma town.

1.3.2 Specific objectives

- To identify the major types of violence inflicted against children
- To describe gender dimension of violence against children
- To find out who commit violence against children in the school
- To describe the reasons for violence against children in the school
- To explore the children's opinions towards violence against children and their coping mechanisms

2. Literature Review

2.1 Theoretical perspective on violence against children

There are various theories that explain why, how and when violence takes place. It is important to look at these different theories because violence in general and violence against children in particular may not be explained by a single theory. Each theory has its own strengths and limitations. This implies that a single theory may not be adequate to explain a given social phenomena fully. Especially, it is very difficult to rely on one theory alone to explain or describe violence against children as it may have various factors that contribute to the problem and require analysis at different levels such as individual, family, community and the society. Hence, various relevant theories of violence in general and violence against children in particular are discussed as follows.

2.1.1 Psychoanalytic theory of violence

Psychoanalytic theory of violence mainly focuses on individual internal psychological processes that create a need to be abusive or to accept abusive behavior. There are three types of psychoanalytic theory of violence. These are object relations theory, attachment theory, and violence as trauma theory.

The object relation theory suggests that humans are motivated from their earliest childhood by the need for significant relationship with other individuals. It suggests that these early relationships in addition to play a role in a psychic development, form the enduring psychological templates for all of the individual's future relationships (Fairbairn 1952). Object relation theory proposes that individuals developmental representations of themselves, other individuals and the relationship between themselves and others beginning in infancy and early childhood. These mental representations carry over and influence interpersonal relationships throughout. The child's early experiences in his or her relationships with primary care giver set stage for development of stable, enduring, eternalized, mental representation of one self, others, and the emotional experiences that are attached to the relationships between oneself and others (Blizard and Bluhn 1994).

According to the object relations theory, individuals who lacked sufficient nurturing during infancy and childhood may find it difficult to maintain healthy self esteem, regulate their emotional responses and manage anxiety in later life. The unmet dependency need in childhood continue to persist in adulthood most often accompanied by a sense of rage that shows need were not met. Consequently, the search to fulfill dependency needs when they become adult becomes both desperate and demanding which in turn leads to a situation in which one is abuser or victim(Kernberg 1994).

Contrary to the emphasis placed on individuals' mental representation of a relationship in object relations theory, attachment theory focuses on the reciprocity between individuals within a relationship. Attachment refers to a reciprocal, enduring emotional tie between infant and care giver in which both parties actively contribute to the quality of the relationship ((Papalia ,Olds and Feldman 2010).

The basic argument underlying attachment theory is that adults have the power to both protect and provide a sense of security for their children. Children build a representation of their own worthiness based on their experiences and perceptions of the care giver's ability, availability and willingness to provide care and protection (Bowlby 1973). Attachment theory explains that child abuse or violence against children results in insecure and anxious attachment which can be avoidant, ambivalent or disorganized (Crittenden and Ainsworth 1989). Anxious attachment is an indicator of social and emotional problems and is most likely to occur in situation of maltreatment (Lewis, Feiring, McGuffog and Jaskir 1984). The distorted pattern of relating to others lay the foundations for the child's model of the world, influence how the child responds and may prevents the child from developing positive internal model of self(Crittenden 1988). Insecure attachment occurs among children who experienced physical abuse or neglect (Bowlby 1988).

The psychology of post trauma on the other hand gives explanations why victims of abuse seem to experience abusive situations repeatedly. Such individuals appear to have a compulsion to repeat the trauma due to the ability to reintegrate their memories of abuse and their abusive behavior into their larger memory structure (Van der Kolk 1990).

2.1.2 Cognitive or Behavioral theories of violence

Cognitive behavioral theories of violence are of various types. However, two of the most relevant theories to the topic under investigation are given emphasis as follows. These are the social learning theory and reactive aggression theory.

A. Social Learning theories

Social theories focus on how aggression, abusive and violence are learned and transferred by individual members of the family to others within the family. The social learning theory argues that individuals learn social behaviors by serving and maintain other people (Loseke, Gelles and Cavanaugh 2005). Children who grow up in violent or abusive families may learn violent or abusive behaviors, imitate those behaviors and then repeat those behaviors in future relationships (Bandura 1977). The aggressive behaviors can be learned in operant conditioning. Operant condition behavior can be strengthened through positive and negative reinforcement as well as the suppression of the behavior through punishment (Jackson and Thomson 1999).

B. Reactive Aggression theory

This theory argues that violent occurs when individual experience an unpleasant situation. This means an aversive stimulus results in a negative emotional which leads to an urge to hurt others or thoughts of hurting others and the urge to hurt results in aggressive behavior unless inhibiting factors are present (Finkelhor, Gelles, Hotaling and Straus 1983).

2.1.3 Social theories of family violence

The social theory of family violence is another theory that explains why violence takes places within the family context or other relationships. It focuses on the processes that are created in interactions with others in one to one social relationship or in larger groups. Of the social theories of family violence, the control theory and social isolation theory are found to be more relevant to explain violence against children and hence both of them are discussed as follows.

A. The Control theory

The control theory argues that different types of conflicts arise from an individual's needs to obtain and maintain power control within a relationship(s). This means the reason underlying the

abusers behavior is the power and control that she/he is able to exert over other members of the family (Bostock 2002). The more powerful individuals such as husbands, fathers, parents and senior siblings often use the threat or force or use violence to obtain compliance from less powerful persons such as children and wives. To this end, threats, force and violence behaviors are used as mechanisms to prohibit the less powerful members of the family from involving in behavior that the controlling individual doesn't want and promote the "desirable" behavior to occur (Goode 1971).

Moreover, the abuser wants to gain control over how other family members feel and think. Hence, they use many forms of intimidation such as coercion, isolation and economic abuse. Isolating the victim from any social contact is the most harmful form of intimidation the abusers use because the possibility of escape for the victim is greatly reduced in absence of social support. In return, victims also learn how to respond to the various forms of intimidation, however, the attempt to challenge the abuse or the abuser may become too dangerous for the victim(s). Consequently, the victim may begin to gradually modify his/her own behavior in order to avoid continued abuse and survive (Bostock, Auster, Bradshaw, Brewster, Chapin and Williams 2002).

B. Social isolation theory

Social isolation theory argues that child abuse and neglect are associated with isolation of the parent-child relationship from social support systems (Garbarino 1977). According to this perspective, understanding child maltreatment requires looking beyond high-risk families to the neighborhoods and large systems that have higher rates of child maltreatment (Garbarino and Sherman 1980).

2.1.4 Family System theory of violence

The family system theory is based on the assumption that each individual behavior should be viewed not in isolation; however, it has to be analyzed in term of the interactions, transactions and relationship within the family (Gurman and Kinskern 2004). This theory shifts the focus of assessment and intervention from a single individual to the patterns of relationships among all individuals in the family (Nicholas and Schwartz 2004). The central argument of this theory is that what affects one individual affects the entire family system and vice versa (McBridge 2003).

This theory provides a framework of understanding the general features of human relationships, individual functioning within the family, the ways by which emotional problems are transmitted from one generation to the next. Moreover, the family system theory argues that a family system is a sub-system within the larger system such as the community (Nicholas and Schwartz 2004) which interact with and influence one another and contribute to the occurrence of certain patterns of behaviors such as violence.

2.1.5 Theoretical frame work used to guide the study

Of these various theories discussed above, the social learning theory, social control theory and the reactive theory are used to guide this study.

Social learning theory argues that aggression, abusive and violence are learned and transferred by individual members of the family to others within the family or social relationship. Individuals grow up in violent or abusive families or environment may learn violent or abusive behaviors, imitate those behaviors and then repeat those behaviors in their future relationships (Bandura 1977).

The social control theory states that the more powerful individuals such as husbands, fathers, parents and senior siblings often use the threat or force or use violence to obtain compliance from less powerful persons such as children and wives. Hence, threats, force, intimidation and violence behaviors are used as mechanisms to prohibit the less powerful members of the family from involving in behavior that the controlling individual doesn't want and promote the "desirable" behavior to occur (Goode 1971).

The reactive theory on the other hand contends that unpleasant and aversive behavior exhibited by the victim is the reason for the perpetrator to react violently and hurt the others (Finkelhor, Gelles, Hotaling and Straus 1983).

2.2 Empirical literature

2.2.1 Types of violence

I. Physical violence

Corporal punishment is the major type of physical violence. Corporal punishment takes various forms such as beating up, slapping, pushing, kicking, attack or threaten with objects like weapon or knife, twisting fingers with pencils, pinching ears and flogging with rubber strings. Such corporal punishments are mainly perpetrated by teachers, school guards, school principals, intimate relatives and authority figure. In principle, schools are expected to provide safe and protective environment for students; however, there are various forms of violence against children that take place in schools in practice contrary to the principle (Save the Children, FDRE Ministry of Education and Ministry of Women's Affairs 2008).

Parental use of physical violence to “discipline” children is a traditional and long aged accepted pattern of parenting in most countries of the world. Due to this, millions of children continue to be slapped, punched, kicked and beaten by their parents with objects. Often this physical violence is accompanied by verbal violence-shaming, humiliating and threatening (Covell and Becker 2011). Apart from these, more than fifty percent of the harmful traditional practices in Ethiopia such as female genital mutilation, tonsillectomy, uvulcotomy, milk teeth uprooting and others which constitute physical violence are practiced on children (MOLSA 2005).

II. Psychological violence

Psychological abuse include insult, degrading/humiliating, threatening and name calling. Psychological violence are inflicted against children in general, however, girls are more targeted than the male children. The perpetrators of the psychological violence for many girls are school boys, boys out of schools, teachers, counselors and adult members in the community. Teachers threaten girls with low mark punishment unless the girls are willing (Save the Children, FDRE Ministry of Education and Ministry of Women's Affairs 2008). Psychological abuse such as name-calling, criticism, social isolation, intimidating or exploitation to dominate, routinely making unreasonable demand, terrorizing a child verbally or physically affects a child's self-worth by putting him/her at risk of serious behavioral, cognitive, emotional or mental disorders (Abayomi 2013).

III. Sexual violence

Sexual violence against children ranges from sexual touching, molestation and incestuous rape to participation in the making of children in pornography (Sev'er 2002a). It is any sexual act that is perpetrated against someone's will and encompasses a range of offenses including a completed consensual sex act(rape), attempted nonconsensual sex acts, abusive sexual contact(unwanted touching) and non-contact sexual abuse such as threatened sexual violence, exhibitionism and verbal sexual harassment(United Republic of Tanzania 2009).

Sexual violence has various negative effects on children exposed to the problem. The adverse consequences of child sexual includes the acute feelings of betrayal, powerlessness, stigmatization, guilt and traumatic sexualization, difficulties of forming and maintaining relationships, mental health-related problems resulting from traumatic and physical health problems(Meadows, Tunstill, George, Dhudwar and Kurtz 2011).

2.3 International and national legal instruments on violence against children

2.3.1 The international instruments

The UN Convention on the Rights of the Child Article 19 states that state parties have to protect children from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. It also directs states parties pursue legislative, administrative, social and educational measures deemed to this end (United Nations Committee on the rights of the Child 2011). Ethiopia has also ratified the UN Convention on the Rights of the Child and made it part of the country's legal instruments.

2.3.2 Domestic Legal instruments

Even though there is no comprehensive policy that specifically deals with violence against children, there are many policies and programs that make violence against children their main areas of concern according to (MOLSA 2005). However, the main legal institutions, policies and programs that deal with violence against children are discussed as follows.

2.3.3 The 1995 Constitution of Ethiopia

The Federal democratic Republic of Ethiopia Constitution which is the fundamental law of the country incorporated pertinent provisions on violence against children. Accordingly, Article 36(d) states that every child has the right not to be subjected to exploitative practices, neither to be required nor permitted to perform work which may be hazardous or harmful to his or her education, health or well-being. In the same manner, Article 36(e) states that every child has the right to be free of corporal punishment or cruel and inhumane treatment in schools and free other institutions reasonable for the care of the children. The MoE(1981 and 1988) guideline also prohibits violence including corporal punishment in schools.

II. The Developmental and Social Welfare Policy (1996)

The general objective of this policy is to create conducive environment to a healthy life and development of the Ethiopian citizens in general, however, it also gives special attentions to the vulnerable groups of the society including the children. Regarding the welfare of children, the policy commits itself to exert efforts to implement all international standards, harmful traditional practices with regards to child rearing, create fertile ground where children in especially difficult circumstances, orphans abandoned children and those with mental and physical disabilities get necessary assistance. Moreover, it lays down the foundation for all efforts to be made in order to provide protection for children against abuse and exploitation (MOLSA 2005).

III. The National Plans of actions for children

Ethiopia has also planned and tried to implement various plans of actions that address child welfare in general and violence against children in particular. They are the National Plan of Actions (2003-2010), the National Plan of Action on Commercial Sexual Abuse and Exploitation of Children in Ethiopia (2005), The National Plan of Action on Orphans and Vulnerable Children (2004-2006) and The National Pan of action for the Establishment and Development of Civil Registration and its Vital Statistics in Ethiopia. All these plans of actions have paid particular attention to protect children from abuses and violence.

IV. The 2012 National Social Protection Policy of Ethiopia

The 2012 National Protection Policy of Ethiopia is the recent comprehensive policy which is committed to the protection of all segments of the country population in general and children in particular through the expansion of social services and taking protective and remedial measures to prevent further vulnerability of children to different types of problems(MOLSA 2012).

In spite of the presence of these entire international and domestic policies and efforts made to eliminate violence against children, the problem has continued and a number of children are still facing various forms of violence which have detrimental impact on their life. Hence, the problem still needs further study in order to come up with empirical based evidences that can be a base for developing programs and strategies to reduce the negative consequences of the problem on the life children.

3. Research design

Cross-sectional survey design with descriptive and explanatory purpose was conducted to investigate the experience of the children with regards to different types of violence against children, the patterns of the violence and the socio-economic and cultural factors that contribute to violence against children in the study area.

3.1 Study population

The population for this study was students in Seto Semero Secondary School. This school is purposively selected for the study because many of the students in the school have been suffering various types of violence. This preliminary information was acquired from some of the school teachers and the presentation made on the establishment of mini media in this school in the year 2015's at a conference held at Jimma University Development Team Training Program (DTTP). According to the information obtained from the school director, currently, there are 855(421 females and 434 males) students in the school. Of this total number of the student population, children between 14 and 18 years old constitute 274 of which 141 are girls and the rest 133 are boys.

3.2 Sampling technique and sample size

The sample size is determined based on the Slovic's sample determination formula. The formula is written as $n = N / (1 + Ne^2)$ where n = Number of samples, N = Total population and e = level of precision or error tolerance which is (0.05).

$$n = N / (1 + Ne^2)$$

$$274 / (1 + 274(0.05)^2) = 163$$

Therefore, the total sample size selected from the study population was 163 of which 84 were females and 79 were males. The sampling frame consisting 274 students between 14 and 18 years old was prepared from the student's roster since the representative sample has to be selected from these age groups. Then, systematic sampling technique was used and every second element was included into the sample until the total sample size was selected. The sampling of every second element was decided by dividing the total population for the total sample size.

3.3 Source of data

Both primary and secondary sources were used in order to collect the data required for this study. The primary sources of data were the children selected to be included in the sample for study, the key-informants (teachers) and in-depth interview participant (the school guard).

3.4 Methods of data collection

Both quantitative and qualitative approaches were used in this study. The study was intended to use mixed methods for various reasons. The first reason is that the study tries to know the severity or the magnitude of the problem among the school children with survey. However, survey study alone cannot help to get information in detail concerning the individual children's experiences of violence and why it is committed against them. Hence, it was found important to conduct key-informant and in-depth interviews for this purpose.

For the quantitative method, cross sectional survey was conducted with the sampled students in Seto Semaro Secondary School. Concerning, qualitative methods, 3 key-informant interviews with the school teachers and 1 in-depth interview with the school guard were conducted.

3.5 Instruments of data collection

Closed and open-ended questionnaire was prepared and survey was conducted in order to collect the data required for the study. The questionnaire was prepared in English and translated in to Amharic in order that the students easily read and fill it. In the same manner, interview guides were prepared for the qualitative data.

3.6 Validity and reliability

Validity refers to the degree to which a study actually measures or reflects what it intends to measure while reliability refers to the consistency of the research tool. A synonymous term for reliability is dependability, stability and consistency. Attempt was made in this study to triangulate data from the survey questionnaire with that of the key and in-depth interviews in

order to ensure reliability. Validity refers to the extent to which the measure employed measures the theoretical concept or variable it intended to measure. Regarding validity, the response from the children were compared with the conceptual definition of violence against children used in this study and confirmed that what they described as violence fit with the conceptual definition. This means construct validity is used for this purpose.

3.7 Method of data analysis

Both qualitative and quantitative methods of data analysis were used. Of the quantitative method, descriptive statistics like frequency and percentage were used to analyze the quantitative data. On the other hand narrations were used to analyze the qualitative data obtained from the open ended questions, in-depth and key informant interviews.

3.8 Research ethics

First of all, formal letter from the department of Sociology and Social Work was taken to Seto Semaro Secondary School and permission was obtained to use their students' rosters to identify the number of children between 14 and 18 years in order to prepare sampling frame and determine the representative sample size. Then the parents/families of the children selected in the sample were contacted through five individuals who received orientation on informed consent and moved house to house to read the objectives of the study for the parent/families and obtain informed consent orally regarding the participation of their children in the study. Having obtained the informed consent, the objectives of the study were explained to the children and their consent was obtained orally. All attempts were made to keep the confidentiality of information obtained from the children. To this end, the names of the children as well as the key informants were not mentioned in any part of the study.

3.9 Scope of the study

The study was conducted in Jimma town, Seto Semaro Secondary School. It investigated the major types of violence against children in the study setting, its patterns, gender dimension, the reasons behind the violence, the children's perception of the violence and their coping strategies.

3.10 Significance of the study

The findings of the study may be significant for concerned bodies to design intervention strategies and programs to reduce violence against children in the study area. Other people who want to undertake a comprehensive study in Jimma town may also use it as a reference.

3.11 Limitation of the study

As the study is limited to only one secondary school in Jimma town, the findings of the study cannot be generalized to all children in Jimma town High Schools. The finding of this study only refers to Seto Semaro High School.

4. Findings and Discussions

4.1 Findings

This study is conducted to investigate violence against children in Seto Semero Secondary School, Jimma town. To this end, 163 children between the ages of 14-18 were systematically selected and survey questionnaire was administered to the sampled children to collect the data required to meet the objectives of the study. All of the sampled children filled the questionnaire and returned it back with the close supervision of the researcher. Hence, there is no none response rate. The findings of the study are analyzed and presented under this section as follows.

4.1.1 Socio-demographic background of the respondents

Table 1 presents the summary of the socio-demographic backgrounds of the respondents from which the data required for this study is collected.

Table 1: Socio-demographic characteristics of the respondents

Variables	Frequency (%)
Age in completed year	
14	10 (6.1)
15	34 (20.9)
16	63 (38.6)
17	56 (34.4)
Sex	
Male	79 (48.5)
Female	84 (51.5)
Religion	
Orthodox	53 (32.5)
Islam	66 (40.5)
Protestant	39 (23.9)

Catholic	1 (0.6)
Wakefana*	4 (2.5)
Ethnicity	
Oromo	69 (42.3)
Amhara	38 (23.3)
Yem	18 (11)
Dawro	15 (9.2)
Others	23 (14.2)

Source: Own Survey, 2016

N.B: * means Oromo indigenous religion

As indicated in Table 1 above, 10(6.1%) of the respondents were 14 years of old, 34(20.9%) of them were 15 years old, 63(38.6%) of them were 16 years old and 56(34.4%) of them were 17 years old. Likewise, 79(48.5%) of them were males while 84(51.5%) of them were females.

Concerning the religious background of the respondents, 53(32.5%) of the respondents were followers of Orthodox Christianity, 66(40.5%) of them were Islam, 39(23.9%) were protestants, 1(0.6%) Catholic and the rest 4(2.5%) were Wakefana (indigenous Oromo religion). As far as their ethnic background is concerned, 69(42.3%) are Oromo, 38(23.3%) of them are Amhara, 18(11%) of them are Yem, 15(9.2%) Dawro and 23(14.2%) are other ethnic groups such as 5 of them kefa, 4 Gurage, 1Hadiya, 2 Wolayita, 5 Tigre, 5 Silte and 1 Harari).

4.1.2 The respondents' awareness about violence against children

Before directly going to the discussion of the respondents' experience of violence against children, it is important to identify whether they have awareness about what constitutes violence against children. To this end, attempt was made to ask the children open-ended question so that they can describe those issues that are considered as violence against children. Accordingly, they listed corporal punishment, slapping, kicking, child labor exploitation, rape, female children circumcision, early marriage, and threatening children physically and psychologically as types of violence against children. After exploring the awareness of the respondents regarding what

constitutes violence against children, this study also tried to assess their experience of different types of violence at school and it is presented in Table 2 below.

4.1.3 Types of violence experienced by the respondents

One of the objectives of this study is to identify the various types of violence the studied respondents faced at school. The following table depicts the situation.

Table 2: Respondents' experience of various types of violence in school in the last six months

Faced violence?	Frequency (%)
Yes	76 (46.7)
No	87(53.3)
Types of violence they faced	
Physical	44(57.9)
Psychological	7(9.2)
Sexual	5(6.5)
Both physical and psychological	8(10.5)
Both physical and sexual	6(7.9)
Both psychological and sexual	4(5.3)
Physical, psychological and sexual	2(2.7)

Source: Own Survey, 2016

As indicated in Table 2 above, attempt is made to identify the respondents' experience of violence in the school. Accordingly, 76(46.7%) of the respondents reported that they experienced violence in their school in the last six months while 87(53.3%) responded that they never experienced violence at school in the last six months. In the same manner, effort was also made to identify the types of violence that the children experienced at their school. Regarding this, 44(57.9%) of the respondents replied that they experienced physical violence, 7(9.2%) responded that psychological, 5(6.5%) sexual, 8(10.5%) both physical and psychological, 6(7.9%) both

physical and sexual, 2(2.7%) both psychological and sexual where as the remaining 4(5.3%) said that physical, psychological and sexual violence.

This finding indicates that almost half of the respondents experienced violence and physical punishment constitute the largest proportion of violence against them.

4.1.4 Gender dimension of violence against children

The second objective of this study is to describe whether violence against children has gender dimension or not. In other words, the study attempted to investigate whether both sexes are equally exposed to violence against children or there is variation based on their sex. The findings are indicated in Table 3 below.

Table 3: Types of violence experienced at school disaggregated by sex

Types of violence	Sex		Total
	Male	Female	
	Frequency	Frequency	
Physical	18(40.9%)	26(59.1%)	44
Psychological	3	4	7
Sexual	2	3	5
Both physical and psychological	3	5	8
Both physical and sexual	2	4	6
Both psychological and sexual	0	4	4
Physical, psychological and sexual	0	2	2
Total	28	48	76

Source: Own Survey, 2016

As it is observed in Table 3 above, 28(36.8%) of the respondents faced various types of violence were males while 48(63.2%) of them were females. Of the total 44 respondents faced physical violence, 18(40.9%) of them were males and 26(59.1%) of them were females. In the same

manner, 3 of the respondents who experienced psychological violence were males whereas 4 of them were females. Of the 5 respondents that responded sexual violence, 2 of them were males while 3 of them were females. When it comes to those that responded both physical and psychological, 3 of them were males while 5 of them were females. Likewise, out of the 6 respondents that reported both physical and sexual only 2 were males. On the other hand, all the four respondents that faced both psychological and sexual violence were females. Moreover, 2 of those respondents that experienced physical, psychological and sexual violence were females.

Table 4: Specific types of violence faced by the respondents

Types of violence	Sex		Total
	Male	Female	
	Frequency	Frequency	
Physical	18	26	44
Beaten with stick	8	11	19
kicking	5	5	10
slapping	5	10	15
Psychological	2	5	7
Insulted with humiliating words	1	3	4
Threatened	1	2	3
Sexual	0	5	5
Being forced to watch pornographic films	0	2	2
Consensual sex	0	1	1
Rapped	0	2	2
Both physical and psychological	3	5	8
Insulted and beaten	2	3	5
Slapped and threatened	1	2	3
Both physical and sexual	1	5	6

Slapped, threatened and rapped	0	3	3
Physically forced to watch pornographic films	1	2	3
Both psychological and sexual	0	4	4
Threatened and rapped	0	2	2
Deceived to watch pornographic films	0	2	2
Physical, psychological and sexual	0	2	2
Slapped, threaten and rapped	0	2	2

Source: Own Survey, 2016

As table 4 above depicts, this study also attempted to identify the specific types of violence the respondents experienced. Accordingly, of those 44 respondents experienced physical violence, 8 males and 11 females said that they were beaten with stick. Similarly, of those 10 respondents experience kicking, 5 were males and the other 5 were females.

Of the 7 respondents who experienced psychological violence, 1 male and 2 female replied that they were insulted with humiliating words while another 1 male and 2 females responded that they were seriously threatened.

Concerning those 5 respondents experienced sexual violence; all of them were females of whom 2 were forced to watch pornographic films, 1 engaged in the so-called consensual sex and 2 females experienced rape.

Of the 8 respondents faced physical and psychological violence, 2 males and 3 females responded that they were insulted and beaten while 1 male and 2 female responded that they were slapped and threatened.

In the same manner, of the 6 respondents experienced both physical sexual violence, 3 females were those slapped and threatened to be engaged in non-consensual sex where as 1 male and 2 females were forced to watch pornographic films.

Moreover, of those 4 respondents experienced both psychological and sexual violence, 2 females replied that they were forced to engage in non-consensual sex while another 2 were deceived to watch pornographic films. Likewise, all of those 2 respondents experienced physical, psychological and sexual violence such as being slapped threatened and rapped were females.

The above survey findings clearly indicate that females constitute the majority of the respondents experienced various types of violence at school. Most of the respondents stated that even though both boys and girls face violence, girls are more vulnerable to violence than boys according to the respondents. Especially, the girls stressed that violence is more severe for girls than boys. The following statements extracted from the open-ended responses also substantiate the survey result.

One of the girls experienced such violence stated that “attending school has become a torture for us (girls) because our everyday life is always full of fear uncertainty and physical violence, verbal insults and sexual intimidation for no reason in most cases. Male students, gangsters and neighborhood adolescents perpetrate sexual violence against us. The other girl who experienced similar situations also described her feelings as follows. “I feel sorry it seems me that being born a female is being deprived of one’s right”.

The third girl further described that “our teachers also beat us for no adequate reasons. They pinch and sometimes order us to kneel down and crawl on even gravel. Girls are usually considered as talkative, blamed for everything and subsequently punished more often than boys. Everybody criticize girls. Our everyday live has become full of many restrictions and frustrating comments. We receive psychologically torturing insults and comments regarding our talking, dressing and even walking styles. Whenever some girls respond verbally to try to resist such kind of violence, some boys even go to the extent of physical attack such as beating the girls. They think as if the planet is created only for males”.

Apart from these, few girls also mentioned that they faced sexual and psychological violence like touching their body parts, persistent remarks on their physical appearance, attractiveness and body size like their fatness and thinness particularly from older boys and gangsters that. In addition, the older boys and gangsters snatch the girls’ properties including school materials, money and other valuable things as understood from the qualitative response given by the girls.

Two of the teachers participated in the key interview also agree with the fact. Both of them said that they themselves more punish girls than boys because girls tend to more careless and fail to meet school expectations such as coming class on time, doing assignments and homework. The teachers added that some of the girls also mistakenly assume that it is their right to do or not to do the assignments they are ordered to do; even to come or not to come class. Hence, it is important to interfere such condition with punishment. However, they further elaborated that they more focus on girls not to hurt them rather to correct them from not repeat the mistakes for which they are punished. One of these teachers specifically stressed that a girl child needs special attention. “If I keep silent today while she is doing wrong deeds, she will be more careless and engage in doing another serious wrong thing tomorrow and consequently fails unrecoverable failure. Therefore, she has to be punished and take care for herself. That is the reason I always be more serious at girls”.

Few of the girls accepted the fact that they sometimes fail to come class on time, do assignments and homework they are ordered to do by their teachers. However, they further argued that their failure to meet the school expectation is not due to carelessness. Rather, they do not get adequate time to do their assignments and homework due to the fact that they are always busy with household activities to help their families. This is also the main reason for them not to come class on time sometimes. On the open ended question to get additional qualitative data, two of the girls described their situation as follows concerning this issue.

“Whenever I return from school, I immediately putdown my exercise book and start to help my mother with household activities as she is sick. I wash clothes, clean hose, cook food and feed my junior siblings. After I spent much time on such laborious activities, I become tired and directly go to bed to sleep. Similar tasks are waiting for me when I wake up in the next morning. Hence, I do not appear to class on time let alone to do my assignments and homework. Hence, I am usually blamed and receive verbal and physical punishment from my teachers”.

The other girl also argued that “my families are very poor. Hence, I always engage in petty trade to support my families and earn money with which I buy my educational materials. Hence, I do not have time to study, do my assignments and home work. But my teachers wrongly assume this as my being disobedient and careless”.

4.1.5 The perpetrators of violence against children

The third objective of this study is to those perpetrators or those people who commit violence against children. Table 5 below clearly shows who those persons are.

Table 5: Perpetrators of violence against the respondents

Types of violence	Total	Perpetrators			
		Teachers	Guards	Students	Gangs
Physical	44	16	2	17	9
Beaten with stick	19	9	0	7	3
kicking	10	3	0	5	2
slapping	15	4	2	5	4
Psychological	7	0	1	3	3
Insulted with humiliating words	4	0	1	2	1
Threatened	3	0	0	1	2
Sexual	5	0	0	5	0
Being forced to watch pornographic films	2	0	0	2	0
Consensual sex	1	0	0	1	0
Non-consensual sex(rapped)	2	0	0	2	0
Both physical and psychological	8	3	0	2	3
Insulted and beaten	5	3	0	1	1
Slapped and threatened	3	0	0	1	2
Both physical and sexual	6	0	0	4	2
Slapped and threatened to engage in non-consensual sex	3	0	0	1	2
Physically forced to watch pornographic films	3	0	0	3	0
Both psychological and sexual	4	0	0	3	1

Threatened to engage in non-consensual sex	2	0	0	1	1
Deceived to watch pornographic films	2	0	0	2	0
Physical, psychological and sexual	2	0	0	2	0
Slapped, threaten and rapped	2	0	0	2	0

Source: Own Survey, 2016

Table 5 above depicts that 36(47.4%) of them responded that the various violence were committed against them by older students, 19(25%) by teachers, 18(23.7%) by gangs from outside schools and the rest 3(3.9%) responded that by the school guards. Of the 19 respondents who experienced physical violence, 9 of them responded that they were beaten with stick by their teachers, 7 of them by students and 3 by gangs came from outside the school. In the same way, 3 respondents said that they were kicked by their teachers, 5 by students and 2 of them by gangs. Moreover, 4 of them responded that they were slapped by their teachers, 2 y the school guards, 5 by students and 4 by gangs from outside the school.

Of those 7 respondents experienced psychological violence, 1 responded that insulted with degrading words by the school guard, 2 by students and 1 by gangs from outside the school. Moreover, 1 of these respondents experienced serious threatening from other students in the school where as 2 of them by gangs.

When it comes to those 5 respondents experienced sexual violence, 2 of them said that they were forced by students to watch pornographic films, 1 of them engaged in the so called consensual sex and the rest 2 were forced to engage in non-consensual sex or they were raped.

Of those 8 respondents they faced both physical and psychological violence, 3 of them responded that they were seriously insulted and beaten by their teachers, 1 by student and the other 1 said by gangs. Likewise, 1 of them were slapped and threatened by students where as 2 of them by gangs.

From the 6 respondents responded they experienced both physical and sexual violence, 1 of them was slapped and threatened to engage in non-consensual sex by student and 2 by gangs. Moreover, 3 of them also said that they were physically forced by students to watch pornographic films on cell phone mobile.

Of those 4 respondents experienced psychological and sexual violence, 1 replied that threatened to engage in non-consensual sex by student where as the other 1 by gangs. Similarly, 2 of them responded that they were deceived to watch pornographic films. Apart from these, 2 of those experienced physical, psychological and sexual violence responded that they were slapped, threatened and rapped by students themselves.

The above survey finding indicates that a significant numbers of the respondents experienced violence against children in the school. Attempt was also made to cross check the survey findings with the findings from the qualitative study (the key informant and the in-depth interviews). Accordingly, one the of the school teachers interviewed revealed that he himself as well as the other teachers sometimes use physical and verbal punishment whenever they become angry at the students. The teacher argued that some students are extremely disobedient. Their deviant behavior becomes one's capacity to tolerate and becomes emotional. Hence, sometimes he insults, beats or slaps them.

The second school teacher also said that he knows the fact that student physical punishment is prohibited. Thus, he often tolerates and tries to advice his students so that they follow the appropriate behavior he expects in class room. However, he describes that only advising is not adequate to correct the extremely disturbing and disobedient students. Due to this, he contended that it is important to at least pinch or beat them with soft stick that doesn't hurt them.

Both of the teachers commonly agree that physical punishment is inevitable because not all students accept advice. As most of them are in children, they do not understand the meaning and importance of advising them. On the contrary, they fear physical punishment as they feel its pain. Hence, they become obedient. The teachers also expressed that they themselves have passed in the same process. Their teachers were punishing them whenever they were students. The fact that they were physical punished did not bring harm to them. Rather, it made them to fear their teachers and more concerned to meet what their teachers were expecting from them. Therefore, they agree that physical punishment is sometimes important. However, the school director argued that he discourages physical punishment of student as it is against the school principle of the country.

Table 6: Number of times the respondents experience violence

Types of violence	Total	How often experienced by the respondents			
		Once	Twice	Three times	More than three times
Physical	44	18	14	7	5
Beaten with stick	19	8	6	3	2
kicking	10	3	3	2	2
slapping	15	7	5	2	1
Psychological	7	3	1	3	0
Insulted with humiliating words	4	2	1	1	0
Threatened	3	1	0	2	0
Sexual	5	2	3	0	0
Being forced to watch pornographic films	2	0	2	0	0
Consensual sex	1	0	1	0	0
Non-consensual sex(rapped)	2	2	0	0	0
Both physical and psychological	8	3	4	1	0
Insulted and beaten	5	2	2	1	0
Slapped and threatened	3	1	2	0	0
Both physical and sexual	6	3	3	0	0
Slapped and threatened to engage in non-consensual sex	3	2	1	0	0
Physically forced to watch pornographic films	3	1	2	0	0
Both psychological and sexual	4	2	2	0	0
Threatened to engage in non-consensual sex	2	0	2	0	0
Deceived to watch pornographic films	2	2	0	0	0
Physical, psychological and sexual	2	2	0	0	0
Slapped, threaten and rapped	2	2	0	0	0

Source: Own Survey, 2016

As indicated in Table 6, of the 44 of the respondents who experienced physical violence, 18 of them responded that they experienced it once, 14 of them responded that twice, 7 of them replied three times and 5 of them replied that more than three times. In the same manner, of those 7 respondents responded psychological violence, 3 of them responded that they experienced it once, 1 of them replied twice and 3 of them replied three times. As far as the sexual violence is concerned, 2 of them responded that they experienced once while 3 of them responded that twice.

Of the 8 respondents experienced both physical and psychological violence, 3 of them replied that it happened to them one time, 4 of them responded that two time and 1 responded that three times. Likewise, of those 6 respondents experienced physical and sexual violence, 3 of them responded that this condition happened to them one time while the other 3 responded that it happened to them two times.

From the 4 respondents experienced both psychological and sexual violence, 2 of them responded that they faced it once where as the other 2 responded that two times. Finally, the remaining 2 respondents responded that they experienced physical, psychological and sexual violence one time at school.

4.1.6 Reasons for violence against children

This study also tried to investigate the reasons behind the various types of violence inflicted towards children. Table 7 bellow exhibits the different types of justifications concerning why violence is committed against children.

Table 7: Reasons for the violence against the respondents

Types of violence	Total	Reasons for the violence				Refuse romantic requests
		Absenteeism	Non-punctuality	Disturbance	Failure to do homework	
Physical	44	10	14	12	9	1
Beaten with stick	19	5	7	4	3	0
kicking	10	3	4	3	0	0
slapping	15	2	3	5	6	1
Psychological	7	0	2	3	2	0
Insulted with humiliating words	4	0	1	1	2	0
Threatened	3	0	1	2	0	0
Sexual	5	0	0	0	0	5
Being forced to watch pornographic films	2	0	0	0	0	2
Consensual sex	1	0	0	0	0	1
Non-consensual sex(rapped)	2	0	0	0	0	2
Both physical and psychological	8	1	0	3	2	2
Insulted and beaten	5	1	0	2	2	0
Slapped and threatened	3	0	0	1	0	2
Both physical and sexual	6	0	0	0	0	6
Slapped and threatened to engage in non-consensual sex	3	0	0	0	0	3
Physically forced to watch pornographic films	3	0	0	0	0	3
Both psychological and sexual	4	0	0	0	0	4
Threatened to engage in non-consensual sex	2	0	0	0	0	2
Deceived to watch pornographic films	2	0	0	0	0	2

Physical, psychological and sexual	2	0	0	0	0	2
Slapped, threaten and rapped	2	0	0	0	0	2
Total	76	10	16	18	13	19

Source: Own Survey, 2016

As shown in Table 7 above, 10(13.2%) of them responded that they experienced various forms of violence due to absenteeism, 16(21.1%) responded that due to non-punctuality, 18(23.7%) due to disturbance, 13(17.1%) due to failure to do homework and the rest 19(25%) responded their resistance to accept the romantic requests from the older students, gangsters and failure to wear school uniforms.

Of the 44 respondents faced physical violence, 10(22.7%) of them responded that they were punished due to absence from class, 14(31.8%) responded that due to non-punctual, 12(27.3%) responded that due to disturbance in class, 9(20.5%) due to failure to do homework while 1(2.3%) responded that due to other reason (lack of school uniform). In the same way, of the 7 respondents who faced psychological violence, 2 of them responded that they were seriously insulted and threatened due to their failure to be punctual, 3 due to disturbance and the other 2 responded that due their failure to do homework.

Of the 8 respondents experienced both physical and psychological violence, 1 responded that it was due to absenteeism, 3 due to disturbance and the other 2 due to failure to do homework. On the other hand, all of those who experienced two or the three types of violence gave various reasons such as due to their powerlessness, unwillingness to agree with their perpetrators interest and due to the reason that especially females are simply seen as sexual objects.

With the use of key informant and in-depth interview, an attempt was also made to identify the reasons behind violence against children in school. To this end, the school director, two school teachers and one of the school guards were interviewed and described the reasons as follows.

As the school director described, the current school regulation prohibits any form of violence against children in school. Hence, the school is making effort to implement the regulation. It has been making attempt to make the school conducive for the students so that they attend their education free of any fear and promote their potential capacity for future social functioning.

Nevertheless, the school director also added that it is impossible to say that the school has totally eliminated all forms of violence against children because of various reasons. One of the reasons is that adequate work has not done so far through the school mini media and other means to raise the awareness of teachers and students on this issue. Our students have not yet identified or understood what constitute their rights and duties. For instance, any child has the right to learn and develop his/her potential. At the same time, he/she has also duty to perform the various types of activities he/she is ordered by the school, the school teachers and other relevant persons given the authority to do so. This is mandatory for the students. These rights and duties of the students are the two inseparable sides of the same coin for me.

However, since most of our students have not differentiated their rights and their duties very well, there are a number of situations in which some students come to school without doing the assignments and homework they are ordered by their respective subject teachers and hence they are physically punished. They have to also attentively listen to their teachers while he/she is teaching. But there is a situation when some students disturb the teacher or other students while learning. Still some students are absent from class without any permission or sometimes they leave the go for other purposes. These students consider that such kinds of things are also their rights. This is a misunderstanding. Because of such misunderstanding, there are situations in which some students go in conflict with their teachers.

Most of the school teachers try to advice their students not to exhibit such kind of unwanted behaviors. However, the problem is that again some students do not accept and translate their teachers' advice into practice. Thus, some teachers become emotional and respond through physical punishment to discourage such kind of behaviors. The school director added that there is no as such discriminatory punishment between girls and boys as far as far the gender difference are concerned. Both boys and girls equally punished if they fail to accept their teachers' advice, break the school norm and involve in unexpected behaviors such as disturbing in class, coming to school late, absent from class without permission and failure to do assignments and homework.

But violence against students in school is not only committed by the teachers but also by the students themselves against each other. There are a number of occasions in which they physically attack each other individually or in group. There are also some situations in which

some students again collaborate with gangsters outside school and facilitate conditions to physically, psychologically or sexually attack other students with whom they have interpersonal conflicts.

But the school has not kept silent. It is working collaboratively with the students' families and the school committee drawn from the community to minimize all these problems. Especially, the school has been showing a remarkable progress in minimizing corporal punishment by teachers. However, as violence against children has various causes and perpetrators that involve in its process, it is difficult to eliminate it over night. I hope that we can do better with the community to resolve the problem.

The school principal has also similar views on the reasons why different violence against children takes place in the school. He emphasized that some students are not punctual. They do not come to school on the appropriate time. They also do not obey for their teachers. They think that disobedience is also their right. They frequently say that "learning or leaving is our right". They consider that everything is their right and fail to understand their duties. Some of these students are not ready to accept advice to refrain themselves from behaviors unwanted from students. Though our rule prohibits corporal punishment, under such circumstances it becomes inevitable to physically in the manner it does not harm them as they have not identified what is useful and harmful for them at this stage. Hence, some teachers hit their students with soft sticks and pinch their ears. The intention is not to harm them but to bring them to appropriate line.

Likewise, attempt was made to get the view of one of the school guard concerning the student-school guards' relationship with each other. Accordingly, he argued that in the past students respect their teachers and all school staffs. However, this days things become reversed. Students do not care for what their teachers obey them let alone to other school staffs such as guards. Whenever they come to school late, it is the duty of the school guard to close the gate and prevent them not to enter the school compound as a punishment for one period or forty minute. The intention of such punishment is also meant to avoid the interruption of the class already started by the teacher and those punctual students. However, the few students who do not come to school on time do not accept their mistake and the punishment that follows their failure to be punctual. Instead, they try to open the gate and enter the school compound by force. In most

cases the guards tolerate but whenever sometimes the situation becomes their tolerance level, it is inevitable to beat the students with stick in order to keep the school order.

4.1.7 Respondents’ opinion towards violence they experienced and their coping strategies

The final objectives of this study is to investigate the respondents’ opinion towards the various types of violence they experienced and their coping strategies to overcome the negative consequences of the violence as well as to prevent its further happening on them. This objective is specifically interested in understanding about to what extent the various types of physical and psychological violence inflicted against them ceased the children from not repeating the unwanted behaviors that led to their punishment. The following table shows the overall responses of the respondents concerning these issues.

Table 8: Respondents’ opinion towards violence they experienced and their coping strategies

Respondents’ coping strategies	Frequency	Percentages
Revenge the perpetrators	7	9.2
Reported to parents	8	10.5
Reported to the school	18	23.7
Reported to police	5	6.6
Kept silent	32	42.1
Hide themselves from people’s sight for few days	6	7.9
Total	76	100

Source: Own Survey, 2016

As Table 8 shows, of the total 76 respondents experienced different types of violence, 7(9.2%) responded that they revenge the perpetrators, 8(10.5%) responded that they reported to their parents, 18(23.7%) replied that they reported to the school, 5(6.6%) replied that they reported to the police, 32(42.1%) responded that they kept silent and 6(7.9%) of the responded that they hide themselves from people’s sight for few days until they became stable because they felt shame and became disgraced.

4.2 Discussions

This study tried to examine the respondents' awareness concerning violence against children before it directly go in the detail investigation of the various types of violence inflicted against students in Seto Semero School. Accordingly, the respondents listed the following issues that constitute violence against children. These are corporal punishment, slapping, kicking, child labor exploitation, rape, female children circumcision, early marriage, child labor exploitation and threatening children physically and psychologically. From this it is understood that the respondents have awareness about the things that constitute the various types of violence against children.

Though violence against children is not limited to what the respondents listed, the lists coincide with the various types of violence against children listed under the physical, psychological and sexual violence against children in most of the literatures such as reviewed for the purpose of the study. Violence against children refers to all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment and sexual abuse. It includes physical violence (corporal punishment), sexual violence, harassment and abuse; mental violence such as verbal abuse, cruelty and harassment that can damage a child's psychological and emotional health and wellbeing (WHO, 2002; ACPF, 2014a: X; WHO 1999; Wamimbi and Kasimbu 2015:12).

Next, attempt was made to identify whether the respondents have experienced any of the various forms of violence against children they listed and those included in the survey questionnaire at school. Concerning this, 76(46.7%) of the respondents responded that they experienced those various forms of violence in their school in the last six months while 87(53.3%) said that they never experienced violence at school in the last six months.

With the attempt made to identify the different types of violence against children they experienced at their schools, 44(57.9%) of the respondents complained that they experienced physical violence such as beating with stick, kicking and slapping, 7(9.2%) said that psychological(being threaten and insulted with humiliating word that made them feel shame), 5(6.5%) sexual such as being forced to watch pornographic films and the so-called consensual sex , 8(10.5%) both physical and psychological such as being beaten and insulted as well as

being slapped and threaten, 6(7.9%) both physical and sexual which include being slapped, threaten, forced to see pornographic films and rapped , 2(2.7%) both psychological and sexual where as the remaining 4(5.3%) said that physical, psychological and sexual violence.

The Federal democratic Republic of Ethiopia Constitution Article 36(e) states that every child has the right to be free of corporal punishment or cruel and inhumane treatment in schools and free other institutions reasonable for the care of the children. In the same manner, the MoE(1981 and 1988) guideline also prohibits violence against children including corporal punishment in schools. Contrary to these, physical violence is the major types of violence frequently experienced by the respondents at school which is followed by the various forms of physical and psychological violence as understood from this study.

The school is perceived to be relatively safe for girls compared to other places as far sexual violence specifically rape is concerned. However, this study identified that 9(5.5%) of the respondents complained that they experienced even rape. This finding is similar with the one conducted by the joint effort of Save the Children Denmark, Ministry of Education and Ministry of Education (2008) in schools in the major cities and towns in all regions in Ethiopia in which the students, teachers and parents included in the study reported that school has become one of the places where sexual violence takes place against girls. However, Jimma was not included in the study.

Though school is expected to prepare new generation with knowledge and skills that enable them to carry future social responsibilities; provide safe and protective environment for children (Kornblum and Julian 2007), still tremendous numbers of children have been enduring all types of violence. Contrary to the Constitutional principle and the school guidelines, all the various types of violence against children are still pervasive in the school where this study is conducted.

The study also tried to identify the perpetrators of violence against children in the school. Regarding this, of the 44 respondents experienced various forms of physical violence, 17(38.6%) were beaten with stick, slapped and kicked by the older students while 16(36.4%) by teachers, 9(20.5%) by gangs and the rest 2(4.5%) by the school guards. Older students, teachers, gangs and guards are the perpetrators of various forms of physical violence against the children in school in their descending order. Of those 7 respondents experienced psychological violence, 3

of them were threatened and insulted by the older students where the other 3 students experienced the same violence by gangs from outside the school while 1 respondent experienced humiliating insult from the teacher in front of students. In this case, older students in the school and gangs from outside the school were the main perpetrators of psychological violence against the respondents in the school.

The qualitative findings indicated that teachers use physical punishment because some students fail to respect the the teachers expected from their students in class. The teachers further argued that physical punishment is inevitable and sometimes important as it makes the students fear and more concerned to meet their teachers expectations. Moreover, the teachers contended that physical punishment is nothing new thing because they themselves were being beaten by their teachers while they were students. The fact that the teachers themselves were physically punished while they were students did not hurt them rather it benefited them. Hence, they also sometimes use corporal punishment to control their students' deviant behavior. This finding is similar with the idea of social learning and control theory.

Social learning theory argues that aggression, abusive and violence are learned and transferred to others within the family or social relationship. Individuals grow up in violent or abusive families or environment may learn violent or abusive behaviors, imitate those behaviors and then repeat those behaviors in their future relationships (Bandura 1977). The social control theory states that the more powerful individuals often use the threat or force or use violence to obtain compliance from less powerful persons such as children. Hence, threats, force, intimidation and violence behaviors are used as mechanisms to prohibit the less powerful members of the family from not involving in behavior that the controlling individual doesn't want and promote the "desirable" behavior to occur (Goode 1971).

In addition, the teachers argued that they often become emotional towards the students unpleasant behavior in class and punish them physically. Such kind of violence coincides with the explanation of the reactive theory on violence. The reactive theory of violence argues that unpleasant and aversive behavior exhibited by the victim is the reason for the perpetrator to react violently and hurt the others (Finkelhor, Gelles, Hotaling and Straus 1983).

Among the 5 respondents experienced sexual violence, all of them responded that male older students are the perpetrators. On the contrary of the 8 respondents experienced physical and psychological violence, 3 of them were insulted and beaten by their teachers where as the rest 3 and 2 respondents replied that they were insulted, beaten, slapped and threaten by gangsters and older students respectively. Older male students also constitute the majority of the perpetrators of the combination of the three different types of violence against children particularly on girls due to their refusal of romantic requests.

From these findings one can also understands that the majority of the perpetrators of the various forms of violence against children are the students, teachers and gangs. These findings also imply that particular emphasis has to be given to the perpetrators in general and these specific groups such as teachers, older students, gangs and school guards in particular in attempt made to reduce violence against children in school.

As far as the reasons behind the various forms of violence is concerned, of the 44 respondents experienced the various types of physical violence, 14(31.8%) of them were beaten with stick, kicked and slapped due to non-punctual or failure to arrive school at the right time, 12(27.3%) of them due to disturbance in class, 10(22.7%) due to absenteeism, 9(20.5%) of them due to failure to do home works while 1(2.3%) due to other reason particularly related to inability to buy and wear school uniform which in turn related to inability of the family to buy school uniform for the student due to poverty. Likewise, the majority of those experienced psychological violence like threat and being insulted with humiliating words that made them feel shame stressed that these happened to them because of disturbance in class, failure to be punctual and do homework.

Though advising students instead of physical and psychological punishment is believed to have positive outcome in correcting students' misbehaving, the qualitative data obtained from the key informants also witness the fact that teachers use both physical and psychological violence in response to discourage disobedience, non-punctuality and failure to do homework among the students.

The other objective of this study is to describe whether violence against children has gender dimension or not. In other word, this study attempted to investigate whether the various types of violence are committed against both sex equally or there is gender variation. Accordingly, it was

found that 18(40.1%) of the 44 respondents faced physical violence in the school were males and 26(59.1%) of them were females. Female also constitute the largest proportion of the respondents those experienced the other types of violence such as sexual, physical and psychological, physical and sexual as well as the three major types of violence i.e. the physical, psychological and sexual as it is seen from table 5.

This implies that there is a remarkable difference between girls and boys in terms of the different types of violence the experienced. Girls are more subjected to the various forms of violence. The study also revealed that there were various reasons associated with the discriminate violence against girls.

5. Conclusion and recommendations

5.1 Conclusion

The general objective of this study is to investigate violence against children in Seto Semero Secondary School, Jimma town. It specifically attempted to identify the major types of violence inflicted against children in school, find out the perpetrators of violence against children, describe the gender dimension of violence against children, explain the reasons for violence against children and investigate the children's opinion toward violence inflicted against them and their coping strategies.

The findings of the study indicated that 76(46.7%) of the 163 or nearly half of the respondents experienced various types of violence such as being beaten, kicked, slapped, being insulted with degrading words that made them to feel shame, being forced to see pornographic films and very few of them responded that they even experienced rape.

From the findings it is also understood that 48(63.2%) of the children faced various types of violence were females. The majority 44(57.9 %) of the children faced various types of physical violence. Older students, teachers, gangs and guards are the perpetrators of various forms of physical violence against children in school in their descending order.

Absenteeism, disturbance in class and failure to do homework by the students are the major reasons for the teachers to physically and psychologically punish the children in the school. Instead of advising, teachers use corporal punishment and psychologically humiliating words to make the children feel shame in front of their classmates. Teachers mainly use physical and psychological punishment because they assume that these mechanisms are more powerful than advising in deterring the children's misbehaviors. This problem also partly emanated from teachers' lack awareness about alternative behavioral modifications and the children's failure to differentiate what constitute their rights and their duties.

However, physical punishment could not stop most of the students from misbehaving and fail to contribute to meet the school's/their teachers' expectations. Rather, fear of the punishment has been forcing the children to fabricate false reasons whenever they make mistakes or fail to meet

their teachers' expectations in order to escape from being physically punished. This simply results in creating mistrust between the children and their teachers.

In terms of gender, female constitute the largest proportion of the children experienced the various types violence against children in the school. In other word, girls are more subjected to the different types of violence.

Although violence against children in schools is illegal in Ethiopia, a number of children participated in this study stated that physical and psychological violence against children is widely practiced in their school. Those bodies inflicted physical and psychological violence against children in the school are the school teachers, older or senior students, gangsters and the school guards. In addition to physical and psychological violence, many children particularly girls have also become even victims of sexual violence perpetrated against them by older students and gangsters from outside the school.

As the teachers perceive that they themselves have gone through physical punishment while they were students and nothing is as such wrong with it, they also think that the children are disobedient, unable to identify their rights and duties, physical punishment tends to continue in the school contrary to the FDRE (1995) Constitution Article 36(e) the MoE(1981 and 1988) guidelines that prohibits this phenomena.

5.2 Recommendations

The FDRE constitution 1995 and the MoE(1981 and 1988) guideline prohibit violence against children including corporal punishment in schools. However, many children are still facing physical, sexual and psychological violence in Seto Semaro High School contrary to the constitutional principle.

Protecting children from various types of violence is the responsibilities of all concerned bodies. Being part of the concerned bodies, school has special responsibilities to protect children from violence. In this regard, school has to be exciting place for both girls and boys irrespective of gender to discover their potential, foster and realize it. To this end, school is expected to provide safe and protective environment for both boys and girl students. It should not be hostile

environment full of fear, tension, repression and control where prejudices are reinforced and children are hurt and humiliated.

As lack of awareness among teachers and the children's failure to recognize what constitute their rights and duties are some of the factors that precipitates violence against the children, awareness raising on and trainings on alternative behavior modifications, gender based violence, children's rights and duties in school are recommended as crucial measures to reduce the problem.

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Appendix I.

Jimma University, College of Social Sciences and Humanities, Department of Sociology and Social Work

Questionnaire Prepared to collect information on violence against children from the respondents

Dear participant, my name is Yadeshi Chemed. I am a MA student at Jimma University. I am conducting this study for the partial fulfillment of the requirements for my MA degree in Sociology and Social Policy. The objectives of the study are to investigate the types of violence against children; factors contribute to the violence, its patterns and gender dimensions of the problem.

There may not be direct and immediate benefits that you get from the study. However, the findings of the study may serve the concerned bodies to plan further strategies and programs to reduce the problem in future.

All information you provide will have a paramount importance for the success of the study. Any information you provide will be kept in secret. For this purpose, your name will not be mentioned in any part of the study. You have full right to participate or not to participate in providing information for the study. Even once you have started to participate in the study and may feel discomfort at any point in the process, you have full right to discontinue the process. There is no harm caused to you because of your refusal. Hence, please do not hesitate to give information or ask questions something that is not clear for you.

Instruction: Please encircle the appropriate response from the given alternatives. For the open ended questions, provide written responses on the space provided.

Part I. Socio-demographic characteristics of the respondents

1. Age in completed year_____
 - A. 14 years
 - B. 15 years
 - C. 16 years
 - D. 17 years

2. Sex
 - A. Male
 - B. Female

3. Educational level
 - A. Grade 9
 - B. Grade 10
 - C. Grade 11
 - D. Grade 12
4. Ethnicity
 - A. Oromo
 - B. Amhara
 - C. Dawro
 - D. Yem
 - E. If others, specify_____
5. Religion
 - A. Orthodox
 - B. Protestant
 - C. Catholic
 - D. Islam
 - E. If others, specify_____

Part I. Information related to respondents’ experience of violence against children

A. Physical violence experience

1. What does violence against children mean it for you?

1.1 Have you ever experienced any type of violence in school the last six months?

- A. Yes B. No

1.2 If your response for question No. 1.1 above is “Yes”, which of the following violence have you experienced?

- A. Physical
- B. Psychological
- C. Sexual
- D. Both physical and psychological
- E. Both physical and sexual
- F. Physical, psychological and sexual
- G. If others, please specify_____

1.3 Which of the following violence against children have you specifically experienced in school in the last six months?

- A. Physical(beating, pinching, slapping, kicking...etc)
- B. Psychological (insult, threat, intimidation...etc)
- C. Sexual(consensual, non-consensual or rape, being forced to pornographic films)
- D. If others, please specify_____

1.4 In your opinion, who face violence against children in school in terms of sex?

- A. Females
- B. Males
- C. Both face equally

1.5 If you have faced physical violence during the last six months, what is the reason for your being physically punished or attacked?

- A. Absenteeism
- B. Non-punctual
- C. Failure to do assignments and home works
- D. If others please, specify_____

1.6 Who are the perpetrators of violence against children in school?

- A. Teachers
- B. Students
- C. School guards
- D. If others, please specify_____

1.7 Did the physical violence (punishment) perpetrated against you stop you from the reasons for which you were punished?

- A. Yes
- B. No

1.7 If your answer for question No.1.7 is “Yes”, how?

1.8 If your answer for question No. 1.7 is “No”, why?

2. Psychological violence experience

2.1 Have you encountered any psychological violence the last six months?

- A. Yes B. No

2.2 If your response for question No. 2.1 above is “Yes”, which of the following psychological violence has you faced in the past six months?

- A. Shouted/screamed at you
B. Threaten you with bad marks
C. Called you with rude or hurtful names
D. Insulted you
E. Isolated you
F. If others please specify _____

2.3 If you have faced psychological violence during the last six months, who committed psychological violence against you?

- A. Teachers
B. Students
C. School guards
D. If others, please specify _____

2.4 Who more face psychological violence in terms of sex?

- A. Females
B. Males
D. Both face it equally

2.5 If you have faced psychological violence during the last six months, what is the reason for your being physically attacked?

3. Sexual violence experience

3.1 Have you encountered any sexual related violence the last six months?

- B. Yes B. No

3.2 If your response for question No. 3.1 above is “Yes”, which of the following sexual violence has you faced in the past six months?

- A. Forced to engage in showing/watching pornographic films
 - B. Unwanted kiss
 - C. Unwanted touch of your private parts(e.g. breasts and reproductive organs)
 - D. Attempt to force you to have sex with them
 - E. Rape
 - F. If others please specify_____
- 3.3 If you have faced sexual violence during the last six months, who committed sexual violence against you?
- A. Teachers
 - B. Students
 - C. School guards
 - D. If others, please specify _____
- 3.4 In your opinion, who face sexual violence more in terms of sex?
- A. Females
 - B. Males
 - C. Both face equally

Thank you!!

Appendix II. Interview guide for key informants (School teachers and guard)

Dear informant, my name is Yadeshi Chemedda. I am a MA student at Jimma University. I am conducting this study for the partial fulfillment of the requirements for my MA degree in Sociology and Social Policy. The objectives of the study are to investigate the types of violence against children; factors contribute to the violence, its patterns and gender dimensions of the problem.

There may not be direct and immediate benefits that you get from the study. However, the findings of the study may serve the concerned bodies to plan further strategies and programs to reduce the problem in future.

All information you provide will have a paramount importance for the success of the study. Any information you provide will be kept in secret. For this purpose, your name will not be mentioned in any part of the study. You have full right to participate or not to participate in providing information for the study. Even once you have started to participate in the study and may feel discomfort at any point in the process, you have full right to discontinue the process. There is no harm caused to you because of your refusal. Hence, please do not hesitate to give information or ask questions something that is not clear for you.

1. Sex_____
2. Age_____
3. Position in the organization_____
4. Would you tell me about violence against children in school?
5. How would you explain/describe violence against children in your school?
6. Who commit violence against children?
7. Why the perpetrators commit violence against children?
8. If you have used punishment against children in school, why used it?
9. In your opinion, which children are more exposed to violence? Why?
10. Who are the perpetrators of the physical violence against children?
11. Why the perpetrators physically violated children?

12. Do you think that punishment corrects the children's unwanted behavior?

13. Would you add some comments on violence against children other than the points raised?

Appendix III. Amharic questionnaire

ጅም ዩኒቨርሲቲ ፣ የማህበረሰብ ሣይንስ እና ሒሳብ ስራ ስልጠና ለሥራ ፣ የሶስቱ ስራ እና ሶሻል ወርክ ት/ት ክፍል በህፃናት ላይ የሚደርሱ ጥቃቶችን ለማጥናት የተዘጋጀ መጠየቅ

መግቢያ: ወደ የጥናቱ ተሳታፊዎች! የዚህ ጥናት ዋና ዓላማ በጅም ከተማ ውስጥ በህፃናት ላይ የሚደርሱ የጥቃት ዓክቶችና ምክንያቶቻቸውን ማወቅ ነው። እናንተ በዚህ መጠየቅ ውስጥ ላሉ ለእያንዳንዱ ጥያቄዎች የሚትሰጡት ምላሽ ለጥናቱ ስኬታማናት ከፍተኛ ድርሻ አለው። እናንተ የምትሰጡት ምላሽ በሙሉ በምስጥር ይያዛል። ለዚህም ሲባል ስማችሁ በየትኛውም የጥናቱ አካል ውስጥ አይጠቀስም። የሚፈለገው እናንተ የሚትሰጡት መልስ ብቻ ስለሆነ ያለምንም ስጋት ለተጠየቀው ጥያቄ ተገቢውን መልስ በመስጠት እንዲትሰጡ በአክብሮት እጠይቃለሁ።

መመሪያ: ለእያንዳንዱ ጥያቄ ከተሰጡት ምርጫዎች መካከል ትክክለኛውን መልስ በማክበብ መልሱ።

ክፍል 1: የጥናቱ ተሳታፊዎች ማህበራዊ እና ዲሞግራፊያዊ መረጃዎች

1. ህድሜ

ሀ. 14 ዓመት	ሐ. 16 ዓመት
ለ. 15 ዓመት	መ. 17 ዓመት

2. የታ

ሀ. ወንድ	
ለ. ሴት	

3. የትምህርት ደረጃ

ሀ. 9ኛ ክፍል	ሐ. 11ኛ ክፍል
ለ. 10ኛ ክፍል	መ. 12ኛ ክፍል

4. ብሄር

ሀ. አሮሞ	መ. የም
ለ. አማራ	ሠ. ሌላ ከሆነ ይገለጹ-----
ሐ. ዳወሮ	

5. ሃይማኖት

ሀ. ሙስሊም	መ. ካቶሊክ
ለ. ኦርቶዶክስ	ሠ. ሌላ ከሆነ ይገለጹ-----
ሐ. ፕሮቴስታንት	

ክፍል 2: በህፃናት ላይ የሚደርሱ ጥቃቶችን የሚመለከት መረጃ

1. በህፃናት ላይ የሚደርስ ጥቃት ማለት ምን ማለት ነው? በተሰጠው ባዶ ቦታ ላይ ይገለጽ።

2. በዚህ ዓመት ከ 6 ወር ወዲህ በትምህርት ቤት ውስጥ የአካል ጥቃት/ቅጣት ደርሶብህ/ሽ ታወቃለህ/ሽ?

ሀ. አዎ

ለ. አይደለም

3. ከዚህ በላይ በተረቁጥር 3 ላይ ለተጠየከው/ከሸው ጥያቄ መልስህ/ሽ አዎ ከሆነ ከሚከተሉት መካከል የትኛው የአካል ጥቃት/ቅጣት ደርሶብህ/ሽ? ለዚህ ጥያቄ ከአንድ መልስ በላይ መስጠት ይቻላል።

ሀ. ቁንጥጫ

መ. እርግጫ

ለ. ግርፋት

ሠ. ሌላ ከሆነ ይገለጽ -----

ሐ. በቡጥ በጤፊ መመታት

4. በዚህ ዓመት ከ 6 ወር ወዲህ በትምህርት ቤት ውስጥ የአካል ጥቃት/ቅጣት ደርሶብህ/ሽ ከሆነ ይህ የአካል ጥቃት ስንት ጊዜ ደርሶብህ/ሽ?

ሀ. አንድ ጊዜ ብቻ

መ. አራት ጊዜ

ለ. ሁለት ጊዜ

ሠ. ሌላ ከሆነ ይገለጽ -----

ሐ. ሶስት ጊዜ

5. በዚህ ዓመት ከ 6 ወር ወዲህ በትምህርት ቤት ውስጥ የ አካል ጥቃት/ቅጣት ደርሶብህ/ሽ ከሆነ ጥቃቱን ያደረሹብህ/ሽ ማን ነው? ለዚህ ጥያቄ ከአንድ መልስ በላይ መስጠት ይቻላል።

ሀ. የትምህርት ቤቱ መምህር/ት

መ. ከተምህረት ቤቱ ወጭ የመጡ

ለ. የትምህርት ቤቱ ዘበኛ

ልጆች/ሰዎች

ሐ. ተማሪ

ሠ. ሌላ ከሆነ ይገለጽ -----

6. በዚህ ዓመት ከ 6 ወር ወዲህ በትምህርት ቤት ውስጥ የአካል ጥቃት/ቅጣት ደርሶብህ/ሽ ከሆነ የጥቃቱ መንስኤ ምንድነው? ለዚህ ጥያቄ ከአንድ መልስ በላይ መስጠት ይቻላል።

ሀ. ክፍል ውስጥ መረበሽ

መ. በጊዜ ትምህርት ቤት አለመድረስ

ለ. የቤት ሥራ ወይም የክፍል ሥራ አለመስራት

ሠ. ሌላ ከሆነ ይገለጽ -----

ሐ. ከክፍል መቅረት

7. ከ ፆታ አንጻር ሲታይ የ አካል ጥቃት ማን ላይ የብሳልለ

ሀ. ሴት

ለ. ወንድ

ሐ. ሁለቱም አኩል ይደርሳል

8. በትምህረት ቤት ውስጥ መቀጣትህ/ሽ ከጥፋቱ መልሶሃል/ሻል?

ሀ. አዎ

ለ. አይደለም

9. በተራቁጥር 8 ላይ ለተጠየቀው ጥያቄ መልስህ/ሽ አዎ አይደለም ከሆነ ምክንያቱ በተሰጠው ባዶ ቦታ ላይ ይገለጹ።

10. በዚህ ዓመት ከ 6 ወር ወዲህ በትምህርት ቤት ውስጥ ስሜት የሚነካ ጥቃት ደርሶብሃል/ሻል?

ሀ. አዎ ለ. አይደለም

11. ከዚህ በላይ በተረቁጥር 10 ላይ ለተጠየከው/ከሸው ጥያቄ መልስህ/ሽ አዎ ከሆነ ከሚከተሉት መካከል የትኛው የትኛው የሥነ-ልቦና ጥቃት ደርሶብህ/ሽ? ለዚህ ጥያቄ ከአንድ መልስ በላይ መስጠት ይቻላል።

ሀ. አስነዋሪ ስድብ ሐ. ዛቻ/ማስፈራራት

ለ. ስም ማጥፋት መ. ሌላም ካለ ይገለጽ-----

12. በዚህ ዓመት ከ 6 ወር ወዲህ በትምህርት ቤት ውስጥ ስሜት የሚነካ ጥቃት ደርሶብህ/ሽ ከሆነ ጥቃቱን ያደርሱብህ ማን ነው? ለዚህ ጥያቄ ከአንድ መልስ በላይ መስጠት ይቻላል።

ሀ. የትምህርት ቤቱ መምህር/ት መ. ከተምህረት ቤቱ ውጭ የመጡ

ለ. የትምህርት ቤቱ ዘበኛ ልጆች/ሰዎች

ሐ. ተማሪ መ. ሌላ ከሆነ ይገለጽ-----

13. በዚህ ዓመት ከ 6 ወር ወዲህ በትምህርት ቤት ውስጥ ስሜት የሚነካ ጥቃት ደርሶብህ/ሽ ከሆነ እንደዚህ ዓይነት ጥቃት ስንት ጊዜ አጋጠመህ/ሽ?

ሀ. አንድ ጊዜ ብቻ መ. አራት ጊዜ

ለ. ሁለት ጊዜ መ. ሌላ ከሆነ ይገለጽ-----

ሐ. ሶስት ጊዜ

14. በጆታ አንጻር ስታይ ለሥነ-ልቦና ብብዛት የሚፈጸምባቸው እነማን ናቸው?

ሀ. ሴቶች ለ. ወንዶች ሐ. ሁለቱም እኩል ይጋለጣሉ

15. በዚህ ዓመት ከ 6 ወር ወዲህ በትምህርት ቤት ውስጥ ወስባዊ ጥቃት ደርሶብሃል/ሻል?

ሀ. አዎ ለ. አይደለም

16. በተረቁጥር 15 ላይ ለተጠየቀው ጥያቄ መልስህ/ሽ አዎ ከሆነ ከሚከተሉት ወስባዊ ጥቃቶች ውስጥ የትኛው አጋጠመህ/ሽ? ለዚህ ጥያቄ ከአንድ መልስ በላይ መስጠት ይቻላል።

ሀ. ወስባዊ ንግግር/ለከፋ ሐ. ለወሰብ የሚያነሳሱ ፊልሞችን ለማየት

ለ. አስገድዶ በድፈር መገደድ

መ. ሌላ ከሆነ ይገለጽ-----

17. በዚህ ዓመት ከ 6 ወር ወዲህ በትምህርት ቤት ውስጥ ወስባዊ ጥቃት ደርሶብህ/ሽ ከሆነ ጥቃቱን ያደርሱብህ ማን ነው? ለዚህ ጥያቄ ከአንድ መልስ በላይ መስጠት ይቻላል።

ሀ. የትምህርት ቤቱ መምህር/ት
ለ. የትምህርት ቤቱ ዘበኛ
ሐ. ተማሪ

መ. ከትምህርት ቤቱ ወጭ የመጡ
ልጆች/ሰዎች
ሠ. ሌላ ከሆነ ይገለጽ-----

18. በዚህ ዓመት ከ 6 ወር ወዲህ በትምህርት ቤት ውስጥ ወስባዊ ጥቃት ደርሶብህ/ሽ ከሆነ እንደዚህ ዓይነት ጥቃት ስንት ጊዜ አጋጠመህ/ሽ?

ሀ. አንድ ጊዜ ብቻ
ለ. ሁለት ጊዜ
ሐ. ሶስት ጊዜ

መ. አራት ጊዜ
ሠ. ሌላ ከሆነ ይገለጽ-----

19. ይህ ፆታዊ ጥቃት በጾታ አንጻር ሲታይ ብባዛት በብዛት ማን ላይ ይፈጸማል?

ሀ. ሴት ለ. ወንድ ሐ. ሁለቱም ላይ እኩል

መ. ሌላ ካለ ይገለጽ-----

መ. መጨነቅ ወይም መረበሽ

20. በትምህርት ቤት ውስጥ ካጋጠሙህ/ሽ የአካል፡ የሥነ-ልቦና እንደዚሁም የ ወስብ ጥቃት ጉዳት ወይም ጉዳት ለመቀነስ የምትጠቀማቸው ዘዴዎች ምን ምን ናቸው? ለዚህ ጥያቄ ከአንድ መልስ በላይ መስጠት ይቻላል።

ሀ. ግላዊ የበቀል እርምጃ መውሰድ
ለ. ለወላጅ ወይም ለቤተሰብ መንገር
ሐ. ትምህርት ቤት ማመልከት

መ. ለፖሊስ ማመልከት
ሠ. መሸሽ/መደበቅ
ረ. ሌላ ካለ ይገለጽ-----

Appendx IV. Work Schedule

S.No	Activities	Schedule	Remark
1	Reviewing related literature	November, 2015	
2	Writing proposal	December, 2016	
3	First draft proposal submission	End of December, 2015	
3	Preparing instrument	Up to January 15, 2016	
4	Proposal Defense	January 20,2016	
5	Final Proposal submission	January 25,2016	
6	Pilot test of instrument	Up to February 10, 2016	
7	Data Collection	February 15-March 30, 2016	
8	Data analysis and report writing	April- May, 2016	
9	Submission of the report	June, 2016	
10	Presentation of the report	June, 2016	

Appendix IV. Budget Breakdown

S.No	Activities/Items	Detail Costs (Birr)	T. Budget (Birr)
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1	Stationery	-	1000
2	Flash	450	450
3	Perdiem for data collectors	100 birrx 4 persons x 5 days	2000
4	Mobile cost	300	300
	Total Cost		3,750