

**AN INVESTIGATION INTO THE EFFECTS OF GENDER-BASED VIOLENCE IN
PRIMARY SCHOOLS OF WARMBATHS CIRCUIT, WATERBERG REGION**

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DECLARATION



DECLARATION WITH REGARD TO INDEPENDENT WORK

I, MALULEKA S.S. identity number _____ and student number _____ do hereby declare that this research project submitted to the Central University of Technology, Free State for the Master of Education (Post Graduation Studies), is my own independent work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; and has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification.

Maluleka
SIGNATURE OF STUDENT

19-01-2022
DATE

DEDICATION

The dedication of my dissertation is in honour of my mother Emily Raisibe Maluleke and Moses Mankwane Bapela, who inspired me to pursue education as a means of personal development. I shall always be appreciative of their help and generosity.

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ABSTRACT

Schools should provide a warm, loving and supportive environment where children can learn and become responsible citizens in the future. Instead, incidents of violence and murder caused by school-related gender-based violence have turned some South African schools into scenes of death and destruction. Major educational challenges caused by gender-based violence in schools are now affecting the majority of students in the country, putting their safety at risk. The aim of this study was to examine how gender-based violence affects primary school learners and how it severely limits their rights and participation in the educational environment. The questionnaire and interview were completed by a sample of six primary school learners (3 male learners and 3 female learners) and nine primary school educators (3 male and 6 female educators) in Warmbaths area. According to the study, gender-based violence is an issue in these regions. Findings also involve the magnitude of learner's experiences of SRGBV, the effects of SRGBV behaviour on learners, a general understanding of the consequences of SRGBV, male educators as perpetrators of SRGBV and the overall performance of school duties in the school environment. Effective measures for preventing the spread of the scourge have been identified. Suggestions and recommendations of the study involve improved parental involvement and policy evaluation to maintain positive engagement. Results showed that male learners were more likely to engage in violent behaviour than female learners and that female learners were more likely to experience gender-based violence at school. The plague can be stopped from spreading if effective steps are taken. The focus of the study was on how gender-based violence in schools affected student learning and educator effectiveness. To foster open dialogue and learn more about how school-related violence affects relationships between learners, educators, and their environment, data were acquired using semi-structured interviews with open-ended questions. When discussing violence issues at their individual schools, participants' identities were protected and made comfortable by the use of pseudonyms. The studies additionally encouraged collaboration among all parties, such as the Ministry of Education, to deal with the difficulty of gender-primarily based totally violence in schools.

Keywords: Gender-based violence, performance, bullying and sexual violence.

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LIST OF ACRONYMS

AP	Academic Performance
CAT	Convention Against Torture
CEDAW	Convention for all Elimination of Discrimination Against Women
CRC	Convention on the Rights of the Child
GBV	Gender-Based Violence
GEMS	Gender Equity Movement in Schools
HIV	Human Immune Virus
ICCPR	International Covenant on Civil and Political Rights
MRC	Medical Research Center
SRGBV	School Related Gender Based Violence
STD	Sexual Transmitted Disease
UNESCO	United Nations Educational Scientific and Cultural Organisation
UN	United Nations
VSU	Victim Support Unit

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 Introduction

South Africa appears to have a high prevalence of school-related gender-based violence (SRGBV), which may have had a negative impact on many children, their families, and the communities in which they live or belong. SRGBV in and around schools gravely jeopardises the attainment of quality, inclusive, and equitable education for all children, as well as the empowerment and transformation of young people's lives, particularly those of the girl child. In the Warmbaths area, SRGBV is prevalent but understudied.

Women's access to school is restricted by gender-based violence (GBV), which also causes psychological damage (John & Walmsley, 2021). GBV involving school-going learners affects learners' performance worldwide (Bunyasi & Coetzee, 2017). GBV involves sexual, physical or psychological harassment in schools (Chitsamatanga & Rembe, 2020). The consequences of GBV is the learners' lack of motivation, absenteeism, low performance and dropouts (Psaki et al, 2022). GBV has emerged as a systemic form of violence that has adversely affected learners' academic experiences, their health and well-being (Garner, 2014). A few studies in the last two decades indicate that GBV is prevalent in most schools. For example, Perrin et al (2019) found that almost half of all female learners experience sexual violence in educational institutions. Mittal and Singh (2020) reported that gender-based violence (GBV) affects one in every three women globally, including school-going female learners.

According to Stark, Seff and Reis (2021), gender-based violence denotes any form of harm inflicted upon individuals and groups because of their sexual orientation or gender. It has an impact on students, who subsequently develop into bullies, drug users, and school dropouts. According to Shahan, complete gender-based violence can emerge in a variety of forms, including verbal abuse, emotional and mental abuse, lack of academic opportunities, sexual assault, and various acts of violence (2021). The severity of GBV varies by region (Palermo et al, 2014). In South African universities and communities, total gender-based violence is pervasive and varies from kingdom to kingdom due to differences in kingdom economies (Burton & Leoschut, 2013).

In the past ten years, a worldwide call to increase the value of female learners' education awareness, enrolment and retention. Moyo and Dhliwayo (2019) argue that many countries have made progress towards gender equality. Despite the calls, some countries have challenges to implementing equal access to education to all girl-children. According to UNICEF (2001), sub-Saharan African countries have a high proportion (45%) of female learners not enrolled in schools, and 40% rarely complete primary school education. Due to patriarchy and life experiences in many communities (McIlwaine, 2013). In schools, SRGBV affects learners' performance.

1.2 Background to the study

According to a global empirical study, men assault women and children around the world based on their gender (Tjaden & Thoennes, 2014; Watts & Zimmerman, 2012). In South Africa, intolerable levels of gender-based violence have been documented over the course of more than 20 years of investigation, including rape, and the murder of women and children (Abrahams et al., 2013). In order to protect students from SRGBV and provide a safe learning environment so they can exercise their right to an education, South Africa has ratified a number of international, regional, and national human rights treaties, including the International Covenant on Civil and Political Rights (ICCPR) (1966), the Convention Against Torture (CAT) (1984), the Convention on the Rights of the Child (CRC) (1989), and the Convention for the Elimination of All Forms of Discrimination Against Women (CEDAW) (Seedat et al. 2017). In accordance with these international agreements, South Africa is obligated to safeguard students from torture, cruel, inhuman, and degrading treatment, as well as from infringements on their right to dignity and personal safety.

South Africa has made progress in terms of gender equality, with more women holding senior roles in business and government (Southern Africa Gender Protocol Alliance, 2013). The gender gap is still very wide. In homes, schools, churches, and other places that are deemed to be "personal" institutions, women and children are particularly vulnerable to harassment and other forms of gender-based violence carried out by intimate partners and other men in their lives (Machisa et al., 2011). Abuse can take many extraordinary forms, which includes coercive and humiliating conduct in addition to financial, mental, physical, or sexual abuse (Machisa et al., 2011). In order to understand how people retain detrimental standards that increase people's susceptibility to harassment and violence, as well as how they could apply

them, it is vital to examine men and women's relationships in a range of public and private contexts.

The persistence of many forms of violence, including gender-based violence, in society also contributes to the general acceptance and tolerance of violence (Collins, 2013). Such actions raise the possibility of abuse occurring in both the public and private realms by fostering a false feeling of legitimacy for its usage. In addition to the lack of media attention in certain cases, there is also a culture of concealing and tolerating partner abuse as a private matter (as evidenced by the high prevalence and high number of unreported cases). Public discourse and education alone cannot completely eliminate gender-based violence, even if it leads to interventions supported by step-by-step, evidence-based strategies that address early detection at all levels of society (Faull, 2013).

According to statistics by Sancassiani et al. (2015), training young people social skills like honest communication and effective conflict resolution can aid in their development into more positive, prosocial individuals. Male learners and men need to be proactive in fostering gender-equitable masculinities. In addition to the lack of media attention in certain cases, there is also a culture of concealing and tolerating partner abuse as a private matter (as evidenced by the high prevalence and high number of unreported cases). As well as helping parents raise respectful, assertive, and gender-conforming children, successful parenting techniques are now recognised as being essential for decreasing the trauma experienced by young children (Knerr, Gardner & Cluver, 2011a; 2011b; Jewkes et al., 2013).

The impact of school-related gender-based violence (SRGBV) on families, communities, and millions of children is enormous. It entails sexual, physical, or psychological assaults or threats that take place inside or close to schools, are motivated by gender stereotypes, and are upheld by unequal power structures. SRGBV has very serious negative effects on students' life, ranging from melancholy and low self-esteem to early and unwanted pregnancies and STDs like HIV (UNESCO, 2021). Many students avoid school, perform below their ability, or drop out entirely as a result of this violence, which has a significant negative influence on educational achievements. Incidents have been reported in every nation and area of the world where SRGBV has been studied. SRGBV is widespread and transcends cultural, geographic, and economic boundaries, albeit it is exacerbated in conflict-affected areas.

Most of studies in school-based violence have been revealed that while there is increasing recognition of the prevalence of school gender-based violence and negative health and

educational outcomes, only a limited number of analyses on the linkage between this violence and the implications for health and education were available, particularly within school-based settings in developing countries. Most studies have come from African nations and cited data on the prevalence of gender-based violence, but a few studies provided quantitative data on educational outcomes for girls (Abagi, 2003).

The impact of gender-based violence on children needs to be given more attention, particularly in the Warmbaths circuit in the Waterberg district. Gender-based violence continues to adversely affect academic development, which eventually impacts children's overall well-being, according to the experience of researchers at the school where the research was conducted.

1.3 Problem Statement

Violence occurs in and around educational settings on a global scale. There are multiple cases of school-based gender-based violence (SRGBV), including bullying and sexual assault (Center for Conflict and Development, Texas A&M University, 2016). The 1st National South African Youth Behaviour Survey, a 2003 study by the South African Medical Research Center (MRC) for the Department of Health, provides statistical information about violence in schools. The ground-breaking study provided data on the risky school climate, creating a basis for subsequent research. A total of 14,776 students from 23 schools throughout each province participated in the study. The quantitative study uncovered the following statistical information: 17% of students carried weapons, 41% of students experienced bullying, 14% belonged to gangs, 15% had been forced to have sex, 15% had been threatened or hurt on school grounds, and 19% were hurt in fights. Additionally, 32% of students felt unsafe at school (MRC, 2003). According to different research, 50% of students had either been the victims of or the perpetrators of violent behaviour. The statistical data provides important information about school violence in South Africa, but because it is quantitative, it is only partially able to provide information about its underlying causes.

Both male and female learners have the ability to harm and exploit others. Both male and female learners are physically, psychologically and sexually harmed by gender-based violence at school. The persistent gender stereotypes in society should have an impact on all of these types of violence, including bullying. For instance, men and women encounter distinct types of bullying, and male learners are more prone than females to bully (McNeill, 2019). According to Habashy Hussein (2013), male learners are also more inclined than

female learners to bully others. In contrast to female learners, male learners are subjected to physical bullying more frequently, according to Carrera-Fernández et al (2013). The compliance to heterosexual gender norms of those who are bullied differs as well (Swanson & Anton-Erxleben, 2016).

Learners in the Warmbaths circuit in the Waterberg district of Limpopo province struggle academically as a result of gender-based abuse. They experience drug addiction and emotional trauma. Learners become bullies when they substitute violence for the problem-solving strategies they need. There hasn't been much research on gender-based violence or how it affects people living in small towns. The main aim of this study was to determine how gender-based violence affects the academic achievement of learners in primary schools in the Warmbaths Circuit in the Waterberg area.

1.4 Preliminary Literature Review

A thorough analysis of published material on a specific topic is called a literature review (Aveyard, 2018). A literature review aims to provide the researcher/author and the audience with a thorough understanding of what is known about the subject. The literature on gender-based violence and its impact on schools is the main topic of this study.

According to the corpus of research, ongoing and engaged parental involvement is crucial for effective school-community collaboration. Lagacé-Séguin and Case (2010) investigate the connection between parental involvement and the potential effects of extracurricular activity participation on a primary school-aged child's wellbeing and academic achievement. The study involved 72 learners, whose average age was 10, as well as their parents. The results revealed that minimal parental supervision and support, along with involvement in extracurricular activities, should be expected to contribute to children's academic achievement and satisfaction. In the follow-up study, Lagacé-Séguin and Case (2010) compared the differences between children participating in the fewest activities. In light of the conclusions, the effect of extracurricular activities and parental engagement on favourable childhood outcomes was examined. Parental participation is essential for children's early academic performance, researchers concluded.

Radzi, Razak and Sukor (2010) looked at primary school educators' observations and worries regarding getting parental assistance in order to improve academic progress. In-depth discussions will be held on a variety of topics including communication, parenting, volunteering, home engagement, school governance, decision support and community

engagement. The information obtained from the results of the participant survey shows that enough parents participate. Participants indicated that they are most interested in communicating with parents, which is seen as important for improving student achievement. Loera, Rueda, and Nakamoto (2011) examined how parental engagement in reading and student motivation are related and came to the same conclusion.

Wilder (2014) examined the impact of parental homework help on children's academic achievement. Researchers also considered how much parental involvement there was in academic and extracurricular activities. When parental involvement was assessed to be sufficient, children showed higher academic accomplishment overall and, more specifically, greater reading and writing skills when compared to other pupils.

1.4.1 United Kingdom

The significant global epidemic of gender-based violence in and around schools has recently gained notice. The circumstances in schools have long been disregarded by society. Sometimes, schools are not as kid-friendly as we would like (Elsaesser et al., 2013). The UN General Secretary commissioned an international research on gender-based abuse of children over a two-year period; it was completed and presented to the general assembly in 2006; this study looked at schools as one of many potential hotspots for violence. According to recent studies, gender-based violence in schools affects learning, retention and absenteeism (Kosciw et al., 2013). However, there is insufficient evidence to show how frequent incidents of gender-based violence in schools affect retention rates and school performance (RTI, 2016).

According to Chitsamatanga and Rembe (2020), gender-based violence in schools prevents everyone from acquiring a high-quality education. Evidence that violence against children, especially school violence, is a global problem can be found in the 2006 United Nations Global Report on Violence Against Children (Guedes et al., 2016). Even though almost ten years have passed, we still don't understand the extent of and suffering caused by gender-based violence in educational settings (Parkes et al., 2016). Under no circumstances is it appropriate to engage in gender-based violence (Freedman, 2016).

1.4.2 United States

Violence against women can take a variety of forms in the United States, including sex trafficking, murder, rape, and assault. It is a problem identified by public health professionals (Wright & Tokunga, 2016; CDCP, 2018). The media may be to blame for the public's perception that violence against women is unimportant in the United States, where it has been

minimised (Stankiewicz & Rosselli, 2008). The development of new sexual assault laws, how they are implemented, and how police determine whether or not to arrest a suspect are all influenced by the history of laws and social taboos. Whether or not recent occurrences of sexual assault are brought to court depends on how such cases were handled in the past. Judges and juries determine whether or not to find a defendant guilty based on their prior knowledge of sexual assault (Tracy et al., 2012).

Adverts, pornography, movies, and music videos that depict women being sexually abused have been demonstrated to increase support for violence against women (Wright & Tokunaga, 2016). According to research from 2008, of the over 2,000 print ads from 58 prominent publications in the United States, 50% of the ads showed women as sexual objects, and 10% of the adverts portrayed women as victims (Stankiewicz & Rosselli, 2008). The most popular publications that featured sexual objectification of women were those that focused on fashion and teen issues. These advertisements frequently showed women in poses and facial expressions that had overt sexual overtones. Rape, according to study participants, is "trivialized in American society," and "media imagery that shows women as both sex objects and victims" may be part of the problem (Stankiewicz & Rosselli, 2008). According to a 2016 study of the objectification of women in the media, ideas of objectification were reinforced by men's magazines, reality TV and pornography, which in turn increased support for violence against women. The study discovered that notions of women as sex objects completely negate the relationship between exposure to objectifying media and beliefs promoting violence against women (Wright & Tokunaga, 2016).

Physical and emotional health issues can develop as a result of violence against women both right away and over time (Islam et al, 2018). Women's capacity to conduct their daily lives at home, at work, and in school, as well as their mental and physical health, are all negatively impacted by violence against women. Sometimes violence culminates in death (CDC, 2019). Children exposed to violence are more likely to suffer from physical and mental health problems. Children's responses to exposure change with age (CDC, 2019).

1.4.3 India

Because some forms of abuse are not deemed crimes and may thus not be reported or documented due to certain cultural norms and beliefs in the nation, violence against women is more frequent in India than it might first appear. On the Gender Inequality Index in 2017, India received a score of 0.524, ranking it in the bottom 20 percent of all nations. All of these

problems contributed to the outcome (Sawadogo-Lewis et al., 2018). Domestic abuse can be strong, violent, or subtle. According to MP Renuka Chowdhury, domestic violence affects 70% of Indian women (Chowdhury, 2006). In India, 38 percent of men admit to physically abusing their relationships (Lehnen & Nielson, 2018). The Indian government has passed legislation like the Protection of Women from Domestic Violence Act 2005 in an effort to lessen domestic violence (Chowdhury, 2006).

Physical punishment was forbidden in India in 2009, and administrators offered teachers guidelines on how to encourage "positive engagement" with students (Parkes, 2015). There is not any proof, though, that these policy reforms have led to the end of physical punishment. According to a survey conducted by Young Lives in Andhra Pradesh, where corporal punishment is prohibited, 82 percent of male learners and 72 percent of female learners in grades 7-8 have been subjected to physical punishment at school. Gender Equity Movement in Schools (GEMS) programs, for instance, have showed some potential in lowering SRGBV in Jharkhand schools. SRGBV requires a comprehensive, integrated, multi-sectoral, and long-term plan at the policy and implementation levels. School-related violence can be addressed by the government and civil society organisations through programs, but teacher and community-based interventions are also necessary. SBCC can be used to effectively address social norms that promote violence against children in educational settings.

1.4.4 Zimbabwe

A comprehensive picture of the prevalence of gender-based violence in elementary schools is provided by the findings of a qualitative analysis of gender-based violence in Zimbabwe based on feminist theory (Chikwiri & Lemmer, 2014). Sexual assault, psychological abuse, and physical violence, notably the misuse of corporal punishment, are examples of how this presents itself physically. These offenses can be committed by fellow learners, educators and non-teaching staff. Gender abuse takes a harmful form in the community and schools that use forced labour (Womanistic Theory, 2017).

Inadequate adherence to safety laws by schools and the unofficial culture of silence fostered by victims, instructors, peers, and parents also contribute to gender-based violence (Parkes, 2015). The relatives of the victims and the public shame are spared. Parents are to blame for preventing their children from reporting abuse when the perpetrator is the breadwinner out of concern for their continued financial support (Chikwiri & Lemmer, 2014).

1.4.5 Kenya

Domestic violence is defined in Kenya as any harmful act committed against a family member or partner, such as rape, assault, physical abuse or forced prostitution (Heise et al., 1994). In Kenya, domestic abuse victims are overwhelmingly women, following global patterns. More than 40% of married women in Kenya have admitted to having experienced either domestic abuse or sexual assault (Kimuna, 2008). A spouse had assaulted more than 30 percent of "ever-partnered women" (15 and older) physically or sexually (Palermo et al., 2014). Due to a paucity of data, the various variables and causes of this high proportion have seldom been investigated (Kimuna, 2008).

When examining the causes of domestic violence in Kenya, social status, religion, and a lack of education all play a part (Kimuna, 2008). Sexual compulsion is widespread in Kenya and frequently results in abuse (Erulkar, 2004). Because of their higher likelihood of being in a relationship, pregnant women are more likely to experience domestic violence (Shamu et al., 2011). Due to patriarchal control, pregnant women are typically economically or socially disadvantaged, rendering them more susceptible to domestic abuse (Shamu et al., 2011). When an unwanted pregnancy is blamed on the mother, further abuse occurs (Shamu et al., 2011). In Kenya, societal acceptance of domestic violence is influenced by gender norms (Hatcher et al., 2013). When the mother is blamed for unwanted pregnancies, additional abuse occurs (Shamu et al., 2011). In Kenya, societal acceptance of domestic violence is influenced by gender norms (Hatcher et al., 2013).

Physical and mental health are negatively affected by domestic violence (Ellsberg et al., 2008). Domestic violence can lead to negative consequences such as physical injury, stress, high blood pressure, miscarriage and other problems. More recently, deaths have been recorded (Shamu et al., 2011). The risk of contracting HIV/AIDS and other sexually transmitted diseases is considerably higher for those who have experienced domestic abuse (Njuki et al., 2012). Domestic violence in Kenya is addressed through legislative mandates (Mbote, 2000) and social organisation activities (Njuki et al., 2012). For a variety of reasons, domestic violence is underreported in underdeveloped countries, including embarrassment, lack of resources, lack of awareness and treatment accessibility, and mistrust of medical professionals (Palermo et al., 2014).

1.4.6 Zambia

In Zambia, physical and sexual abuse of women and female learners is rife. According to a government survey conducted in 2007, one in ten Zambian women had experienced sexual abuse, and 47% of women had at least once since the age of 15 been the victim of physical assault based on their gender. The Violence against Zambia's Victim Support Unit (VSU), tasked with responding to sexual assault and other crimes against women and children, increased from 8,261 in 2009 to 11,908 in 2011. The actual prevalence of gender-based violence is likely much higher because the underestimated risk is higher. The number of rape cases reported to the University Hospital has increased significantly since 2008; from 1,237 cases of statutory rape in 2008 to 2,430 cases in 2010. According to Thankian, Mwaba and Menon (2015), the cases reported to the University Hospital in Zambia have increased dramatically since 2008, from 1,676 in 2009 to 1,939 in 2011.

Due to sexual assault, Zambian female learners are frequently exposed to gender-based violence (Chinyama et al, 2020). These atrocities are typically committed by uncles or cousins, but dads can also be complicit. Many female learners have experienced gender-based assault, per a 2012 WLSAZ poll. Two females were sexually assaulted, one by an outsider and the other by a boy from the neighbourhood, a young lady who witnessed her uncle attempting to rape her cousin. According to twenty-one women, being touched or groped in public is not acceptable. School professors and other learners have sexually molested young female learners, as this study explains. Additionally, young female learners are also made aware of the constant threat of gender-based violence through the constant media coverage of the rape and killing of women.

1.4.7 South Africa

Millions of children and teenagers around the world are impacted by gender-based violence in schools (SRGBV). In terms of geography, culture, society, and economy, it crosses all boundaries. and (De Lange). UNESCO, 2016, Parkers et al., 2016, Duru & Balkis, 2018, and Mitchel, 2014). It is one of the worst types of gender discrimination that violates the rights of many children (UNICEF, 2012, International Childrens Rights Network, 2017, Brehm & Boyle, 2018). It is challenging to offer all children a high-quality, inclusive, and fair education given the prevalence of SRGBV in and surrounding schools. Additionally, it makes it challenging to affect positive change in the lives of youth, particularly female learners. All indications point to an increase in SRGBV for children despite the fact that practically every

country except the United States has adopted the UN Convention on the Rights of the Child (UNICEF, 2012; Brehm & Boyle, 2018).

South Africa also has a shockingly high SRGBV. For instance, 1.18 million kids in grades 3 through 12 (15, 3%) reported experiencing violence in some way (StatsSA, 2019). Additionally, according to Barton-Crosby (2018), the South African National School Violence Study conducted a survey in 2012 and found that overall, one in five learners (22.2 percent) in the 12th month span between August 2011 and August 2012. Additionally, according to the statistics, SRGBV against learners is seen as a troubling reality that impairs their right to personal autonomy and an education (Green & Sweetman, 2013; Magwa & Mugari, 2015). The transformation of a school culture that seems to legitimate violence, perpetuate it, and encourage unquestioning habitual practices that result in SRGBV has been credited to educators and school principals in numerous studies as offenders and significant actors (De Lange & Mitchell, 2016; Chikwiri & Lemmer, 2014; Altinyelken & Le Mat, 2019). Despite the fact that the literature currently in existence demonstrates the wide range of social and political variables that contribute to SRGBV, the absence of real consequences for the offenders lends legality, providing his crime a license to continue unabated (Human Rights Watch, 2001).

Balkis (2018), restrooms and classrooms have been identified as SRGBV hotspots. Due to a lack of accountability, these gaps may be to blame for SRGBV's persistence in impurity and high prevalence in South African schools. SRGBV appears in various ways (Mcube & Harber, 2013). Due to this, a variety of SRGBV situations affecting learners will be examined in this study as a violation of their right to an education (Ecol, 2020).

1.5 Purpose of the study

The purpose of this study is to investigate how school related gender-based violence impacts children' academic performance at Warmbaths Circuit primary schools in the Waterberg area.

1.6 Research Question

This study is guided by the following research questions:

1.6.1 Main Research Question

What are the effects of gender-based violence in the primary schools of Warmbaths circuit in Waterberg region in Limpopo province?

1.6.1.1 Sub-Research Questions

The following sub-questions emanate from the main research question:

- What are the causes of gender-based violence in primary schools of Warmbaths circuit in Waterberg region?
- What influences gender-based violence in primary schools of Warmbaths circuit in Waterberg region?
- What role can educators play to fight the effects of gender-based violence in primary schools of Warmbaths circuit in the Waterberg region?
- What are the main manifestations for school gender base violence affecting the primary schools of Warmbaths circuit in Waterberg region?
- What strategies can be used to cope with gender-based violence in primary schools of Warmbaths circuit in Waterberg region?

1.6.1.2 Objectives of the study

To achieve the study's aim, the researcher focused on the following objectives:

- To identify the causes of gender-based violence in primary schools of Warmbaths circuit in Waterberg region.
- To explore the influences of gender-based violence in the primary schools of Warmbaths circuit, Waterberg region.
- To identify roles educators can play to fight the effects of gender-based violence in primary schools of Warmbaths circuit in the Waterberg region.
- To find out the main manifestations of school gender base violence affecting the primary schools of Warmbaths circuit in Waterberg region.

- To suggest strategies to improve the effects of gender-based violence in Primary schools of Warmbaths, Waterberg region.

1.7 Theoretical Framework

This research is fed by womanist theory, which is a feminist philosophy that focuses on black women's culture and everyday encounters (Rousseau, 2013). The female scientist Layli Maparyan, aims to "restore the balance between man and the environment and reconcile human life with the divine dimension" (Phillips, 2006). Gender-based violence is a problem resulting from gender-based discrimination and remains one of the most serious human rights violations in all cultures, according to studies (Council of Europe, 2011). Gender-based violence is when someone is hurt because of their gender.

Gender-based violence affects both men and women, although though it primarily targets women and students. Male abuse has a profound effect on women, their families, and their culture (Russo & Pirlott, 2006). The detrimental effects on physical and mental health have societal and economic repercussions, according to Russo and Pirlott (2006). Intimate crime is expected to cost more than \$5.8 billion a year in the United States alone. Direct medical and mental health care treatment delivery accounts for more than two-thirds of the total (\$4.1 billion) (NCIPC, 2003). Men and women are both affected by gender-based violence, even though women and female learners are the more frequent victims. The effects of male abuse on women, their families, and cultures are extensive (Russo & Pirlott, 2006).

According to Russo and Pirlott (2006), negative consequences on physical and mental health have an impact on society and the economy. Intimate crime is thought to cost Americans alone more than \$5.8 billion yearly. More than two thirds of all expenses (\$4.1 billion) are incurred directly for medical and mental care (NCIPC, 2003). Victimised women experience both acute and long-term physical and emotional effects, and these results are consistent across different types of victimisation (Coker et al., 2014). Some symptoms appear immediately after a violent event, while others appear only occasionally or persist for years (Goodman et al., 2006). Partner abuse can have far-reaching side effects. The impact on children who witness or participate in gender-based violence is one of the most serious indirect consequences (Koss et al., 2003). Both are related to violence against women and female learners. If one is abused, the other will likely follow. Also, if children are not

harmed, experiencing spousal violence will have long-term effects on them (Crooks et al., 2019).

Both acute and long-term physical and emotional effects, and these consequences are consistent across different types of victimisation (Coker et al., 2014). While certain symptoms are visible right after the violent episode(s), some can appear as occasional issues or last for years (Goodman et al., 2006). Partner abuse may have far-reaching indirect consequences. One of the most serious indirect effects of gender-based violence is the impact on children who witness or participate in it (Koss et al., 2003). Both have a history of harassment of women and female students. The likelihood of the other occurring increases if you use one. Even if they are not harmed, children who witness intimate partner violence will suffer the long-term consequences (Fong et al., 2019).

1.8 Research Approach

The main purpose of qualitative research is to understand human experience using a humanistic, interpretive approach. Content analysis encompasses all social science disciplines that rely primarily on non-numerical data, in addition to any textual analysis such as conversational analysis and narrative analysis (Jackson, Drummond, & Camara, 2007). Qualitative techniques enrich empirical evidence by highlighting the underlying meanings of numbers used to characterise groups and cultural differences within them, as well as people and experiences. The qualitative method was chosen as the research methodology (Merriam, 1988). With the chosen method, the researcher interacts with the study participants, mainly the selected students and their teachers in the considered elementary schools, to learn more about the studied phenomenon.

Unlike quantitative research, which focuses on investigating specific situations, qualitative research mostly uses verbal data and subjective analysis. Case study research is another name for qualitative research that focuses on in-depth analysis of specific situations. The premise of qualitative research is that social reality is always created in specific contexts (Aspers & Corte, 2019). In this approach, researchers start with a specific observation and use it to generate a wider range of ideas and findings (inductive studies). However, the basic problem with the inductive approach, however, is that it generates hypotheses and generalised conclusions based on a small number of observations, which reduces the reliability of the study's findings (Denzin & Lincoln, 2005).

This study requires qualitative research because it allows participants to answer questions about their experiences and researchers to better understand the meaning of those experiences for participants (Special, Streubert, & Carpenter, 2011). Therefore, the researcher should engage personally with research participants to share their perspectives and adopt a relevant approach. Qualitative research uses analytical induction to analyse data and produce verbal and visual data that represent the social environment. He attributes the main role to human intent in explaining random relationships between social phenomena. After completing the qualitative research, the researcher prepares interpretive reports based on the data collected as a result of interaction with the subjects. According to the phenomenological paradigm, the interviews are long and therefore the sample size is limited (Smith & Firth, 2011). Furthermore, qualitative research is based on depth of discussion, not numbering principles (Paulus et al., 2017; Mason, 2017).

1.9 Research Design

A case study was the method of research used in this study. A study project's research design is a methodical plan that outlines the participants and what or who will be compared on which aspects (Flick, 2014). The objectives of the investigation can be met thanks to this research design. By connecting the theoretical framework, research topics, practical methodologies, and accessible resources, this can be accomplished (Flick, 2014). The case study is a type of qualitative research that aims to make meaning, explore applications, and provide a deeper knowledge of a person, group, or circumstance, according to (Lodic, Spaulding, and Voegtle. 2010).

A case study is an in-depth investigation of multiple components, such as individuals, occasions, periods, projects, policies, institutions or other techniques using one or more techniques. According to Klassen et al (2012), cases can be done by one person, many people at different time periods, or groups to fully evaluate a program or activity. The reason phenomenological studies have survived for so long is that they pay more attention to how people interpret their experiences (Van Manen, 2016).

According to Potter (2018), interviews are an important source of information for qualitative research. Researchers can use specific interview methods to talk to participants and see other symptoms during the interview. In this research used semi structured interview style to discuss the research clearly and in depth. According to Denzin and Lincoln (2008), semi-

structured interviews allow researchers to understand the complexity of a situation without first categorising it. Researchers aim to gain a deeper knowledge of participants' concepts and the language used to construct a variety of conversations by choosing interviews as a way to gather information. The interview method allows the researcher to look for features and learn more about an issue. As a result, data reporting and analysis reflect the views of participants.

Semi-structured interviews were used in this study. In this study, the researcher examined the problems arising from parental involvement in primary schools in the Warming Baths area. The population used are learners and educators from primary schools in the Warmbaths area of Waterberg District, Limpopo State. This is with the approval of the Warmbaths County President and the Warmbaths Primary School Principals. The goal of the research is to provide Warmbaths primary school learners with education about gender-based violence in schools.

1.10 Population and Sampling

A population is a set of objects or items related to a particular research or experiment (Banerjee & Chaudhury, 2010). A statistical population can be a collection of real-world things, such as the cluster of all the stars in the Milky Way galaxy, or a hypothetical and possibly infinite collection of objects that are considered generalisations from experience, such as the set of all possible poker hands. A typical purpose of statistical analysis is to generate data about a particular group (Ali & Bhaskar, 2016). According to Klassen et al. (2012), sampling is the process of choosing a subset of the population that satisfies the requirements for observation. A sample, according to Klassen et al. (2012), is a subset of the population that has been chosen to take part in a study. According to Bogdan and Bikle (2003), when selecting study sites, the researcher looks for suitable sites and people who may be the subject of data sources. The demographic and samples used in this study are described in the sections that follow.

1.10.1 Population

The term "population" refers to the entire set of cases or elements that make up a scientific study, as well as the total number of elements in the field of study to which the research topic relates. A significant group of individuals or objects that are the subject of a scientific investigation is known as a research population (Goldstein et al., 2015). Thirty (30) female

learners who had experienced gender-based violence and were enrolled in three separate primary schools, as well as 15 educators, made up the population of this study in the Warmbaths district of the Waterberg region.

1.10.2 Sampling

Purposive sampling in qualitative research is often used to identify and select situations that are rich with information related to phenomena of interest (Palinkas, 2015). Targeted sampling selects areas of interest to select learners who know and have experience of gender-based violence. Participants in this research were purposefully selected and consists of (5) learners and (9) educators from each of the three selected primary schools. Participants were selected based on proximity to the selected educators and learners, as well as their experience with the learners in question. A total of 14 participants were selected for the study.

1.10.3 Data Collection

The data for the study was collected using a variety of techniques. The researcher employed formal semi-structured one-on-one interviews and questionnaires. According to Wagner, Kawilich and Garner (2012), an interview is a method for gathering comprehensive descriptive data that enables the researcher to perceive the world from the perspectives of the participants. This means that, even if the researcher had prepared a list of questions, the focus would be on letting participants speak candidly about any subject they were interested in.

In this research we used interviews and semi-structured observations to collect data. Researchers hope that by using interviews as a way to gather information, participants will better understand the structure of participants through the language used to create different conversations. Surveillance helps to identify non-verbal behaviours and communications in selected participants that can be affected by gender-based violence (Cigarini et al., 2020).

1.11 Data Analysis

Data was collected and then translated into a descriptive form to capture educators' perceptions of gender-based violence in schools and educators' perspectives on its role in the classroom and learning environment. Popular themes are divided into categories. Data analysis according to Wagner et al. (2012) is the process of organising and analysing data so

researchers can find patterns, isolate subjects, find connections, build explanations, make observations, share experiences, or generate ideas.

Data analysis is the process of purification, modification, and modelling of data to find the right information to make the right decisions (Miles et al., 2018). The purpose of data analysis was to extract relevant information from the data for decision making. The data collection process for this research included transcribing the interviews and analysing the information by carefully reading the scenarios and participant responses. The scenarios' sentences were categorised as part of the study of gender-based violence and arranged thematically. The interviews were written down in a vivid manner that distinctly represented the experiences and opinions of the learners and instructors around gender-based violence. To ensure data integrity, accurate and proper analysis of research outcomes is essential (Ryan et al., 2007).

1.12 Validity and Reliability of Study

It is crucial to assess the quality of the research if study results are to be used in practice and incorporated into treatment. The degree to which scientific knowledge is precise and accurate depends on how legitimate the research is. A study must illustrate what is correct and true, and an instrument or measure must capture what it is meant to capture in order to be valid (Cypress, 2017). In this study, the researcher ensured that the subjects of the study were correctly identified and presented as described by Mohajan (2017). Errors were detected and noted during the transcription of the data. To enable a better understanding of the participants and their experiences. Participation in the study was extended for better understanding.

The instrument's validity and the correctness of the observations, which implied what it was intended to assess, were the main topics of the research. A transparent presentation that is aware of the partisanship and limitations of research results reflects the transparency of research processes, analysis, and outcomes, which in turn reflects the consistency and diligence with which research practices are applied (LoBiondo-Wood & Haber, 2014). Through semi-structured interviews, the researcher found that the interview questions consistently helped the researcher find and understand answers to the research question. The researcher ensured that the issues arising from the study were correctly identified and described. Transcripts were reviewed to ensure they did not contain any obvious errors that might have been made during the transcription of the data (Creswell, 2014). As suggested by

Wagner et al., (2012), long-term collaboration with participants was envisaged to gain a better understanding of any issues that might arise.

1.13 Ethical Consideration

The university's research and ethics committee, as well as the heads of the schools chosen for the study, gave their approval before the research could begin. Additionally, depending on appointments obtained from school administrators, the researcher scheduled her work. The primary guiding principles used throughout the research were respect, treating respondents fairly, and confidentiality. The researcher made every effort to maintain interviewee confidentiality. We verbally obtained consent from each study participant before to any interview. The privacy of the respondents was taken into consideration when designing the questionnaires. Especially when research involves direct human participants, certain ethical issues need to be considered. Study participants must agree to adhere to established ethical standards for participation. Several ethical issues have been raised to ensure that research is conducted properly (Connelly, 2014). To comply with the teaching ethics criteria, all participants verbally agreed to participate in the study and conduct interviews. When the researcher approached the researcher and explained the objectives and methods of the research, they agreed to participate in the study (Ketefian, 2015). The study's objective was explained to participants, who were also made aware of their ability to cancel the interview at any moment.

1.13.1 Voluntary Participation

Creswell (2014) argues that everyone should have the option to engage in research and that no one should ever be forced to do so. No one was forced or under any obligation to participate in this study; everyone did so voluntarily. The researcher advised the participant that they were under no obligation to take part in the study and could leave at any time. As it provides for free will and transfers the participant's responsibility to the researcher, voluntary participation, according to Strydom (2011b), is essential for research.

1.13.2 Informed Consent

According to Strydom (2011b), it is immoral to start data collection without the consent of the participants or the relevant authority. In addition, it is important to properly instruct participants, who should also explicitly confirm that they intend to provide background information (Strydom, 2011b). Informed consent in research “is typically a written statement

that participants are informed about the components of the study and are asked to voluntarily accept participation before the study begins” (Creswell, 2014).

1.13.3 The right to privacy

Participants' right to privacy was respected and they were informed of the possibility to end the procedure if they felt uncomfortable or refused to answer some questions. To protect participants' privacy, no private and sensitive questions were asked in this study (Leeds, 2014).

1.13.4 Confidentiality

The researcher took the confidentiality of the participants' information seriously, so they were informed that their identity and the information they provided would not be shared with anyone else unless they specifically agreed. They were told that the research report would remain confidential and would not reveal their identity or that of their schools (Buchanan et al, 2007).

1.13.5 The right to safety

Protecting study participants is the researcher's responsibility. The researcher took precautions to ensure that the settings where she met her subjects were safe and conducive to the study's success (Leeds, 2014).

1.13.6 Equal treatment

In order to avoid prejudice and guarantee that no one suffered emotional injury, the researcher treated her participants with enough respect (Surmiak, 2018). Victimisation of participants and the posing of delicate questions were strictly prohibited.

1.13.7 Honesty

The researcher took care to ensure that the information was not faked or otherwise twisted and was accurately represented. The researcher counselled the participants to take precautions against the potential that dishonesty would cause them to behave strangely (Leeds, 2014).

1.13.8 Deception of respondents

According to Strydom (2011b), "deception entails withholding information or presenting misleading information to assure respondents' cooperation when they would have declined." Nothing pertinent about the research was kept from the participants during the conduct of this

investigation. For participants to not be misled in any way, the researcher made sure they were fully and appropriately informed about the study's purpose, aims, and goals.

1.13.9 Actions and competence of the researcher

By acting with integrity and competence, the researcher made sure that her acts were moral. She carried out her research by using the techniques and information she acquired from her supervisor (Strydom, 2011b). The primary tool for acquiring knowledge was the researcher (Strydom, 2011b). The researcher collaborated with her supervisor throughout the project to ensure that the research is carried out in the most ethical way possible and that the subjects are treated with respect (Strydom, 2011b).

1.13.10 Avoidance of harm

It is the responsibility of researchers to guarantee participant security. The main ethical guideline for study is that volunteers shouldn't be subjected to more risk than they would normally encounter. This study was carried out in accordance with the primary ethical duty to preserve the participants' physical, psychological, and emotional well-being; it did not do the participants any harm or expose them to excessive risks (Neumann, 2011). The participants were informed of the research's use of the information they gave, that their interviews were private, and that the information they provided had nothing to do with their identities (Strydom, 2011b).

1.14 Definition of Concepts

Gender-Based Violence

Gender-based violence (GBV) is defined as violence committed against a person because of their sex or sexual orientation (Ott, 2017). This include threats, coercion, economic or educational coercion, as well as physical, sexual, verbal, emotional, and psychological abuse in both public and private contexts.

School Related Gender-Based Violence

The phrase "school-based gender-based violence" (SRGBV) refers to sexual, physical, or psychological acts or threats that occur in or around schools and are driven by gender stereotypes and norms that are imposed by unequal power relations (Saunders, 2019).

Primary School

According to Britannica (2016), a primary school is a facility for the primary education of children aged six to thirteen. It usually occurs between preschool and high school.

Learners

One who is being educated; Student; Members of the primary schools (Bray & McCaskey, 2018).

Educators

A person who provides instruction or education; a teacher (Merriam-Webster, 2021).

Parental Involvement

Section 9101 (Primary and Secondary Education Act) of the ESEA provides the following definition of parental involvement: "Parents are encouraged to participate actively in their children's education and in decision-making when appropriate." In order to encourage their children's learning, parents are essential. Additionally, Nyarko (2011) defines parent involvement as the active and willing involvement of families in educational activities at home and in schools in order to raise children's academic achievement.

Learner Development

According to Hilsdon (2011), it is a complex set of multidisciplinary and interdisciplinary academic roles and functions, including curriculum development, teaching, lectures, research, and design and production materials.

Reading

A learner must first read written information such as books, posters, labels, and signs in order to comprehend it. The teacher at school and the parent at home are the major facilitators of this process. The influence of the family and the family environment itself on young children's emergent literacy development is stated by Cozett and Condry (2016). By offering literacy-related activities, caregivers, instructors, and families support the development of emergent literacy. Reading takes time to master, or more precisely, reading correctly. It might even be a lifelong process.

Writing

By inscribing or capturing signs and symbols, writing is a form of human communication that reflects language and emotion. Writing is typically used to supplement spoken language or speech in most languages. Writing is a type of technology that emerged as instruments evolved alongside human society and is not a language. Writing depends on a system of signs or symbols in addition to many of the same linguistic components as speech, such as vocabulary, grammar, and semantics. The output of writing is typically referred to as text, and the person who reads it is referred to as a reader (Alvarez, 2019).

Warmbaths

In the Waterberg region of Limpopo Province, an African country, lies a town (municipality of Bela-Bela) collectively referred to as Bela-Bela. Known as a thermal spa until 2002, it owes its name to the geothermal hot springs created around this town. The city is located in the Waterberg District of Limpopo State. It lies on the N1 road between the capital of South Africa and Polokwane (Olivier & Jonker, 2013).

1.15 Study Chapter Outline

Chapter 1: Overview of the study

The main topics of this chapter are the context, theoretical framework, problem description, importance, queries, and definition of terms.

Chapter 2: Review of Literature

This chapter conducts a critical analysis of the South African and international literature on GBV in order to pinpoint any potential knowledge gaps.

Chapter 3: Methodology

The third chapter included the paradigm, design, instruments, validity, reliability, population, sample, data collecting and analysis, and ethical considerations related to the research approach.

Chapter 4: Presentation and analysis of results

The chapter dealt with the effect of GBV on learner's performance in primary schools of the Warmbaths circuit.

Chapter 5: Discussion

In chapter five the researcher evaluates the findings of a study on the effects of gender-based violence in primary schools in the Warmbaths circuit.

1.16 Chapter summary

The first section outlines the background, introduction, purpose and organisation of this research study on the impact of gender-based violence in primary schools in Warmbaths, District of Waterberg. The next section discusses the theoretical framework and literature review of the study, which consists of research and theories related to the study of gender-based violence in primary schools, and the third section discusses the research approach and design of this study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In the first part of the study, the entire research work was described and presented. Literature reviews are scholarly studies that summarise current knowledge on specific topics, such as concrete discoveries and theoretical and methodological contributions (Booth et al., 2016). This chapter outlines the literature on the study of gender-based violence in schools, with an emphasis on global, regional, and regional perspectives and their impact on student learning outcomes. The aim of the study is to initiate a discussion about the study and subsequently to identify gaps in the literature that need to be filled. The literature review deals with current information on gender-based violence in schools. This section reviews the literature on gender-based violence in schools, with a particular focus on global, local, and community views and their impact on student executions. The discussion in this section will identify gaps and gaps in the literature on gender-based violence in schools that need to be filled. Gender-based violence (GBV) occurs when an individual experiences violence because of their gender and intentionally abuses their power over other individuals, groups, or communities (Ellsberg et al., 2021; Joseph, 2015). It is included in various international laws, including civil and criminal law (Joseph, 2015).

Violence against minority groups, people, and/or families that is largely motivated by a person's gender is known as gender-based violence (GBV). This form of violence deprives victims of their fundamental human rights and can cause them psychological, bodily, or sexual harm (Assembly, 1993). Long-standing and prevalent, gender-based violence has been documented in a variety of socio-cultural and geographic settings (Parkes et al., 2016). Special attention was paid to topics pertaining to women's lives, psychological dignity, the physical body, and independence at the 1993 World Human Rights Conference in Vienna.

Sexual assault has psychological and physical repercussions that harm not just the victims but also society and entire communities (Kibriya et al., 2016). Gender-based violence, according to Garcia-Moreno et al., makes it impossible for women to live normal lives. (2015). No matter how widespread, it has been argued that ignoring crime violates a fundamental human right and is undesirable due to the negative social effects it has on many aspects of society. Results of an epidemiological study also suggested that female learners' academic

performance may be impacted by gender-based violence (Beninger, 2013). Examples include failing to show up for class, leaving early, and dropping out. Due to this, teenage struggle to finish their education on their own, which results in rises in dropout rates (Beyene et al., 2019).

2.1.1 School-Related Gender-Based Violence (SBV)

Gender-based violence (SBV) is defined by Johnson, Ross, and Parkes (2021) as acts of sexual, physical, or psychological assault or harassment, as well as provocation in response to such behaviour or an implication of sexuality. School-related violence reinforces the roles of different men and women who promote inequalities in society (Johnson Ross & Parkes, 2021). It is also wide-ranging and includes different types of inappropriate behaviour or bullying, such as assault, unwanted rape, assault, bullying, and bullying or bullying in schools (Pantaleon & Ison, 2020). It is also due to the power imbalance between adults and children. It takes place in both formal and informal learning institutions, boarding school halls, on the internet or through mobile phone innovations (Swanson & Anton-Erxleben, 2016). In addition, Parkes, Ross, and Heslop (2020) add that educators, learners, or individuals in the local area can commit school-related gender-based violence. Gender-based violence affects both male learners and female learners, although both can be victims or perpetrators. The main categories of school-related gender-based violence (SBV) were identified in a total of 177 studies conducted in South Africa as bullying and other non-sexual terrorism, flogging and sexual violence, abuse, harassment and provocation (Childline, South Africa).

2.1.1.1 Violence in the United States

Bullying is generally defined as non-sexual, purposeful activity against an individual with the aim of causing physical or psychological harm (Keashly et al., 2020). Bullying results from the unequal distribution of power between bullies and bullies. In the United States, real brutality regularly threatens and weakens male learners and female learners on their way to and from school (Burton et al., 2015; Parkes et al., 2016). Theft (Chikwiri & Lemmer, 2014). Smith (2016) observed that taking lunch money from other learners is the most common. A study by Merrin et al. (2018) showed that homophobic sarcasm is a common practice among learners in schools. It is inevitable that young people who recover from bullying will also face illnesses (Zhang et al., 2019). The most prominent emotional issues associated with bullying are discouragement and thoughts of self-destruction (Williams, et al., 2017).

2.1.1.2 Factors Promoting violence in the United States

Social standards are one of the elements of harassment in the United States (Azeredo et al., 2015). A kid might report bullying relying upon whether bullying is seen as negative or untouchable in their way of life (Thornberg, 2018). This practice is normal in African societies. In addition, participation in marginalised groups with lower status is a violent factor in becoming a victim of SBV. Gender-based violence involves the exploitation of less powerful, weak and marginalised populations (Thornberg et al., 2017). Communities and neighbourhood settings can be hazard factor that propagates GBV. Occasions various communities spill over into schools (Fields et al., 2014). The school environment and school standards either unequivocally support non-sexual violence (Pampati et al., 2020).

Similarly, peer standards execute School-based gender violence (Ramaiya et al., 2021). Peer standards will more often than not reflect school standards and can build up the non-sexual type of terrorizing. On the off chance that a youngster energises or aids the Bullying, the person turns out to be considerably more liable to menace others later on (Crapanzano et al., 2011).

2.1.1.3 Protective Factors of Bullying

Homeroom safeguards are learners who deal with backing to the survivor of bullying. Discoveries from a review directed by Thornberg et al. (2017) propose that the more safeguards are there in a classroom, the less the harassment. Furthermore, the family can be a defensive element against bullying. The family additionally has all the earmarks of being a significant component in aiding female casualties of bullying (Gómez-Ortiz, 2019).

2.1.1.4 Corporal Punishment - United States

Corporal punishment includes the utilisation of actual discipline by somebody who is in the power of force, for example, an educator, head, or school official that includes the purposeful curse of torment to train or change a youngster or prevent practices considered unsatisfactory or improper (Veriava and Power, 2017). The most common type of corporal punishment in school was beating learners with a stick or with a whip (Breen et al., 2015). Even though whipping is illicit in schools in most nations, the practice is still practised in schools, and surprisingly, school staff are reluctant to change or use alternative means of disciplining learners (Olowoyo, Ramaila & Mavuru, 2021). Despite this, many educators continue to employ physical punishment, which is subsequently recognised as gender-based violence due to its unbreakable connection to violent masculinity (Mthanti & Mncube, 2014).

2.1.1.5 Risk Factors of Corporal Punishment

Researchers found that schools in poorer neighbourhoods had higher flogging dominance when it came to corporal punishment (Mahlangu et al., 2021). According to some civilisations, shipping has an impact on children in classrooms by maintaining order and encouraging good behaviour (Fréchette & Romano, 2017). In any event, it is believed that factors like overcrowded classrooms, inexperienced educators, and a lack of knowledge and expertise to employ substitute methods contribute to a substantial rise in the use of corporal punishment (Mthanti & Mncube, 2014).

2.1.1.6 Protective Factors of Corporal Punishment

One way to reduce beating of children is to change how educators and learners interact in and out of the classroom and actively participate in the development of constructive alternatives to physical discipline (Tang, 2006).

2.1.1.7 Sexual Violence - United States

Sexual violence is defined by Pugh and Becker (2018) as physical, psychological, or sexual abuse for adult children. Restricted or forced sex or profanity can occur in areas where there is disagreement between victim and perpetrator. The perpetrators of these atrocities use force or intimidation to sexually abuse the victim. The United Nations Children's Fund (UNICEF, 2014) defines sexual violence as any sexual act committed by an adult on a child. UNICEF (2014) similarly defines sexual violence as the use of minors for work purposes. This includes offering forced marriages to young people for sexual purposes (Denov & Drumbl, 2020).

According to Wright (2014), sexual harassment can be prevented by adopting prohibitive policies and laws. However, in many countries, implementing these policies and methods is not sufficient to stop sexual violence. Teaching learners (female learners and male learners) about sexual violence can be filled as a critical barrier. It can be done by showing male learners and female learners how to protect themselves from perpetrators. The researchers noticed that schools' adherence to safety nets and codes of conduct were variables of defence against sexual violence, where a set of rules that guide educators' actions. If these codes are not ignored, they constitute a vital element of Defense against sexual violence. Chitsamatanga and Rembe (2020) recommended the creation of robust parent and school associations with clear communication channels to enable victims to report violence and

establish networks to share work and gender issues, including violent behaviour, to reduce sexual violence.

Conflict between traditional and modern roles of female learners is described as a source of sexual violence (Bekele et al., 2011). The cutting-edge world seems to favour commitments with various sexual accomplices, a constant survey of erotic entertainment, and incessant substance (Rostad et al., 2019). These practices thus display sexual violence and immoral behaviour.

2.1.2 Zimbabwe

Findings from Leach et al. (2003) offer insight of the prevalence of gender-based violence in sub-Saharan countries, including Zimbabwe. According to the investigation, 47% of females had experienced inappropriate behaviour from educators, as well as beatings and nasty attacks from both male and female educators. They had also been terrified and harassed by more powerful men. Younger teens were particularly unfortunate with bad manners. Sexual abuse in female learners' schools was committed in an uncontrolled manner in the school environment, not in schools. Fifty (half) of the female learners had spontaneous sexual intercourse by outsiders on their way to school. 92 (92%) of female learners were recommended by a more experienced male, with some turning to "Friendly charitable" connections. Another review reached by Power et al. (2004) reported that in a group of 100 male and female auxiliary school learners aged 14-19, 79% had a boyfriend and 83% had a lover. Learners may rank restraint and condoms as key techniques for staying away from HIV, but many said sex "simply happens" and pointed to the myriad limitations of condom use. Leach (2003) extends his previous work in Zimbabwe and cites additional research to effectively bridge the gap between tests and effectively address violence against women in African schools.

Research conducted by Leach (2003) in Ghana and Malawi revealed comparative discoveries with Zimbabwe. Leach (2003) explained the negative consequences of teacher maltreatment on learning, the extent to which misuse behaviour affects learners, and some parents' hesitant tendencies to reveal abusive educators, and female learners' behaviours towards their educators. Close sexual relations with female weaknesses. A review directed by Koçtürk (2020) found that when schools regularly observe sexual mistreatment as degrading, they will try to hide it. It has not been confirmed that the survivor survived subsequent injuries.

Male learners who reported sexual harassment in schools had significantly reduced death rates, according to research by Nhundu and Shumba (2001) in Zimbabwe. They proposed that this might be a reflection of social aspects of an extremely patriarchal African society and that it may have prevented many male learners from being mistreated because of their lived masculinity. These findings were also corroborated by Mshweshwe (2020).

More than 100 female learners are consistently victims of SBV in Zimbabwe (Nyamanhidi, 2015). However, a review in Zimbabwe by Gomba (2015) focuses on the other direction. Zimbabwe's Supreme Court considered that flogging was illegal and a proper violation of the human dignity and education of children in general (Kaltenbach et al., 2018). Even primary school learners have been subjected to obscene and violent behaviour and assaulted by male educators, janitors and male learners in school buildings, particularly in toilets in Marondera District of Zimbabwe (Chikwiri & Lemmer, 2014).

2.1.3 South Africa

SBV is also extremely high in South Africa. For example, approximately 18 million (15.3%) children attending 3rd and 12th grades have been victimised (Chitsamatanga & Rembo, 2020). Burton (2008) also adds that the National Survey on School Violence in South Africa conducted an overview in 2012 and found that overall, one in five learners (22.2%) had surrendered to violence while at school between August 2011 and August 2011. August 2012 additionally, the measurements highlight how GBV is perceived by learners as a disturbing reality that suppresses the student's autonomy and right to education (Magwa, 2017). Many examinations have distinguished educators and school principals as the main entertainers and perpetrators of GBV in changing a school culture that legitimises violence and does not challenge routine practices that lead to violence (Wilson, 2006; Rasool, 2017).

However, existing studies allow this abuse to continue unabated (Human Rights Watch, 2011), indicating that the large number of variables that fuel SBV do not have significant social or political implications for offenders. Green and Sweetman (2013) argue that school toilets and study rooms stand out as problematic areas in which SBV occurs. Thus, due to a lack of accountability, these gaps may help to explain why SBV, which happens in many structures, predominates in South African schools (Mcube and Harber, 2013).

2.1.3.1 Forms of School-Related Gender-Based Violence

Activities involving sexual, bodily harm, or mental stress, and that take place around school buildings, are labelled as school-related gender-based violence (SBV). These acts viole

gender standards and prejudices should be blamed for this kind of brutality. Bully attacks, bullying, sexual abuse, bullying and different patterns of violence. SBV is a global infection in many societies. This type of violence affects many children and families. SBV-related events have been recorded in most countries and regions globally (Women, 2016). The literature review in this study focuses on three main types of violence against women, particularly bullying, sexual harassment and corporal punishment.

2.1.3.1.1 Bullying

Bullying occurs in all schools, regardless of social class, monetary local area individuals or school size (Baruth & Mokoena, 2016). In South Africa, bullying is just another feature and a cause for great concern as it kills learners and educators. Segalo and Hlatshwayo (2021) found that more than 1,000,000 South African learners were subjected to school brutality. Macube and Herber (2013) report that discrimination in South African schools has attracted media attention, with daily violence in print and electronic media, with significant levels of violence, physical and sexual harassment. Leroux and Mokhele (2011: 32) explicitly stated in the media that “abuse and violence is a way of life in South Africa”.

Swanson and Anton-Erxleben (2016) state that men have figured out how to display their masculinity with harsh and hostile behaviours where gender difference is standard. On the other hand, female learners will often be secretive, accommodating, and open-minded against coordinated hostility towards them (Carrera, DePalma & Lameiras, 2011). Because male learners are associated with threatening others to sincerely or genuinely express their masculinity, they hide a mindset that is terrorizing and can contribute to different kinds of gender provocation. Male learners who are not stuck with the traditional roots of masculinity and female learners who are not stuck with traditional ideas of femininity may be treated loudly or badly (Swanson & Anton-Erxleben, 2016). Educators and other staff respond to displays of hostility by suggesting things like "He can't keep those bully kids", "Girls want that" or "Girls should act like girls" and they increase the likelihood of such violence. Gender generalisations and values are self-supporting and contribute to the spread of maltreatment in study halls and elsewhere (Swanson & Anton-Erxleben, 2016).

Bullying between male learners and female learners has sexist contrasts that are not always seen. Bullying is predominant among male learners and female learners (Due et al., 2005). Then again, male learners have to bully according to female learners and bullying those female learners and male learners experience is the opposite. Female learners are doomed to

face mental bullying, for example, teasing and teasing, while male learners are doomed to face physical bullying (Carrera-Fernández et al., 2018).

2.1.3.2 The Effects School-Related Gender-Based Violence

2.1.3.2.1 Academic Costs

Several studies have looked at how gender-based violence affects learners' academic achievement in all areas of study (Parkes et al 2016; Latcheva, 2017). There is evidence of a connection between maltreatment in schools and academic success, according to an assessment of the research on safe learning environments and achievement (Aldridge & McChesney, 2018). Gender-based violence is exceptionally abnormal in Botswana, Ghana, and South Africa, as per the report, with roughly 80% of studied learners tormented month to month and almost half tormented week after week, and bullying is one of the main sources of unfortunate scholarly outcomes (Kibriya et al., 2016). In another study conducted in Botswana, for instance, pupils who are abused obtain marks ranging from 14 to 32 focuses lower on global science, math, and perusing tests than learners who are not harassed, compared to 4% lessening in understanding scores and 8% diminishing in science test scores. Studies in conducted Ghana revealed that learners who are harassed score somewhere in the range of 17, and 23 focus lower, prompting a five to seven percent drop in execution. Learners tormented in South Africa rate 25 focus lower than learners who are not harassed, bringing about a 6% drop in understanding scores (StatsSA, 2016).

Research shows that there are critical distinctions in sexual gender in the impacts of bullying on scholarly execution that shift by country. In Botswana, female learners who have been sexually assaulted score 28 focuses below normal than those who have not been harassed, while their harassed male friends endure by 21 with a distinction of around seven places. South African learners who confirmed that their male counterpart's learners had harassed them scored 27 focuses below normal than non-tormented male learners, contrasted with 19 focuses for tormented female learners. There was no way to see a hole among male learners and female learners in Ghana (Odumah, 2013).

2.1.3.2.2 Emotional and Physical Costs

Bullying has well-documented and sometimes serious negative consequences. Learners who are bullied develop physical and mental health problems (RTI International, 2016). Depression and suicidal ideation are two of the most common mental health conditions linked

to bullying. According to a cross-cultural study, at least 30% of bullied learners showed signs of depression and morbidity, and more than a quarter of participants had suicidal thoughts (Ncontsa & Shumba, 2013). Abused sexual minorities tend to experience psychological distress compared to other learners (Toomey et al., 2013). Research conducted in schools, female learners who are not sexually abused engage in unhealthy behaviours such as drug use, smoking, alcohol, and risky sex (Nansel et al. 2004).

Bullying experiences have been connected to physical issues. Researchers Menesini and Salmivalli (2017) found that individuals who deal with bullying are more likely to experience physical harm than those who do not. Other studies in which female learners have significantly worse health problems than male learners have replicated these findings (Yen et al., 2013). Headaches, stomach aches, and difficulty sleeping are all common health problems. According to one survey, more than 70% of bullied learners experience insomnia (Toomey et al., 2013). As bullying and the threat of bullying become prevalent over time, it is possible to observe long-term improvements in educational, emotional and physical outcomes (RTI International, 2013).

2.1.3.2.3 Corporal Punishment

Khubela, reported in a 2017 Observer News report, noted that a student at Manyano Primary School in Mpumalanga was allegedly hit in the head and left physically disabled in 2016. The student died from his injuries months after the incident. Basically, the Sunday Morning Messenger also received news on April 3, 2014 that a teacher in Johannesburg is facing murder charges after the death of a student. The teacher probably hit the student's head with a belt, causing deafness and blood clotting in his nose. The learners later moved to the clinic (Sowetan Live, 2014).).

2.1.3.2.4 Sexual Violence

Donald et al. (2014) suggest that teenagers are as young as 10 years. Thirty (30%) of South African sex crimes are ten years old. This is a clear sign that some level of these offenders are primary school teenagers. For example, on the fourteenth of Walk 2018, News 24 columnist Mxolisi Mngadi published a story about how a police officer investigating rape at a school in Soweto was caught attacking two learners, aged 7 and 8, when they visited the school to make to go to court. Similarly, in the Eastern Cape, on February 12, 2018, a report on Linden's Day by day Dispatch by Linden revealed that an instructor at Flagstaff Middle School had impregnated ninth graders. Existing literature reveals that ecological effects, peer

pressure, neediness, and parental neglect are the factors that lead to sexual violence against female learners (Green et al., 2013; Magwa, 2015; Duru and Balkis, 2018).

2.1.3.3 Bullying and Other Non-Sexual Violence

Bullying and sexual violations (SV) are major public health issues that affect many people and require immediate action to alleviate the misery they create. While these issues have developmental correlations, there is no proven empirical link between bullying and sexual abuse in the literature. Bullying prevention measures for primary school learners are included in certain SV prevention programs for elementary and middle school aged children in the United States. There are many reasons for this: Bullying prevention strategies are more appealing to schools and society than SV prevention. The assumption that bullying and sexual abuse are similar behaviours or have similar risk factors forms the basis of anti-bullying methods to prevent SBV. Some forms of repeated sexual violence such as sexual harassment can be classified as sexual harassment and bullying. Bullying and sexual violence (SV) are important social problems that affect many people and require urgent action to reduce the misery they cause. Although these topics have formative links, there is no proven observational link between bullying events and SV execution in the literature.

Bullying prevention measures are included in certain SV prevention programs for school-going children in the United States. There are several purposes behind this: resistance to bullying is more evident in schools and society in general than the expectation of SV. The assumption is that bullying and SV are equivalent practices or have comparable effects, supporting preventive bullying techniques to prevent SV. Several types of repetitive sexual violence can be called lustful behaviour, bullying, and SV. Although bullying and SV are types of violence associated with similar precursors, the link between bullying encounters and SV execution does not seem to be explored at this time. While there is data on gambling factors for each atrocity, there is little data on how the discoveries intersect.

2.1.3.3.1 What constitutes Bullying?

Coercion and bullying are rarely recognised in the literature, with their distinctive elements of embodying the perpetrator's behaviour. Mental and actual activities and types of sudden and rebound are investigated (Cheeseburger et al., 2011; Espelage et al., 2012). Defined as insults, babble, teasing, banter, and displays of extreme disgust, mental abuse and coercion, often referred to as "exuberant violence" and regularly referred to as "mental bullying" (Chen & Astor, 2009; Parkes & Heslop, 2011; Murillo and Román, 2011).

It encompasses a wide range of mental and proactive tasks, such as non-sexual gender-based abuse and bullying in and around schools. These words are used regularly in various types of writing. In some countries (as recently touched upon), actual non-sexual badger, assault or potentially bullying may be rarer than mental bullying, but these will be the most well-known form of school-based gender violence in Africa (Parkes & Heslop, 2011).

2.1.3.3.2 Power Differential and Gender

Menesini and Salmivalli (2017) state that gender-influenced power disorganisation between the aggressor and the person in question is a large component of any bullying. Unique groups, such as female learners and low-paid individuals, are more helpless in the face of violence because of power differentials (Ringrose & Renold, 2010). According to the enormous scope of research conducted in the Americas and Europe, male learners and female learners are also bullying survivors (Due et al., 2005; Hussein, 2010; Carrera-Fernández et al., 2013). Despite their equivalent rates of exploitation, it is almost certain that male learners are threatening to female learners (Hussein, 2010). There were no studies that analysed the rate at which abuse and harassment was perpetrated among male learners and female learners in Africa or Asia.

In schools, educators are often perpetrators of sexual harassment, a shame that embarrasses female learners before other learners (Spencer et al, 2017)). Although the literature search seems to examine student-to-student bullying, where the main perpetrators of bullying are educators. Sexual harassment may indeed be a function of public embarrassment, where the victim's abilities are diminished and their situation is ridiculed (Datta, Cornell, & Huang, 2017). While milder forms of actual bullying, such as grabbing, are normal in the Americas (Espelage et al., 2012), female learners in Africa are habitually subjected to actual violence, including beatings by male learners and educators (Parkes & Heslop, 2011).

Male learners and female learners do not experience the same bullying. Hamburger et al. (2011) there are two types of mobbing or bullying, relational bullying and indirect bullying. Relational bullying is the social exclusion of victims, manipulation of relationships by bullies, or damage to the reputation of the victim. Relational bullying against female learners causes victims to develop feelings of rejection that negatively affect their social development. It takes time for the victim to be recognised without their knowledge. Recognition of relational bullying takes time because it normally happens without the victim knowing about it. Relational bullies are only concerned with their social position, and they do this by

reducing the position of their victims. Social isolation or teasing are examples of relational bullying. Bullying appears to be influenced by gender roles and gender-specific attitudes. For example, female learners who exhibit less feminine behaviour are more likely to be victims (Drury, 2013).

Conversely, men who are more female mentality should be betrayed (Navarro et al., 2011). Learners who are accused of or associated with non -hyperactivity are definitely deceived (Gruber & Fineran, 2008; Toomey et al., 2013). In Malawi, male learners and educators are accused of abusing their children (Bisika et al., 2009). It should be noted that discrimination with or against homosexuality often leads to rape in all cases (Bisika et al., 2009; Espelage et al., 2012).

2.1.3.3.3 Toward a Common Definition of Bullying

While analysts regularly use the word “bullying” from a broad perspective to depict peer struggle or battle, Dan Olweus, a Swedish brain science teacher, created the functional importance most normally utilised. Most researchers follow Olweus' (1994) definition incorporates individual negative plans and a power differential, however; others utilise "bullying" to allude to mental or actual demonstrations of brutality between peers in question, as well as irregular demonstrations of violence. A few researchers use the term “bullying” to allude to demonstrations of actual terrorising, bringing about lower occurrence levels than concentrates on that include mental terrorising. A large portion of the bullying research has zeroed in on peer exploitation and execution during school hours and learners' drives to and from school (Mucherah et al., 2018).

2.1.3.4 Physical Punishment

Physical punishment also called corporal punishment is another form of SBV utilised to manage or potentially change learners' behaviour (Lokot, Bhatia, Kenny & Cislighi, 2020). This segment looks at the writing on beating and affirms the exactness of definitions, taking into consideration the plan of a standard idea of corporal punishment.

2.1.3.4.1 Nature of Corporal Punishment

Belts, electrical hooks, brooms, shovels, and shoes have all been noted to be used for whipping (Worldwide Drive to End Corporal Punishment of Kids, 2008). There is often slapping or pulling their ears, tilting them, or representing long periods (once on a hard surface or in the sun), being squeezed, holding their hands in the air, or squeezing their hands

together are examples of violence (Agbenyega, 2006; Kilimci, 2009; Simatwa, 2012). Often characterised by violence, including using corporal punishment, intentionally suffering for teaching or changing a young person's behaviour, or refusing to engage in inappropriate behaviour or practice; (UNICEF, 2001). Most educators consider it the best tool to control learners' behaviour (Simatwa, 2012).

In addition, educators ensure the use of real excessive discipline by ensuring that inadequate maltreatment in the classroom is met by force (Simatwa, 2012). Consistency issues may result from disrespect for regulatory authority or school initiative (UNICEF, 2001), as well as parents' assumptions that educators use whipping, or potentially a lack of attention or confidence in educators' use of selective, peaceful discipline strategies (Maphosa & Shumba, 2010). Social traditions that recommend whipping as a corrective measure in homes and schools are failing efforts to deter child violence. Some parents still believe that corporal punishment should be normal practice in schools, as they believe this is the best approach to educating their children (UNICEF, 2001). Young people may adopt beating as a norm and a satisfactory method of discipline; therefore, learners and parents rarely challenge education (Gershoff, 2002).

2.1.3.4.2 Power Differential and Gender

The relationship between whipping and gendered masculinity values in all societies is a key focus for viewing the issue (Humphreys, 2008). Since male educators see actual maltreatment as a situation that should be continued in schools, male educators should practice whipping compared to female educators (Filter et al., 2014). In Zimbabwe, learners claimed that while male educators used physical, corporal punishment more frequently than their female counterparts, female educators more commonly utilised offensive attacks (MSI, 2008). Although male learners and female learners are often subjected to the same physical punishment techniques, the severity and outcomes of genuine cruelty vary depending on the gender.

Much of the sexual brutality referred to in the literature is coordinated around female learners. While female learners are more likely to experience sexual brutality than male learners, a report by the World Welfare Association highlights the seriousness of the issue in terms of the genders. World statistics show that more than 150 million female learners over the age of 18 and approximately 73 million male learners have been subjected to restricted sexual or sexual violence by strangers or their educators (Jones et al., 2008).

According to Reilly (2009), focusing just on explicit acts of violence as well as specific perpetrators and victims also results in laws that either protect victims or hold offenders accountable. Research and efforts to address the societal conditions that produce and enable rape are encouraged when the crime is seen broadly to include both verbal and physical manifestations. Anthias (2014) makes the observation that brutality is associated with restricting women's perspectives of interactions with men globally. It demonstrates that the emphasis on violent protests ignores the gendered components of violence and the systems of power that support obscene protests.

Looking, whistling, sexual comments or jokes, seductive words, snatching dangers and conditional sex for transportation, cash or belongings have been recorded in the literature as inappropriate behaviour while going to school (Abuya et al., 2014). More established male learners are known in the school field as "friendly benefactors" (Abuya et al., 2014). Criminals are neighbourhood youth, property owners, roadside retailers, and young ideological group leaders nearby. Assault, sexual mistreatment, verbal misconduct, and value-for-money sex or the guarantee of better grades are all examples of sexual brutality often presented by educators at school. Assault, surveillance and undesirable behaviour in the bathroom, conditional sex for cash with more established learners, sexual remarks and contact are examples of inappropriate behaviour carried out by completely different learners (Nyambe, 2014). Other examples of sexual behaviour or sexual harassment include requests for sexual blessings or sexual acts that are significant enough or inappropriate in a way that causes the student to feel uncertain, frightened or mistaken and interfere with their homework or ability to participate in extracurricular exercises or going to classes (Connolly et al., 2015).

2.1.3.5 Sexual Violence

There is no agreement among researchers about rape, sexual double-dealing, and sexual violence. As Henry and Powell (2015) showed, rape is regularly generalised with sexual brutality, while sexual harassment is viewed as a particular form of SBV. This segment surveys the literature on rape, sexual abuse, and provocation, also as how these acts can be seen as demonstrations of sexual violence when taken together. It likewise proposes an all-inclusive meaning of rape, which envelops both sexual double-dealing and harassing (Henry & Powell, 2015).

2.1.3.5.1 How Sexual Violence is Described in Nature

According to Puri, Shah and Tamang (2010), sexual violence involves using children in audio or video depictions of sexual violence. It also includes using children as prostitutes, sexual servants, and trafficking of female learners for sexual exploitation. Forcing teenagers into marriage and trafficking them for sexual purposes to make money are examples of sexual abuse. This form of abuse is common when the abuser is considerably older than the victim is. The abuser usually uses force or intimidation to coerce the victim into a sexual act (Joleby, 2021).

Meyer (2008) defines sexual violence through the lens of sexual assault. He views sexual violence as any activity that invades boundaries of conventional heterosexual gender norms such as sexual harassment, gender harassment, and gender nonconformity harassment. Gender-sensitive comments, demeaning and lustful gestures, and sexual invites are all examples of violent behaviour. In literature, GVB is described in various forms, including verbal comments about a girl's appearance, spreading sexual rumours about a girl's negative sexual remarks or allegations, sarcastic jokes or stories. Sexual abuse is another form of sexual violence that is physical. It can occur by rubbing the buttocks or sexual pinching, displaying phonographic pictures or sex-oriented materials or objects, and using sex language and sexy gestures. In schools, sexual harassment affects both female learners and male learners, and classmates, educators, principals, janitors, coaches, and other school personnel perpetrate it. According to Meyer (2008), the practice of harassing learners because of their gender and femininity is called nonconformity harassment.

2.1.3.5.2 Definition of Gender Sexual Violence

While most definitions of sexual violence emphasise physical forms of abuse and assault, definitions of sexual harassment mainly focus on sexually motivated forms of psychological abuse. While it is not fruitful to distinguish sexual abuse from harassment, there is a concern that sexual harassment will not be counted or discussed if gender-based violence is defined only as physical-sexual assault (Maxwell, 2014). Although these words show some differences between them, it seems to converge and mean almost the same for some scholars. Therefore, Maxwell (2014) was right to suggest that sexual assault and sexual harassment should be included in a standard definition of sexual violence.

2.1.4 Types of Gender-Based Violence in Schools

The word “gender” takes on different meanings in different contexts depending on social status, including class, race, caste, ethnicity, and religion (West & Fenstermaker, 2016). Gender-based violence is a problematic issue experienced worldwide and includes cases where men exploit women by taking advantage of their relative weakness in patriarchal systems (Baldasare, 2012). Various studies have been conducted around the world to assess the various types and dimensions of gender-based violence in schools.

Gender-based violence in schools, as Leach (2008) implies, takes two forms: explicit and implicit gender violence. As defined by Leach (2008), overt sexual violence includes caressing, pinching, forced sexual intercourse, grouping, and verbal abuse as well as rape. Covert gender violence consists of less explicit and directly gendered acts. These actions take place in learners' daily school routines and activities, inside and outside the classroom. These actions include corporal punishment or activities that indirectly promote violence (Leach, 2008).

The World Health Organization (WHO, 2011) classifies verbal, physical, sexual, psychological or symbolic violence as examples of SBV. Bullying and cyberbullying also fall into this category. Consequently, there are various ways in which vulnerabilities to violence, as well as experiences of violence, can be gendered. Thus, SBV refers to the action of an individual, the habit of a society, or a tradition. SBV contains gender-based assumptions that undermine children's right to access education. It occurs in a variety of ways between learners, between learners and educators, between learners and their families or community members. It creates an unhealthy learning environment and leads to dropout.

LeMat et al. (2019) stated that cases and forms of gender-based violence are not static, but change according to conditions and cultures (Le Mat et al., 2019). Baldasare (2012) implied that GBV patterns are based on the cultural and legal understandings of the society and are unique to them and differ from place to place. According to Meyer (2008), sexual harassment can be explained differently. The first type includes unpleasant sexual acts such as pranking, caressing, hugging, text messages depicting sexual advances, or pressing for a break. The second type involves using sexual coercion to lure victims for gifts and privileges. Therefore, Meyer's (2008) GBV categories depend on the crime and the potential impact on the victim.

2.1.4.1 Trends of Gender-based Violence in Schools

Trends of gender-based violence in schools show that it is widespread and manifests in various forms in poor and rich countries. Baldasare (2012) defined GBV as an endemic problem that affects all communities worldwide and affects people of all classes, races, ages, religions and nationalities in various ways. WHO's multi-country study published in 2011 showed that between 15 and 71 percent of women have experienced sexual violence in close relationships. UNICEF (2009) also reported that 25 percent of teenage female learners worldwide confirm that they have been forced into sexual intercourse.

Another UN study in Asia, Latin America and the Caribbean found widespread violence against children (Pinheiro & Bates, 2006). Most of the victims were school-going female learners under the age of 15. Widespread prevalence demonstrates the vulnerability of female learners to sexual abuse at a global level and underlines the need to examine the issue to recommend corrective measures. SBV cases are more common in less developed countries, nations and marginalised communities and the highest cases were recorded in African countries (Baldasare, 2012). Most reported incidents of violence occur in the school setting.

Studies from African countries have reported that at least nine countries have been labelled as having dangerous schools (USAID, 2003). Similar studies conducted in Benin and Togo confirm that this pattern of sexual assault is common among school-going children (Wible, 2004; Plan Togo, 2006). Reports indicated that people in authorities sought sexual compliments from female learners in exchange for higher exam grades, money, special privileges and treatments. Although the findings indicate that educators are perpetrators of sexual violence, some researchers also state that older learners are the primary cause of violence against women. However, these studies did not report consequences on victims' academic achievement.

A study conducted by Rossetti (2001) in Botswana revealed that 67% of 560 learners in higher education institutions had been sexually harassed by male lecturers. Of this cohort, 20 percent reported that educators approached them for sex, and 42% said they agreed because they feared the consequences of the decline. In a similar study conducted by Quarshie (2021) in Ghana, 13.5% and 4.2% of female learners reported having been sexually abused at school. Based on these findings, it can be concluded that GBV is still prevalent in schools and affects both male learners and female learners, and educators act as delinquents.

Sexual mistreatment and provocation are common in Kenyan schools and can be sudden (coercive sex) or abnormal (school sanctions). Culture and other sociodemographic factors influence the strength, definitions, and signs of discouragement, although inspiration is common (Githinji, 2011). This research also shows that while educators are responsible for the majority of GBV cases recorded in schools, learners are also responsible for some and both genders are affected. However, the female sex is weaker. The consequences of this SBV have not been investigated (Ruto & Chege, 2006). Both sexes are affected, as research has proven, but the extent of the effects is uncertain. Therefore, the current discovery will provide facts about what each gender means for scientific achievement in primary schools. It is expected that this review will recognise the patterns in SBV and then examine the actions created by different groups in schools to fight.

2.1.5 Relationship Between GBV and Academic Performance

The impact of gender-based violence on the academic performance of learners in schools is still a concern (Chitsamatanga & Reembe, 2020). Various studies have been conducted in schools to determine their effects on learners' performance. Although these studies demonstrated the relationship between gender-based violence and poor performance and dropout, they failed to establish a cause-and-effect relationship.

Leach et al. (2003) described gender-based violence as sexual intimidation, verbal abuse and physical assault. These variables were identified as the main contributors to irregular attendance and low achievement in schoolchildren. Teenage pregnancies and child marriages also contributed to female learners dropping out of school.

A study conducted by Ruto (2009) in 10 consciously selected sites in Kenya revealed that abuse poses a major threat to female learners' academic success. The research also revealed that female learners felt insecure when rumours broke out about their relationship with educators. Although South African law allows pregnant female learners to attend school, pregnancies are automatically suspended in some countries for violations. However, most female learners are not comfortable going to school while pregnant (Diaz-Strong, 2021). Attempts to obtain qualitative data from this group of pregnant schoolchildren fail because they consider it dehumanising to ask them for information.

In another study by Njoroge (2010) in Kenya, the researcher found that gender-based violence deprives female learners of the opportunity to reach their maximum potential for educational success. The prevalence of violence and abuse in schools is a serious barrier to

female learners' education and has a negative impact on their grades. This study also revealed the impact of GBV on school access, active participation and dropout rates. The current study focuses on the impact of gender-based maltreatment on learners' academic performance. Unlike Njoroge (2010), which focused only on female learners, this study looked at GBV in both genders.

2.1.6 Measures are taken to fight school-related gender-based violence

Most countries have adopted a variety of techniques to reduce the effects of gender-based violence in schools. The United Nations [UN, 2006] urged states to strengthen measures to protect children from violence and to turn violence into an illegal act. The UN has encouraged countries to build accountability and eliminate impunity to promote nonviolent behaviour in schools.

A 2006 UN study recommended the implementation of global measures to protect children from violence at school. Although the measures raised awareness about violence against children, they lacked details about violence in schools. UNESCO (2006) published two gender-sensitive bulletins to assist educators in addressing classroom-based violence (Andere, 2018). While some schools have adopted policies to address school-based violence through legislation or safe school initiatives, there is still a lack of an integrated plan to eradicate violence completely (Andere, 2018).

According to Colombini (2002), combating gender-based violence requires the use of multi-sectoral team strategies. To this end, a task force was established to manage and evaluate sexual violence programs at the field level. UNFPA has implemented measures such as creating a safe environment, providing information on gender-based violence, educating communities about gender-based violence, providing emergency protection to victims of sexual abuse, and providing medical and emotional support to victims.

2.1.7 Root Causes of Gender-Based Violence in Schools

According to a UNESCO (2009) report, the causes of violence in schools stem from religion and culture of the community and traditional views about the roles of female learners in society. Educating a girl child is blamed for encouraging behaviour that is detrimental to female learners' marital prospects. In Asian countries, for example, it is inappropriate to see female learners walking to school because of the risk of being assaulted. Munroe's (2001) study claims that shifting societal and marital roles, as well as traditional notions of what it means to be a woman, are driving women to have difficulty in their interactions with males.

Most women are suffering from identity crises. In some countries, feminine roles and expectations are changing because of identity crises. Most men still want to maintain their authority and enforce certain rules of behaviour. Industrialisation brought new job opportunities, social dimensions, and a shift in women's responsibilities and functions in the home and community.

According to Davies and Saltmarsh (2007), several traditions and cultural factors favour male dominance. For example, male learners have greater educational freedom, access to work, and financial support. Female learners concede to be inferior to male learners. They believe their role is to get married and produce children, and men use violence to control them.

The challenge of identifying gender-related violence in schools is described by Dunne et al. (2003). While Akiba et al. (2002) came to the conclusion that school violence is unquestionably widespread in 37 mostly industrialised countries, they maintained that it regularly happens in educational institutions across developing countries. Only a small number of studies, however, have looked into the extent of gender-based violence against female learners in schools and how easily those female learners can get legal assistance by reporting the incident to the police. The majority of nations maintain data on rape and sexual assault of children, but these figures do not indicate if the victims were learners.

Schools have to play the role of producing and reproducing some forms of social relations and social control. Population Communication Africa (2002) claims that gender-based violence against female learners is endemic throughout the education sector in many countries, including Zambia. It is even worse in rural schools and towns. Because schools are not immune to external social influences, growing poverty and unemployment, family breakdown, migration, AIDS, divorce and other factors contribute to an increase in sexual violence against female learners in schools. Most data on gender-based violence against school children comes from sub-Saharan Africa. For example, the Kenya Gender Series information book on violence and abuse against women, men and children covers physical and sexual abuse in all stages of life and in all settings.

South Africa experiences a lot of violence. The report claims that educators have been charged with raping minors under the age of 15 under the pretence that they are AIDS-free (Amuche, Emmanuel & Innocent, 2017). In regions where there is a high prevalence of HIV/AIDS, young female learners are increasingly being targeted. Rape of very young children has occurred as a result of the myth that having sex with a virgin will cure AIDS.

2.1.8 The Influences of Gender-Based Violence

Gender-based violence against female learners is defined as violence committed by or exposed by female learners as a result of gender differences, according to a 1994 UN report. Due to their exposure to violence, young female learners are unable to grow and exercise their rights properly. Examples of gender-based violence include female infanticide, honour killings, female genital mutilation, humiliation, degrading treatment, sexual assault, forced pregnancies, acid attacks, forced abortions, and early marriages.

Machakanja et al. (2000) and Leach et al. (2003) reported the abuse of female learners in secondary schools by older males, educators, and "sugar daddies" in Zimbabwe, Ghana, and Malawi. They also learned that educators occasionally offered sex to female learners and that many incidents of sexual assault by male learners against these female learners in schools went unpunished. Sadly, despite these actions, educators and administrators viewed them as normal and held off on disciplining either educators or learners.

While both male and female learners know that some female learners receive favour and marks for sex, they do not report sexual harassment for fear of being harassed, mocked or victimised, or being held accountable for being beaten in class or for failing exams (Hendricks, 2022). In Kenya, Omale (2000) found almost the same sexual assault and harassment in schools and higher education institutions. These events include rape on the way home from school, educators having sexual intercourse with primary school learners to the point of pregnancy, etc. brought such cases to light.

Academic gender gaps are influenced by curricula, assessments, the quality of the educators, and the informal nature of the educational system. While both male learners and female learners are given more support at school, according to Maimbolwa and Chilangwa (1995), the daily lives of pupils seem to be biased in favour of female learners. Limitations are imposed by institutionalised gender disparities, which also uphold feminine and masculine identities in the classroom. For instance, in most institutions, men dig in the playground while women clean the classrooms. The fact that male learners typically sit in the back of the classroom and female learners in the front causes turmoil and mischief in most schools. Resistance and adaptation, on the part of both people and groups, are common in gender identities that remain throughout time (Butler, 1990).

According to Peacock and Barker (2014) and UNESCO (2002), there are three basic types of gender-based violence against female learners: sexual, physical and psychological. Sexual

violence is described as any forced or unwanted sexual act by an adult or another child, whether there is no consent, consent is void, or the sexual assault is coerced through the use of force, intimidation, or all three. It affects young people in two ways: it increases their risk of school failure and it has negative health consequences such as physical injury, early pregnancy and sexually transmitted diseases. Therefore, any act of gender-based violence against women or female learners that results or may result in physical, sexual or psychological harm or suffering; Threats of such acts are considered gender-based violence against women and female learners.

Gender-based violence against female learners affects many young female learners all across the world, according to research. It is one of the most divisive aspects of gender discrimination because it impinges on a lot of the rights of female learners. Education is crucial for empowering and transforming the lives of young people, particularly those of females. However, the pervasive gender-based violence in and around schools substantially undermines the success of high-quality, inclusive, and equitable education for all children. Interpersonal inequality has long been associated with unfair gender relations, gender-based social norms, and discriminatory policies.

2.1.9 Gender-Based Violence against Girl Learners in School Setting and Education

According to the UN Declaration on the Elimination of Violence Against Women, countries were required to make reasonable investments in preventing, shielding from, and holding those responsible for violence against women, as well as in reparations. This was demonstrated by the Extraordinary Rapporteur on Violence Against Women (1993). The declaration went much farther and urged state legislatures to assist with studies, information gathering, and distribution regarding violent behaviour in the family, its causes, and its effects.

Gender-based violence against learners in appropriate educational settings is unavoidable across the planet, putting female learners in a difficult situation in terms of learning and school safety. Dunne et al. (2003) showed that gender-based cruelty is one of the obstacles to realising gender equality in education and has negative consequences in terms of educational quality, especially among female learners. As the United States Commission on the Status of Women has shown, something like one in three women and female learners end up being physically or physically abused in their lives. In addition, according to the 37th Meeting of

the UN Joint Freedoms Commission, 36% of female learners and 29% of male learners were subjected to child rape.

The distribution of the 2009 African Women's Report, "Predicting Gender Imbalance in Africa: Encounters and Examples from the African Gender and Progress File" is one of the exceptional achievements of the United Nations African Monetary Commission (UNECA). Several general associations, including WHO, UNICEF, the United States, UNESCO, the World Bank, USAID, and others, have supported GBV by supporting, subsidising, and sometimes giving private aid. The commitment of other accomplices to spread GBV awareness and understanding through the media and upgrades in electronic correspondence have made the data flow more productive and open. As a worldwide problem, GBV has united us as it perceives no state borders despite shifting from one society to another, from country to country, and from landmass to mainland, the recurring theme is that the perpetrators are usually men and male learners. , while the losses were ladies and female learners.

Zambia has also benefited from these global associations. WHO (2001) research showed that GBV affects women and female learners from one side of the planet to the other. Work on prostitution, honour killings, and female genital mutilation (Fawole, 2008) is remembered for the World Meeting for Each (1990), whose major focus was the study of women's existence in the fields of welfare and education. World Bank (2002) research found that teaching female learners is one of the best progress initiatives a nation can make.

As demonstrated by Dunne and Drain (2003) in schools that focus on GBV, violence against female learners, inappropriate behaviour and gender repression predominates, some distinction is added to the curriculum itself, and the perpetrators of brutality and provocation are blamed. Two educators and learners. African Youth Strategy Meetup shows that brutality is normal in African schools, where children report physical, sexual and mental abuse from their educators or learners. As noted in the review, 72% of Ethiopian schoolchildren assure themselves of being slapped at school.

Educators physically harassed 67% of learners in Botswana, while educators were involved in 32% of recorded incidents of assault on children in South Africa. Three types of school-based badger are distinguished in Ben's contextual research: substitute to substitute, instructor to substitute, and commuting provocation.

Dobash and Dobash (2015) state that financially constrained sex, lewd behaviour, degrading language, and defrauding women to fulfil their self-made obligations at school. In Benin, inappropriate behaviour is divided into: 1) when anything is offered as a trade-off for sex, known as a rank or conditional provocation, and 2) when something is undesirable, surprising or offensive. According to a review conducted by Populace Correspondence Africa in 2002, badgers and violence affect schoolchildren's scientific exhibits, bringing with them lower attendance, interest, and a strong culmination of basic or auxiliary education.

Gender-based violence against young children leads to low trust and welfare concerns such as spontaneous pregnancies, abortion at risk, HIV/Helps and other STI vulnerability. Different biases that affect learners' ability to succeed in school include the lack of clean offices or accounts, as well as being expelled from school due to pregnancy. Much more brutal, the casualties and their friends are often ignorant that the law protects them and fear embarrassment, but they do appear from time to time to make a difference in enforcing the regulation.

2.1.10 The Effects of School Gender-Based Violence

Gender discrimination and rape of female learners are normal in different human developments. A large proportion of atrocities against female learners are under-reported for various social and societal reasons, as shown by Activity Help's study of violence against female learners in and around school in more than 12 African and Asian countries. The size of the problem is misjudged.

Numerous research from Sub-Saharan Africa and other regions of the world identified GBV as a barrier to female learners' ability to pursue their academic passions. Similar references to male educators luring females for sexual manipulation and male educators poking female learners who refuse their inappropriate conduct (Sethna, 2013).

2.1.11 Effect of SBV on Learning

At birth, the human brain is the least developed organ in the body, and it will continue to develop as a result of natural selection, genetics, and environmental variables. The growth of the child's brain can have either favourable or harmful repercussions (Terr, 1991). Different brain functions are carried out by various brain regions (Terr, 1991). The limbic system regulates emotion and the process of attachment, while the systems regulate abstract thought in the initial content. Other brainstem systems regulate arousal levels, blood pressure, and heart rate (Abbott, 2021).

2.1.12 Lack of Sensory Experience

A lack of sensory experiences throughout the essential phase of brain development can impair neurodevelopment in young children in two ways. Sensory experiences are required for the brain's optimum structure (Draganski & May 2008). The other approach is through aberrant neuron patterns activated because of exceptionally painful events like mistreatment and neglect (Green, Horan & Lee, 2019). A malfunction of the brain areas involved in regulating effect, empathy, and emotions can occur because of these unusual environmental experiences. Consistent abuse and neglect can also impair an infant's bonding process with their caretakers and lead to a lack of trust in their surroundings (Iwaniec, Larkin & Higgins, 2006). The psychological consequences of abuse and neglect include regulating affect, avoiding close connections, provocative behaviours, and disruptions in the attachment process.

2.1.13 Challenges Associated with Defeating SBV

The Educators Service Commission has been chastised for the severity of the punishments meted out to guilty educators. The Commission's only action is to dismiss and remove the perpetrator from the registry, regardless of the number of female learners he has abused. It is unjust and encourages abusing young female learners by such educators. Educators should be hauled to court and prosecuted (Erickson, 2002).

According to the study, 90% of sexual abuse complaints never make it to the TSC, implying that the correct number of instances is larger than recorded. It occurs for a variety of reasons. Some of these professors work together with their coworkers to cover for them. Parents withhold such information for fear of stigmatising their daughters in other situations. The molested female learners and their parents are offered cash as compensation, or the perpetrators offer to marry the female learners in the informal settlements, where local councillors, chiefs, and village elders wield the majority of authority (Erickson, 2002). Due to the extremely low reporting rate, more and more educators are taking advantage of kangaroo courts and parents' ignorance. Parents have also been accused of being apprehensive about pursuing the charges in most cases. On the other side, head educators and education authorities are alleged to dissuade instances from going to TSC or being reported to the police.

The Ministry of Education of Kenya established Education to ensure that by 2015, all kids, especially females, those from low-income families, and those from ethnic minorities, have

no access to high-quality education. Given the existing pattern of educators abusing female learners in schools, this will not be accomplished. TSC's disciplinary committee should be held accountable for contributing to the delayed or denied justice in sexual assault instances, according to the study. The Commission is now appealing to parents, educators, religious leaders, community leaders, and civil society organisations to assist in the battle against domestic violence in schools (Chalk et al., 2002).

Learning institutions have slowly developed a reputation for being hotbeds of sexual assault. Several group sexual assaults happened after the infamous St. Kizito, Kenya, event in 1991 when 70 female learners were raped, and 19 others died when their male classmates descended on them during a school strike. (Perlez, 1991). In sexual assault against female learners and women, male authority figures have been careless.

2.1.14 Strategies to End Gender-Based Violence in Schools

Based on these gender-specific experiences of the participants, there is a need to seek cross-sectoral solutions to eradicate violence in and around South African schools, as Sadati and Mitchell (2021) suggest. Ordinary Citizens must come together and find permanent solutions to GBV. Although each country's environment and violence are different, all countries are committed to taking measures in schools to prevent violence. Violence at school has a significantly detrimental effect on learning and student well-being (Knaul et al., 2020).

The Global Working Group's efforts to end GBV have made significant progress since its inception in 2014. However, there is still a gap in this issue (Tomkinson et al., 2020). Understanding the variations and complexity in how much young men and women are plagued by this problem remains a challenge. Cases of school brutality are often not reported because victims are embarrassed, fearful, and distrust reporting and response procedures.

The group "Together for Female learners" made another attempt to curb violence against learners. It conducted surveys on violence against children to address sexual assault, identify risk factors, restrictive measures, and reassure victims of violence. UNGEI Guidelines campaigned for a whole school strategy to avoid school-related gender-based violence. (UNGEI, 2018). The workshops highlighted greater gender awareness of violence at school, and the campaign encouraged schools to create inclusive, safe and gender-sensitive learning environments.

Education ministers from Eswatini, Kenya, Malawi, South Africa, South Sudan, Uganda and Zambia shared ideas and programs for reducing gender-based violence in schools. They

urged donors to cooperate with governments on this issue (Tomkinson et al., 2020). According to South Sudan, a focus on school-related gender-based violence is part of female learners' education policy (Sadati & Mitchell (2021. Kenyan government launched multi-sectoral efforts to combat sexual and gender-based violence in schools. They planned standard procedures). To report and respond to cases of gender-based violence in schools, Zambia has included the SBV in their curriculum and has developed a budget and action plan for this important issue norms and standards for interactions between female learners and male learners In Ethiopia, in collaboration with UNICEF, Education Ministry of Education established a code of conduct for educators and against violence in education systems, which includes expected behaviour and consequences for violators (Sadati & Mitchell, 2021; GPE, 2019).

The Ministry of Education in Uganda has put critical interventions in socio-emotional learning and violence prevention measures (Saunders, 2019). Uganda's Ministry of Education is working to address SBV through various initiatives with non-governmental organisations such as International, national educators' unions, UNICEF, Raising Voices, Plan International, RTI International, FAWE and World Education, among others. These organisations work in partnership with government to change societal norms, prevent violence, and improve reporting and response systems.

Educators are another key body in finding solutions to gender-based violence and play a crucial role in minimising violence against learners inside and outside the classroom. However, schools are havens for violent behaviour. Approximately 246 million children are abused and mistreated in schools each year (Plan International, 2017). Gender-based violence in schools stems from negative societal norms and it is the role of education systems to reduce the change of these norms. However, schools are often places where this type of violence is experienced (Asrari, 2017).

The proper way to handle violence in schools should be taught to all instructors (Kolanko et al., 2006). The gender-based violence, effective prevention measures, and constructive discipline techniques that must be made mandatory and appropriately supported by governments are all known to all educators and school administrators. Educators who have been abused should have access to safe reporting processes, be able to expect timely, acceptable answers to their reports, get support during that process, and have the option to pursue legal action if necessary. Teacher unions can be highly useful in getting educators' ideas and influencing their conduct. Unions ought to help their members get the training and

assistance needed to prevent gender-based violence in schools. They can promote positive discipline methods and behaviour norms, support national policy, and raise awareness.

Governments and the Ministry of Education should establish clear standards of moral behaviour that act as a moral compass. Every teacher has a duty to identify inappropriate behaviour and report it (Wurtele et al, 2019). Violence must have clear, unmistakable repercussions, and these must be demanded in a culture where silence is the rule. UNICEF has launched a 16-day campaign against gender-based violence as an opportunity to examine the issue and raise global awareness of aspects that are generally ignored.

2.2 Literature-Based Analysis

The gender issue envisioned in this study is prevalent in schools in South Africa and around the world. According to the studies reviewed, the problem is more serious in African countries (Kim & Motsei, 2002). In these countries, the majority of incidents are not reported due to fear of victimisation by the perpetrators. The literature has revealed that all gender violence experienced differs according to geography, culture and other socialisation variables. Numerous investigations have shown that threats against learners in South African schools still include sexual harassment, physical violence, seduction, and non-consensual touching. The worst offenders in schools are educators and other male learners.

Most research focuses on the effects of GBV on developmental growth and dropout and stigmatisation of victims, which is thought to impair academic performance (Le Mat, 2016). However, strong associations between these factors and academic performance have not been demonstrated, particularly among adolescents who enter school after exposure to GBV. In conclusion, this study fills the gap in the literature on how GBV affects children's academic performance in school. Most studies focus on females and ignore male learners who are victims of sexual abuse by peers and educators. This study also reviews the literature on strategies to reduce student abuse in schools.

2.3 Chapter Summary

The second part summarised the theoretical framework of this study and discussed the literature review underlining the study of gender-based violence in school. This episode discussed the literature violence occurring in schools against learners, especially female learners, trends around the world, the issues and situation in South Africa and its neighbourhood. The study also discussed the effects of gender endemic on female learners'

academic performance and the strategies and measures that can be implemented to fight gender-based violence. The gap in the literature on violence towards female learners was identified.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter focuses on research methods and describes all the steps involved in planning and conducting research studies, from identifying research problems to reporting and publishing results (Bellamy, 2011). The Research Methodology and Design section focuses on the application, including a description of the research approaches used and the data collection and data analysis strategies used. It provides detailed information about the population used and the sampling method. This chapter concludes with a discussion of issues of ethical evaluation and credibility.

3.2 Research Purpose

The aim of the study is to investigate the impact of gender-based violence on primary school pupils in the Warmbaths district in the Waterberg region. The information gathered was critical to understanding the research study and providing answers to the questions it raised (Newman & Covrig, 2013).

3.3 Research Paradigm

The research paradigm that guides this study is interpretivism. The interpretative paradigm is also known as the naturalistic, anti-positivist, constructivist, and alternative research paradigms. Some new and seasoned researchers refer to it as a qualitative technique of educational research. Although this usage is common, it is wrong. Instead of referring to a methodology or research paradigm, "qualitative research" actually refers to a number of activities (Ernest, 1994). Interpretivists attach great importance to various socially constructed realities. Truth and facts are discovered rather than discovered. It is impossible to see reality as it really is because our senses still filter reality. A subset of subjective epistemology is interpretive epistemology. Interpretive approaches require that social phenomena be interpreted from the perspective of the participants rather than the researcher. According to Thanh & Thanh (2015), the purpose of the interpretive technique is to understand social phenomena in their context.

As with ethnography and case studies, interpretivists collect primarily qualitative data from individuals over longer periods of time (Rehman & Alharthi, 2016). The method used to analyse the data thus generated is inductive, meaning that the researcher looks for patterns in the data that can be grouped into broad themes in order to understand the phenomenon and develop a theory (Moser & Korstjens, 2018). Participants may have different ideas about their involvement in understanding and representing the impact of gender-based violence in and around schools, which was the relationship between the study topic and the paradigm. Educators and learners took part in this study, which took place in schools as a learning environment. Through the case study, the researcher wanted to explore how many interpretations of context were added by the interaction to improve knowledge and understanding of the topic.

3.4 Research Methodology

In the following part, the qualitative research approach is covered in more detail. The researcher decided to employ a qualitative study approach because he wanted to comprehend how the participants' experiences developed in their natural environment. The major goal of this study was to determine how gender-based violence affected primary schools in Warmbaths Circuit, Waterberg District. Therefore, a qualitative study design was used. The method of qualitative research is interpretive. It attempts to interpret, describe, and characterise events according to the meanings people assign to them (Austin & Sutton, 2014). According to Chambliss and Schutt (2013), places where people live and die are the focus of qualitative research. Focus groups, in-depth interviews, and participant observation are some examples of qualitative research approaches (Chambliss & Schutt, 2013).

3.4.1 Qualitative research method

Creswell (2009) asserts that qualitative research is a technique for examining and comprehending the significance that people attribute to social or human issues. According to Creswell (2009), a qualitative researcher is someone who observes behaviour or conducts interviews with participants where the research participants are exposed to the topic or problem being studied. Lune and Berg (2017) concur that curiosity about how people interpret their experiences, construct their worlds, and provide meaning to their experiences is piqued by qualitative researchers. Creswell (2013) goes on to state that knowledge is gained by communicating directly with participants and observing how they behave and behave in their environment, rather than bringing them into a lab. The ontological perspective of

qualitative research argues that the social reality that the research questions seek to explore is meaningfully composed of people's knowledge, beliefs, understanding, interpretations, experiences, and interactions (Mason, 2002). According to Mulhall (2003), qualitative research focuses on understanding the phenomenon from the perspective of participants in their daily lives. Creswell (2009) defines qualitative research as an understanding process that investigates a social or human topic and is founded on its own methodological research traditions. Conducting the work in a natural state, the researcher analyses the language, reports profound words from informants and creates a complex, comprehensive picture. The researcher chose a qualitative approach because the participants provided first-hand information.

Unlike quantitative researchers, who collect data from large samples and combine data across individuals or situations, qualitative researchers study a small number of people or situations and preserve the individuality of each in their analysis. This was shown by Maxwell (2008). According to McMillian and Schumacher (2010), there is no outside influence during qualitative research as the behaviour is considered to be naturally occurring. Therefore, Yin (2011) proposes that qualitative research has five characteristics and they are:

“Studying the meaning of people’s lives, under real world conditions; Representing the views and perspectives of the people (labelled throughout this book, as the participants) in a study; Covering the contextual conditions within which people live; Contributing insights into existing or emerging concepts that may help to explain human social behaviour and Striving to use multiple sources of evidence rather than relying on a single source alone”.

Mohajan (2018) argues that the qualitative researcher relies on the inductive path of scientific method and the main goal is to discover and discover. Stake (2010) further agrees that the researcher studies the phenomenon in an open manner without prior expectations and develops theoretical explanations based on interpretations of what he observes. The researcher did not manipulate the information to investigate the study. Mason (2017) describes that qualitative research can engage participants by trying to find out their thoughts or judgments on specific areas by focusing on events and experiential situations, rather than simply asking them for their opinions.

3.4.2 Research Approach

The primary objective of qualitative research is to understand human experience through an interpretive, human approach (Tuffour, 2017). In particular, it encompasses all forms of

social research that rely primarily on non-numerical data and any textual analysis such as content, language discourse, and narrative (Jackson et al., 2007). Qualitative methods enrich empirical evidence by emphasising the importance of numbers used to describe people and experiences, as well as groups and cultural differences between groups.

The qualitative research approach was the one that was used in this investigation. This method has researchers beginning with a specific observation that is then used to produce generalised ideas and study conclusions (inductive research). The inductive approach is recommended because it works best with small samples that yield qualitative data and takes into account the context in which the research effort is active. The inductive approach's fundamental flaw, however, is that it generates generalised hypotheses and outcomes based only on a small number of observations, casting doubt on the validity of study findings (Denzin & Lincoln, 2005).

Qualitative research is necessary for this study as it provides opportunities for participants to answer questions about their experiences and allows researchers to better understand the meaning of those experiences for the participants (Sutton & Austin, 2015). Interviews conducted using the phenomenological paradigm are long and hence the sample size is limited (Smith & Firth, 2011). Furthermore, qualitative research is based on depth of discussion rather than numbering principles (Paulus et al., 2017; Mason, 2017).

3.4.3 Research Design

The overall strategy you choose to combine many elements of the study in a logical and coherent way, ensuring that you can successfully address the research topic, is known as research design (De Vaus, 2001). It acts as a guide for collecting, calculating and analysing data. The goal of a study design is to make sure that the data you gather will allow you to satisfactorily and clearly respond to the research question (Creswell & Creswell, 2017). This investigation was conducted using a case study methodology. In contrast to a thorough statistical analysis or methodological comparison study, a case study is a detailed examination of a particular research issue (Ridder, 2017). Documents, artifacts, interviews, and observations are frequently used in case studies. The case study methodology was found suitable for the current study since it gave the researcher access to all pertinent data. This was assured to the researcher for this study based on semi-structured interviews and a document review.

Interviews, according to Potter (2018), are an important source of data for qualitative research. The one-to-one interview method enables the researcher to engage with the subjects and watch for nonverbal signs as the interview is being conducted. To enable clear and in-depth discussion of the research issue in this study, a semi-structured interview style was employed. Semi-structured interviews, according to Denzin and Lincoln (2005), enable the researcher to comprehend the complexity of the situation without imposing a classification. The researcher aimed to acquire a deeper understanding of the participants' constructs through dialogues and the language they used to construct various discourses by selecting interviews as the data collection method. The interview method enables the researcher to look for specifics and probe deeper into an issue. As a result, the reporting and interpretation of the results reflect the participants' perspectives (Mugenda & Mugenda, 2003).

3.5 Location

The Warmbaths circuit in South Africa's Limpopo province's Waterberg district served as the site of the research project. The location is easier for the researcher to reach and to conduct research on how supervisors apply policies in schools.

3.6 Population and Sampling

3.6.1 Population

The population in a research study is the broader group of people to whom one wishes to generalise the results of the study. In research terminology, a population can be defined as a large group of people, organisations, artifacts, and other things that share common characteristics and attract the researcher's attention (Etikan & Bala, 2017). Individuals, institutions, and objects are characterised by the common characteristics of groups. The participants in this study were 30 female learners who had been enrolled in three different primary schools as victims of gender-based violence and 15 educators from the Warmbaths district of the Waterberg region.

3.6.2 Sampling

A sample, according to Etikan and Bala (2017), is a tiny fraction of a population that has been selected for a specific analysis. The sample should fairly represent the traits of the anticipated group (Etikan & Bala, 2017). According to Pandey and Pandey (2021), a statistical survey is a cross-sampled thumbnail of the entire group or cluster from which the

sample was drawn. Through targeted sampling, participants in this study were identified, with learners and educators (educators) chosen as the unit of interest. In addition to considering the learners' prior experiences, the educators were selected depending on their proximity to the chosen learners. Purposive sampling in qualitative research is often used to identify and select information-rich situations related to the phenomenon of interest (Palinkas, 2015). Gender and age were included in the criteria for the sample participants, with female learners selected between the ages of 7 and 13, the age of most primary school learners, and teacher selection based on the length of teaching experience of the educators. The longer the better. The participants in this study were selected by targeted sampling, and (5) learners and (9) educators (educators) from each primary school were selected as the unit of interest in this study. To ensure consistency and reliability this was done at 3 different primary schools in Warmbaths. A total of 15 participants were selected.

3.7 Data Collection

Creswell (2009) defines qualitative research as research that investigates a social or human problem and is based on a set of methodological traditions. To conduct the study in a natural setting, the researcher creates a sophisticated, comprehensive picture, analyses the words, and reproduces the detailed words of the informants. Data collection is essential for the researcher to understand the subject under study. The choice of data collection methods is a crucial step in the research process, as a wrong choice can affect the researchers' ability to analyse and understand data. According to Leedy and Ormrod's (2010) study, the researcher must choose how to collect and analyse the necessary data to solve the overall research problem. Data were collected using the following techniques: interviews, questionnaires, field notes.

Face-to-face semi-structured interviews are conducted with participants to reveal their feelings, thoughts, and opinions on a specific research topic. Face-to-face interviews offer the benefit of direct, one-to-one communication between interviewers and respondents and the elimination of non-response rates, but interviewers must have appropriate skills (Kallio et al., 2016). Since semi-structured interviews also offer more flexibility in the interview process, unintended conclusions can be drawn about a research topic. However, the interview may deviate from the stated aims of the study (Kallio et al., 2016).

In this study, semi-structured interviews and questionnaires were used to collect data. Using the interviews as a data collection strategy, the researcher wanted to better understand the discourse structures of the participants through the dialogue and the language they used

(DeJonckheere & Vaughn, 2019). Observation helps identify nonverbal cues and behaviours of selected student participants who may have been affected by gender-based violence. Although the researcher prepared several specific questions to guide the interview and achieve the study's goals, other questions emerged as the interviews progressed. Following is a discussion of each of the data collection techniques utilised in the study:

3.7.1 Semi-Structured Interviews

The face-to-face interview is a direct way to gather information (Trochim, 2001). A two-way conversation, known as an interview, allows the interviewer to learn about their ideas, beliefs, perspectives, attitudes, and behaviours by asking participants qualitative questions. The purpose of a qualitative interview is to understand participants' perspectives on the world and, if interpreted appropriately, can be a useful source of information. The purpose of each interview is to gather detailed and in-depth information that will allow the interviewer to understand the participants' understanding of knowledge and social reality. If respondents think the topic is important and they can trust the interviewer, they will provide information that the interviewer would not otherwise be able to gather (Jamshed, 2014). In other words, an interview is a verbal exchange between the interviewer and the respondent or a group of people. It can be face to face, one to one; or by phone, the researcher meets with the interviewer by phone, or in a focus group, the researcher meets with the participants of a group or email interview on the Internet (Creswell, 2009).

Jamshed (2014) defines an interview as a two-way communication in which the interviewer collects data by asking questions of the participants to learn about their ideas, beliefs, opinions, views and behaviours about the research topic. The researcher asks questions to gain a deeper understanding of the phenomenon being studied. Mason (2017) argues that the researcher is unlikely to have a complete and ordered set of questions, and most interviews are designed to be fluid and flexible to allow the researcher and respondents to develop unexpected themes. The researcher's job is to ensure that the interview is relevant and contextualised so that localised knowledge can be produced. Jamshed (2014) believes that a good interviewer is a good listener, must be a good listener, make good eye contact, and allow participants time to respond without pausing.

Interviews have the disadvantages of taking time and requiring the researcher to travel, but they also have the following advantages, which Mulhall (2003) emphasises when discussing the wisdom of the choice of interview with participants.

Flexibility - Interviewers can probe for more specific answers and can repeat questions when the response indicates that the respondent misunderstood the question.

Response rate — The interviewer has a much better response rate than in the case of mailed questionnaires and people who cannot read and write can still answer the questions in the interview.

Non-verbal behaviour — The interviewer is present to observe non-verbal behaviour and to assess the validity of the respondent's answers.

Control over environment — An interview can standardise the interview environment by making certain that the interview is conducted in privacy, and that it is relatively quiet.

Question order — The interviewer has control over question being posed and can ensure that the respondent does not answer questions out of order.

Spontaneity — Spontaneous answers may be more informative than answers about which the respondent has time to think.

Respondent alone can answer — The respondent is unable to cheat by receiving prompting answers from others.

Completeness — The interviewer can make sure that all questions are answered.

According to Creswell (2014), interviews are useful when the researcher cannot observe the participants directly, provide background information, and guide the way the researcher will interview them. According to Jimnez and Orozco (2021), before presenting a sensitive topic, the interviewer is given the opportunity to prepare a respondent and personally explain to them complex questions in complex and sensitive areas. He also argues that observations and non-verbal cues can be added to those from interviews and that interviews can be used with almost any group, including young children, people with disabilities, the illiterate and the very old.

Important opportunities are also offered to the study participants during the interview phase. According to Creswell (2013), open-ended questions allow participants to respond and share their experiences without being constrained by the researchers' views or previous research. Creswell (2013) claims that although conducting the interview takes time, the interviewer has control over the information obtained by asking specific questions, and the researcher summarises the participants' thoughts. Mason (2017) gives an example of how participant-researcher interaction can shift focus to relevant contexts. The researcher will be able to

collect data through interviews that are not easily accessible in any other way. The researcher will also have time to prepare the interview questions. The researcher also has the option of changing or approaching questions from various aspects throughout the interview to allow participants to react freely.

The research was conducted using semi-structured interviews, as the researcher would ask more questions in response to the participant's answers. According to Bryman (2012), when conducting qualitative interviews, the researcher engages with the respondent's perspective, which provides information about what the interviewee considers relevant and important. The researcher was free to change the wording or layout of the questions to accommodate the participant. Byrne (2004) argues that the semi-structured interview tends to be adaptive, with participants adapting to the direction they are taking the interview and the focus of the research due to important issues that come to light during the interview, can change. According to Jamshed (2014), the researcher must pay close attention to participants' comments in order to identify new, emerging lines of research that are particularly relevant to the phenomenon being studied.

This approach requires a conversation between the researcher and the participant, driven by follow-up questions, verification, and explanation, while being driven by a flexible interview strategy. The method allows the researcher to collect unstructured data, delve into sensitive and often personal issues, and examine participants' ideas, feelings, and views on a given topic (DeJonckheere & Vaughn, 2019). Semi-structured interviews are used to gather data to learn more about the topic of interest from key sources of information involving one's own experiences, actions, thoughts, and beliefs. According to DeJonckheere and Vaughn (2019), semi-structured interviews can be used to collect new, exploratory data on a study topic, to triangulate existing data sources, or to confirm results with member checking.

3.7.2 Questionnaire

Data collection involved the use of questionnaires. Educators and learners were given self-administered questionnaires. Both closed-ended and open-ended questions were included in the questions sent to the educators. While closed-ended questions for students provided structured responses, open-ended questions for teachers gathered detailed information that made it easier to tabulate and analyse the results (Cohen and Manion, 1980). Regarding the experiences of the students and the various forms of violence, specific questions were posed. They described circumstances that kids of the sampled age would encounter, such as sexual

harassment, bullying, and other scenarios. The study's participants and those who interacted with teachers were chosen using a purposeful sampling method.

3.7.3 Note-Taking

In their advice, McMillan and Schumacher (2010) mentioned that the researcher should take notes to document what is seen or heard, as well as to reflect on what happened both during and immediately after the observation. As the data will be used for analysis and additional recommendations for future work, the researcher will be able to obtain the material before it is misplaced or shuffled. Similarly, Hancock, Ockleford and Windridge (2001) suggested that the researcher could record observations of people, a scenario or an environment for later use by taking notes of what was observed. According to Creswell (2009), notes should be taken even if the researcher records the material obtained from the interview. The researcher will benefit from being able to concentrate on what is being said, being able to follow up on interesting points that emerge, and avoid side-tracking when trying to take notes of what has been said using a voice recording.

According to Mulhall (2003), the researcher should use additional procedures such as note-taking and recording in addition to his memory while observing. Denzin (2017) agrees that the recording can be used to retrieve details that the researcher missed while taking notes. Jiménez and Orozco (2021) stated that to arrive at more objective conclusions, recording an encounter allows the researcher to listen to it repeatedly before interpreting it or making any inferences from it. The researcher may also ask other experts to listen to the interaction. An incomprehensible part can be played back and listened to by the researcher without interruption.

Bryman (2012) said that the audio recording allowed the interviewees to listen to their responses over and over and analyse more deeply what people were saying. Thanks to the audio recording, the researcher had additional time to listen and analyse participant comments in depth. In addition, the researcher used audio recording to help him record facts that he could not write or see. Taking notes is collecting information and transferring it to paper to keep a written record of what was said and done.

3.8 Data Analysis

The process of methodically searching and organising interview transcripts, observational notes, or other non-textual information provided to the researcher to deepen the phenomenon

is called data analysis in qualitative research (Teherani et al., 2015). Analysing qualitative data often involves coding or classifying data. Basically, it's about minimising the volume of raw data, spotting notable patterns, then understanding the data, and finally building a logical chain of evidence (Patton, 2005). The most important step in analysing qualitative data is coding or categorising the data. Although coding is an important part of the qualitative data analysis process, the terms coding and data analysis are not interchangeable. Coding involves categorising massive amounts of raw data or information (Elliot, 2018). Simply put, codes are tags or tags used to assign subjects or themes identified from the study data collection. Historically, data was manually crayon-coded to categorise, then slice and sort (Elliot, 2018). With the development of software, quality researchers are increasingly using electronic data encoding methods.

The researcher needs to be immersed in the data to be comfortable with it. At this stage, the researcher began to understand all the information he received from the interviews, observations, and field notes. Cleaning, transforming and modelling data is the process of finding appropriate information for sound decision making (Miles et al., 2018). Data analysis is done to extract information that can be used to guide decisions. The interviews were transcribed, and participant responses and scenarios were carefully studied to obtain data for the analysis of this study. The sentences of the scenarios were categorised and organised into various topics related to gender-based violence research. The interviews were transcribed in a particularly descriptive manner to capture learners' and educators' experiences and views on the impact of gender-based violence. Study results should be analysed accurately and appropriately to maintain data integrity (Heeringa, 2017).

3.9 Trustworthiness

The purpose of analysis in qualitative research is to develop a logical and credible explanation for the phenomenon under study and to develop new hypotheses or theories based on the results. Results are more reliable when exact copies of interviews or group discussions are made, stored in a systematic way, and then analysed manually with or without the aid of computer software. Researchers use various definitions to describe reliability. Results from qualitative research are said to be reliable if they are reliable, accurate and honest. It's about how much readers believe the results will show. Gunawan (2015) uses the reliability criterion to evaluate the consistency of a study design.

Kornbluh (2015) compared the empiricist principles of reliability, objectivity, and internal and external truth with reliability. According to Cloutier and Ravasi (2021), the reliability and validity of a study sample affect its validity. Kyngäs et al. (2020), the concept of reliability was developed from a set of criteria based on four main considerations. Being reliable is one of the aims of the study as well as something to be evaluated during the research and after the research is completed. There are four considerations about accuracy, applicability, consistency and impartiality that capture the four main traditional criteria (Gunawan, 2015). They proposed four equivalent concepts (reliability, transferability, reliability, and confirmability) within the naturalistic paradigm instead of the rational ones. In order to guarantee or meet each of the above-mentioned criteria and thus ensure reliability, the researcher must study each of these 4 naturalistic terms.

3.9.1 Credibility

Purposive sampling was used by the researcher in the semi-structured interview. Personal semi-structured interviews and paper analysis were also used to obtain information for triangulation (Galletta, 2013). Participants were given the choice of whether or not to participate in the study. This means that the decision to participate is entirely up to the participants. This was done to ensure quality information was accurate (Connelly, 2016).

3.9.2 Transferability

The researcher certified that the participant was fully informed about the problem and the research project. The researcher gave the readers a thorough and conscious overview of the setting, the participants, and the research strategy so that they could assess whether the results were transferrable or not (Connelly, 2016). The researcher provided the data in a way that allowed the reader to decide whether or not the results related to their own situation (Gorard, 2015).

3.9.3 Dependability

The researcher should keep all of the records in an easily accessible location so that participants may confirm that the data given was accurate when evaluating the validity of the research. The participants got the chance to confirm that the information had been correctly gathered and interpreted in accordance with their preferences (Gorard, 2015).

3.9.4 Confirmability

In order to avoid prejudice and confusion, the researcher tried to be as unbiased as possible while conducting the study. The researcher tried to copy enough of the text for the reader to understand what the participant was trying to say (Cope, 2014).

3.10 Ethical Consideration

According to Creswell (2013), researchers must prepare a project description, generate informed consent, and review the project to request permission for the study through the institution review board approval process. The researcher requested permission with a petition from the regional director to conduct the research in the area around the district, which will include the schools in the immediate vicinity, and his request was accepted. According to Doody and Noonan (2013), all aspects of a participant that may affect their willingness to participate should be explained to them before they decide to participate. The Central University of Technology Research Ethics Committee was contacted to obtain permission to conduct the study (CUT). Permission letters explaining the aims of the study were also sent to the participants during the period in order to obtain their consent to participate in the study. Letters of consent in schools were given only to inspectors.

In order to maintain ethical criteria for conducting research, all participants verbally consented to participate in the interview and research (Connelly, 2014). For this reason, the participants decided to voluntarily participate in the research after having been explained to them the purpose and methods of the study by coming to the researcher (Ketefian, 2015). While it is usual to ask for written permission, Grady (2015) argues that overly formal approaches to obtaining consent should be avoided in order to create bonds that preserve the ongoing ethical respect of the participants.

3.10.1 Informed Consent

Bell and Waters (2018) agree that consent must be obtained from human subjects before participating in research, and that both their names and the information they disclose must be kept confidential. Before conducting the interview, the researcher first gave the participants instructions on how to conduct the study and checked whether the volunteers were accessible and willing to participate. According to Brooks, Riele, and Maguire (2014), participants should have access to and information about research that is comprehensive enough to make an informed decision about their participation. The subjects of the study were evaluated by

the researcher. They were told that participation in the research was entirely voluntary and participants could opt-out at any time while the research was ongoing.

Participants have the right to know how and when information is shared with them, and their choice should be respected if they do not wish to receive the results of the study. The identities of research participants will be protected and the data and answers provided throughout the study will be kept confidential. Findings are also given anonymously. Cohen et al. (2007), private rights may be denied or violated throughout the research. The researcher did not violate the privacy rights of the participants, neither explaining the results nor conducting the research. According to Creswell (2014), researchers should use pseudonyms or pseudonyms for people and places in order to hide the identities of participants in qualitative research. The identities of the participants were kept confidential by using names that did not belong to the research participants.

3.10.2 Anonymity

According to Bell and Waters (2018), anonymity exists when nobody can assign the data obtained, such as interview excerpts or survey results, to specific participants and the researcher agrees not to do this publicly. To prevent readers from making connections between the data and the participants, the researcher preferred not to use the participants' names from the collected data. McMillan and Schumacher (2010) noted that when anonymity is used, no one should be able to determine who said what from the information collected. The participants in the current study were given names to allow the researcher to properly interpret the data while respecting the privacy of the subjects and protecting them from anyone reading the report's results. No matter how private or sensitive the information, Cohen et al. (2005) continues, the researcher is still obliged to protect the privacy of the participants. It is very important that participants feel as if they are giving information voluntarily, as they may not believe or trust the researcher.

3.11.3 Integrity

It is very important for the participants to be able to freely share all kinds of information with the researcher during the research project. Mulhall (2003) supports the view that participants should be treated honestly, the researcher should maintain a strong relationship of trust and should not create unrealistic expectations. Under no circumstances should the researcher guarantee an expectation such as wages or rewards in order to receive data from them. The participant should be honestly informed by the researcher that his participation in the research

is voluntary and that no compensation, benefits or other incentives will be offered in exchange for cooperation in data collection. In addition, according to Yin (2011), research integrity means that the researcher's descriptions and positions can be relied upon to be correct, because he or she must have demonstrated, through his actions, behaviour, and research methodology, which he is working to produce accurate research, including his explanations.

3.10.4 Confidentiality

It is very important to avoid betraying participants' trust in a research project. According to Brooks, Riele and Maguire (2014), privacy means securing data both during and after data collection and protecting individuals' personal information from disclosure and misuse. Cohen et al. (2007), protecting privacy is the best way to ensure that a participant's right to privacy is protected. This means that even if researchers are aware of the participant's identity, they will keep their relationship with them a secret from the public. The confidentiality of the data obtained by the participant for the research was guaranteed by the researcher. According to Mulhall (2003), participants should ensure that their identity and the information they provide will be kept confidential. The definition of confidentiality is that no one other than the researcher has access to any individual data or on behalf of the participant, and people are informed about who will view the data before participating in the research (McMillan & Schumacher, 2010). Under no circumstances did the researcher reveal the names of the participants or allow others to identify them based on the data collected. Participants were informed that they would be updated on the findings of the study and that a copy would be provided if they needed it after the study was finished. According to Johnson and Christensen (2012), the confidentiality of a research participant's information expresses the researcher's consent to the use of this information.

3.11 Chapter Summary

This section dealt with the methodological approaches used in the study. The chapter dealt with the application of the research approach of qualitative phenomenology. The research design, data collection analysis, sampling and sample size, as well as ethical concerns and data validation strategies, are detailed in this chapter. The following chapter is about data analysis, presentation and interpretation.

CHAPTER 4

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

Chapter 2 provided a comprehensive review of the literature and Chapter 3 described the research methods. The study looked at how gender-based violence at school affected the academic performance of learners at Warmbaths Circuit Primary Schools in Waterberg District. The second chapter examines different viewpoints on gender-based violence (SBV) in schools from a global and African perspective. Data were collected through interviews, notes and audio recordings as indicated in Chapter 3. Verbal information was taken into account in the analysis of the data. Data from qualitative interviews are collected, examined, evaluated and discussed. The content is divided into lectures, topics and subtopics.

4.2 Biographical Information of Participants

To understand how gender-based violence is addressed in schools, the researcher qualitatively collected data from learners and educators from three primary schools, considering the causes, the impact on learning, and the role of educators and the government in eliminating it. Semi-structured interviews, voice recordings, and notes were two of the approaches used to obtain the data. The following participant biographies were highlighted: Participant names, with school educators designated as ST and learners as SL. The name of each school was given and the letter (R) represented the researcher. The backgrounds and biographical details of the participants are given in the table below. The main goal of this data display is to highlight the different genders, age groups, experiences and schools that were interviewed for the study. The correct names of the schools were not used.

4.2.1 Summary of Participants

The following Tables indicate analysis of both school educators and the learners as participants in the study.

Table 4.1: School Educators

Participant	Gender	Experience asST	Name ofSchool	Age Group
ST 1	F	1	School A	25 - 30
ST 2	M	1	School A	25 - 30
ST 3	F	2	School A	30 - 35
ST 4	M	1	School B	25 - 30
ST 5	F	+5	School B	35 - 45
ST 6	M	+5	School B	45 - 55
ST 7	F	3	School C	25 - 35
ST 8	F	+5	School C	35 - 45
ST 9	F	1	School C	25 - 35

Table 4.2: School Learners

Participant	Gender	Name of School	Age Group	Grade	Affected by SBV
SL 1	M	School B	11	5	Y
SL 2	M	School B	12	7	Y
SL 3	F	School C	13	7	Y
SL 4	F	School C	13	7	Y
SL 5	F	School A	13	7	Y

When selecting respondents for the study, equality was taken into consideration, as shown by the biographical data in the tables above. While SLs range in age from 11 to 13, STs have over two years of teaching experience and are between the ages of 28 and 55.

4.3 Findings of the study

Findings suggest that high levels of gender-based violence are still inflicted on school learners, particularly women. Learners encounter various types of violence at school, including bullying, sexual violence, drug-related violence, physical violence, and violence committed by people in their personal lives. The main perpetrators of gender-based violence were identified as educators, male learners and men they encounter on the way to and from school. They abuse young female learners by hitting, petting, making sexual comments, making fun of them, and defiling them. The results also showed that gender-based violence in schools had a detrimental effect on female academic performance. The majority of victims of gender-based violence in classrooms struggle academically, feel unable to speak freely about their experiences, and frequently defend their abusers. The perpetrators of gender-based violence intimidate the victims by using force and threats as well as their standing in the community and schools. Due to the lack of awareness of gender-based violence policies, victims of gender-based violence do not report their experiences. Some neighbourhoods and educational institutions normalise gender-based abuse and violence to the point where some types of abuse are accepted as standard. In addition, victims of gender-based violence often remain silent about their attack because they are concerned about being held accountable by the administrative authorities. To defend the reputations of the schools and the perpetrators, school officials also suppress some of the student-reported incidents of gender-based violence at the school.

4.4 Presentation of Findings

The researcher interviewed school educators (ST) first, and then school learners (SL) in all primary schools chosen for this research study. The following themes and sub-themes are based on the research questions posed in this study.

4.4.1 Objective one: To identify the causes of gender-based violence in primary schools of Warmbaths circuit in Waterberg region.

The results of this study showed that gender-based violence against male learners and female learners in schools typically took the form of sexual, physical and even psychological abuse. According to reports from several female learners who claimed to have been abused, their educators often made unwelcome sexual comments, caressed and squeezed the breasts and

other private parts. Male learners said female learners verbally abused them, but female learners claimed male learners occasionally mocked them, which led to fights.

Sub-Theme 1.1: Sexual Violence

The participants indicated that bullying and fighting were the most common gender –based violence followed by verbal sexual harassment, sexual violence and non-consensual touching.

In comparison to their responses to questions concerning other forms of violence, the learners did not provide extensive comments to questions about sexual abuse. Only one of the four learners who took part in the study admitted to being sexually abused in the past.

Victims of sexual abuse fear the consequences of reporting such an act of violence. Others remain silent or come forward later because of the shame or guilt that sexual abuse inspires, while others blame themselves and believe the assault was their fault.

According to Mutekwe and Modiba (2013), some female learners have mixed feelings about sexual advances and abuse from male educators, meaning they will not openly criticise it. Because of age and power differences, sexual behaviour between educators or other school staff and learners is considered abuse, regardless of legal majority. Sexual harassment and abuse of female learners at school exists because they exploit the power imbalance between perpetrator and victim, not just between men and women, for example by threatening to hit a girl if she makes mistakes in class or fails exams. See page 36 for literature on sexual violence in schools.

During the interviews, women's vulnerability to abuse by male educators was raised. Similar incidents have been reported elsewhere. According to De Groulard (cited in Pinheiro, 2006), victims of sexual abuse may remain silent when the incident becomes public out of shame or fear of shame. As a result, it is difficult to talk about gender-based violence in schools and build effective prevention initiatives. Those who were sexually abused said they knew who the perpetrators were. According to Courtois (1998), most sexual abusers knew their victims. Male offenders outnumbered female offenders, although numbers varied between surveys. The percentage of sexual abuse cases by female perpetrators that are brought to justice has often been reported as between 1% and 4%. (Leach, 2000). While the examples documented in this study may appear, the reality is that few instances of abuse go unreported or undetected. These thoughts confirm the societal patterns surrounding the education of learners in South Africa. Speaking about sexual matters in public is frowned upon in most communities (United Nations, 2005).

Reflecting on the concept of sexual violence, perhaps that all the participants experience this concept differently. Sexual violence in primary schools is a serious concern because it causes a disturbance in the learning process and quality of education the learners can and cannot receive.

Sub-Theme 1.2: Physical Abuse

A significant number of the respondents (2 out of 4) said they had been involved in at least one aggressive fight during the current and prior terms. Learners reported a variety of causes for fighting in class. Retaliation to unprovoked attacks, arguments over opinions, suspicion of one having stolen another's belongings, spreading rumours about others, and envy over girlfriends were among the most common reasons for same gender conflicts. The motives for opposite sex disputes, on the other hand, revealed a gender dimension. See page 34 & 37 for references on bullying and physical violence.

Sub-Theme 1.3: Psychological Violence

Psychological violence manifests itself in a variety of ways. Threats, insulting words, bullying, and emotional manipulation are all examples. It also includes verbal abuse, which typically takes the form of slurs directed at children and adults. The goal of this study was to see if males and female learners called each other offensive names. The researchers also wanted to see if the trend of name-calling was bordering on gender-based violence. All of the female learners admitted to being called names by male learners, but only two male learners reported being called names by female learners. Name-calling between people of the same sex was more common than name-calling between people of opposing sexes.

The data implicate gender differences in the types of names male learners and female learners called each other. Naming and shaming each other by noting and/or exposing vulnerabilities or questioning their masculinity, while the women's abuse was more subtle and focused on spreading rumours and making fun of each other's physical characteristics. According to Backe et al. (2018), psychological abuse is often gendered, as perpetrators may use different tactics or derogatory terms towards women and male learners. For example, educators in Pakistan used derogatory names for learners to call mothers and sisters (UNICEF and Save the Children 2005). Female learners in Ghana reported being taunted because of their physical maturity (Dev Tech Systems, 2004). Male learners were teased for behaving in a feminine manner, being viewed as homosexual, or engaging in behaviour that was considered homosexual behaviour. According to Nansel et al (2001), male learners are more likely to be

abused by other male learners while female learners report being verbally abused by both male learners and female learners. Female learners are more likely than male learners to report being the subject of rumours and sexual comments. According to Small and Limber (2002), female learners are more likely than male learners to experience social exclusion in situations where same-sex abuse occurs.

Bullying, fights, verbal sexual harassment and verbal abuse are the most common types of gender-based violence in these primary schools, from most common to least common. Regardless of the severity of the violence, it could be argued that more regulations should be put in place to deal with these incidents of school violence. To combat and perhaps reduce school violence, the stricter and stricter step can be taken.

4.4.2 Objective two: To explore the influences of gender-based violence in the primary schools of Warmbaths circuit, Waterberg region.

Sub-Theme 2.1: School Learners' Experiences of Gender Based Violence

School female learners who took part in the survey at all three primary schools noted a significant prevalence of school-related gender-based violence against them in many forms, including sexual violence, including unwanted touching, name-calling and labelling, threatening behaviour, and improper sexual orientation com Female learners at school B Primary School said they had been victims of gender-based violence in the past or knew someone who had. They were touched on their breasts or behinds without their consent.

The most prevalent form of gender-based violence experienced at these schools are bullying by the opposite sex, fighting, verbal sexual harassment and non-consensual touching and this takes place mostly as learner-on-learner violence.

Sub-Theme 2.2: Gender Based Violence Against School Learners Perpetrated by Educators

Learners' who took part in this study said they had experienced sexual abuse and harassment from male educators before. The vast majority of the females interviewed claimed they were aware of educators who had sexually harassed or mistreated female learners at their current or previous school. Some of them admitted to being subjected to sexual harassment or assault by a teacher through receiving unwanted sexual comments from educators. Educators used a variety of violent actions and abuses of authority against female learners, including other

sorts of sexual assault, verbal sexual harassment, and paying school female learners with money or promises that they would pass exams.

Gender-based violence perpetrated by instructors, classmates, or community members had major ramifications for young school female learners. They struggled with a variety of physical, mental, and emotional issues. They had trouble concentrating in class, had their education disrupted by punishment from a teacher, or had to interrupt their study to transfer to another school to avoid harassment. Some young female learners became pregnant and dropped out of school, sometimes permanently.

Sub-Theme 2.3: Consequences on education

When female learners are denied equal access to education, it has negative effects both the individuals and society. Obstacles to education hurt a woman's personal development and her ability to contribute to the community and nation's economic development.

Sub-Theme 2.4: Low academic performance

Female learners subjected to gender-based violence at school were frequently distracted, afraid, and unmotivated, making it difficult for them to focus on their academics or perform well in class. According to the United Nations Secretary-General Report (2002), gender-based violence in schools contributes to a lack of enthusiasm for academic accomplishment. Sexual assault, according to studies, contributes not only to a lack of motivation but also to bad academic performance. Many of the female learners interviewed said they or other female learners had trouble concentrating at school after being subjected to GBV.

Other factors may also contribute to a learners' poor academic achievement. As previously mentioned, when a learner turns down an advance, the perpetrator responds in numerous ways, obstructing her access to education. Some educators threaten to fail learners or give them poor grades as retaliation, which might jeopardise a learners' academic possibilities or prevent her from being admitted to the next level. Even if the perpetrator did not carry out the threat, the mere fear of imposed failure would undoubtedly hurt student's academic performance. According to numerous female learners, some educators employed corporal punishment as a method of punishment, turning their classrooms into a hostile environment in which the girl could not learn.

Sub-Theme 2.5: Learner's reactions to Gender-Based Violence

Learners who were subjected to gender-based violence and harassment both inside and outside of the classroom reacted in a variety of ways. Some attempted to report the incident, while others chose remained silent. However, school female learners who are victims of gender-based violence attempt to report it to confront numerous obstacles, creating a culture of silence. The lack of clear policies and procedures for preventing and responding to abuse, attitudes among school officials that tolerated abuse or blamed the abused female learners, inadequate or incorrectly lenient responses by educators and administrators, insufficient support services for children who were abused, and a preference for resolving cases of abuse internally rather than reporting them to DEBS offices or the police were among the barriers. The few female learners whose cases made it to the criminal justice system faced additional challenges, ranging from a lack of resources for police investigations to the lack of child-friendly court procedures, all of which made it unlikely that their cases would go very far.

However, one of the most significant impediments was the unwillingness of females who had been subjected to gender-based abuse to disclose it. Most sexual violence and harassment incidents against female learners in schools go unreported. Only four of the females in this study had reported the harassment or violence they had encountered to a teacher or the principal, and none had filed a police report.

During focus group talks, many female learners stated that they or their friends did not report violence and harassment because they were unaware of school policies or processes for dealing with such incidents. Some admitted that they were unaware that what they had gone through was a crime on the abuser's behalf. Others were concerned that nothing would be done about what had happened and that they would be disbelieved and blamed for the sexual assault they had experienced or that the offender would retaliate against them. Many of the concerns stemmed from the female learners' personal experiences or observations of their classmates. Existing impediments to remedy sexual violence were thus turned into barriers to reporting, further preventing females from seeking redress.

4.4.3 Objective three: To find out the main manifestations of school gender base violence affecting the primary schools of Warmbaths circuit in Waterberg region.

Gender-based violence against school female learners existed in schools, according to school educators who took part in the interview, and male educators and male learners were the main perpetrators of the violence. Some school educators claimed that school female learners

sometimes solicited maltreatment, particularly violence because they enjoyed having favourable relationships with educators.

In terms of how victimised female learners reacted to the abuse, school-educators indicated that they reacted in various ways. Some of them reported the abuse, while others kept it to themselves out of fear of embarrassment, particularly with sexual assault. The school authorities argued reflected the hostile environment in which the victimised female learners were forced to report their experiences.

A teacher at School C acknowledged the prevalence of gender-based violence against learners. He felt sympathy for the school female learners. In another interview with another teacher at School A it was stated that, due to gender-based violence and fear of violence, many female learners stop attending school and do not even report their experiences of gender-based violence.

Various forms of gender-based violence were rampant in many schools, according to one school teacher at School B, who stated in an interview that the perpetrators were primarily male instructors, male learners, and men they interacted with on their way to and from school.

A teacher at School A commented on the circumstances that expose school female learners to gender-based violence in the following statement.

When asked if school female learners who are victims of gender-based violence report their experiences, one school teacher at School C revealed that many incidences of gender-based violence against school female learners go unreported for various reasons.

Regarding the reporting patterns of abused learners, another teacher at School C made the remarks about how learners do not report as frequently as they should to help prevent violence.

Educators' views were also highlighted as a contributing factor in the affected learners' failure to disclose. The school educators at School A bemoaned.

4.4.4 Objective four: To identify roles educators can play to fight the effects of gender-based violence in primary schools of Warmbaths circuit in the Waterberg region.

Overall, all parties at school, including school management, educators, and learners, are responsible for preventing school-related gender-based violence, and this is how diverse educators interpret measures of school gender-based violence in their different schools.

The issue of policies in schools regarding school related gender-based violence incidences need to be revisited. Better and more useful strategies should be put in place in most, if not all schools for the people involved to report and deal with the issues surrounding GBV more effectively for the betterment of the school environment and the support of learners.

4.5 Chapter Summary

Bullying, sexual violence, violence related to drugs, physical violence, and violence perpetrated by individuals close to them are only some forms of violence that learners face at school. The majority of interviewees expressed concern about the high occurrence of gender-based violence against learners. Educators, male learners, and men they meet to and from school have sexually abused young female learners, including defilement, sexual comments, and touching. They also experience physical and psychological abuse from their male peers, educators, and community members, including mockery and beatings.

The study found that gender-based violence impacts on learners' academic lives, and that the majority of learners who are victims of gender-based violence do not report their experiences due to a lack of gender-based violence policies, community normalisation of abuse, and fear of being blamed by school officials.

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 Introduction

The data was provided in the earlier chapters regarding identified themes and subtopics. A table with background information on school educators and learners displayed their age, gender, and years of experience as school educators. All of the participants were assigned labels used solely to distinguish and identify them. This chapter aims to give a greater overview of the study by going over the research question, summarising the findings, and recommending future studies.

5.2 Review of the research problem

The research surveyed the effects of GBV in Warmbaths Circuit primary schools in Limpopo. Empirical evidence shows that GBV in schools affects learning, and Gender-based violence tarnishes school learning. Learners' participation in the violence leads to excessive absenteeism, gangsterism, fighting, bullying, drug usage, and verbal abuse in the foreseeable future. The only way to prevent violence in schools is for stakeholders to work together to prevent it from taking place in schools. According to Olayeke and Ezeokoli (2015), all stakeholders must impart cooperation and harmony. Slutkin (2015) contends that violent behaviour is infectious and that treating it with the seriousness it deserves can change the outcome. According to Dunne (2013), school violence is a global phenomenon with serious and harmful effects on learners and staff.

5.3 Discussion of findings

The important conclusions discussed below are linked to the literature and observational research. The following are the primary concerns that have been identified:

- The Magnitude of Learners Experiences of GBV
- The effects of GBV behaviours on learners in primary school
- The consequences concerning GBV in primary schools
- Male educators as culprits of GBV in primary schools
- Overall performance of school duties in the primary schools' environment.

5.3.1 The Extent of Learners Experiences of GBV

Learners in all primary schools in this study were concerned about the GBV. The study found a high prevalence of gender-based violence committed by male educators, male learners, and other men they encountered on their way home and back to school.

5.3.2 The effect of gender-based violence

Despite the consensus about the major effects of school-related gender-based violence, a literature review revealed factors that contribute to the changes. Bullying, fights, drug use, and verbal abuse among learners are factors in increasing gender-based violence and hampers learning.

According to the findings of this research, gender violence on primary schools learners has extensive consequences. It has implications on learners' concentration and self-esteem. Learners were exploited and felt powerless and guilty. Victims of sexual violence develop psychological problems such as depression and anxiety (Tsai & Wagner, 1978) and post-traumatic stress symptoms (Merrill, 1996). Human Rights Watch report 2001 show that sexually abused children become traumatised, leading to low self-esteem. All forms of violence in schools violate the rights of learners.

5.3.3 Male educators as perpetrators

Many female learners had experienced sexual violence and harassment from male educators. The majority of the learners polled said they were aware of educators at their schools. Some educators admitted to sexual violence against school female learners. Educators used aggressive behaviours and promised them money. This finding agrees with Holme's (2007), who found that over 50% of female learners in Kenya, admitted to receiving money. In Uganda, 22% of primary school female learners expected to be given donations in exchange for sex, and 30% of young female learners in South Africa said their first sexual experiences were coerced and forced.

5.3.4 Overall performance of school duties in the school environment

The participants' experiences of gender-based violence with male educators suggest that the school environment is not safe, and the school is not regarded as a safe environment for the young women involved.

This study concludes learners' reactions to gender-based violence. However, gender-based violence in the South African curriculum discourages sexual violence. Educators advise

female learners to avoid sexual activities with male learners due to the Human Immune Acquired Virus (HIV) prevalence, and they are advised to avoid any activities to lure male learners into wearing short dresses.

These messages show that men are inherently prone to commit sexual violence. As a result, it is the responsibility of female learners to resist. Some female learners are unaware that what they are going through is an offence but fail to report it. According to the literature review, learners' involvement in sexual violence impacted on their ability to perform school duties (Conley, 2017). Educators felt threatened to engage effectively with much sexual violence in schools. Learners' inappropriate interactions with other learners and, unfortunately, educators amplify these behaviours.

5.4 Summary of findings

The major findings are summarised below subthemes 1, 2, 3, 4, and 5. The researcher describes how each subtheme was addressed.

5.4.1 Sub-Theme 1: The Magnitude of Learners Experiences of Gender-Based Violence

The study shows all three schools, most of the learners have experienced school gender-based violence. Fighting and sexual harassment were common in schools. The experiences of primary school learners may be vague because learners aged 10-13 are still in the learning and developmental stages of their lives, where they may not be able to distinguish between extreme gender-based violence and low-level harassment like name-calling. It was found that learners in the different primary schools were discomfort with being exposed to school gender-based violence and its effect on their learning GBV against learners in education settings is prevalent globally, and this causes female learners to continue to experience numerous barriers to learning and school safety. In addition, GBV is a threat to the attainment of gender equity in education.

5.4.2 Sub-Theme 2: The effects of GBV behaviour on learners

One of the major effects of GBV in primary schools is learners' decreased academic performance. Learners in all three schools protested against violent conduct in their schools because it disrupts their academic performance.

Gender-based violence by educators, peers, or residents has serious consequences for learners in primary schools. They suffer from a wide range of physical, mental, and emotional health issues. They do not concentrate in class and have their education derailed by educators'

retaliation or interruptions as they transfer to another school to avoid harassment. At worst, some female learners become pregnant and drop out of school. It was suggested that GBV in schools reduce their chances of completing studies.

5.4.3 Sub-Theme 3: An understanding of the consequences of GBV

This study found that learners' academic gender-based violence victims are distracted, fearful, and unmotivated, and do not focus on their studies, and the ultimate result is poor performance or dropout. Even if the teacher does not carry out the threat, the mere threat of imposed failure is likely to haunt a student's academic performance.

5.4.4 Sub-Theme 4: Male educators as perpetrators of GBV

There are many examples of male educators and lecturers sexually abusing female learners and learners in the teaching profession. Educators are more than employees because they are public servants, and educators are men and women of integrity to be trusted. The public expects educators to use their positions to advance the public good, and this causes diligence in carrying out their responsibilities so that they can professionally interact with the children under their care. As this is a sensitive topic, understanding the role of male educators as perpetrators will require more than research can uncover. It will require the intervention of members of the society, leaders and all stakeholders.

5.4.5 Sub-Theme 5: Overall performance of school duties in the school environment

Educators in all three schools have policies and a Code of Conduct, School Safety Policy, and Disciplinary Committee in schools. GBV in school female learners goes unreported because of educators' attitudes. Educators are sometimes hesitant to report sexual violence by their colleagues. Some educators, parents, and female learners favour educators or older men having sexual relations with particularly orderly school learners.

5.5 Recommendations

Although only three primary schools were chosen for data collection in this study, a similar study could be conducted in other municipalities of other provinces to generalise the findings because GBV leads to psychological distress. The following suggestions are made after considering the findings of this study.

Parents must change their attitudes and become more involved in their children's lives. Educators are taking on much disciplining their learners, and they are doing a great job. A

few parents are aware of their children's behaviour, including bullying, drug use, and violence, but do nothing to address these issues. Instead, when their children are summoned to the school, they defend themselves or do not show up at all. Parents and schools should collaborate with school female learners and create a safe environment conducive to teaching and learning.

Various departments' policies should be evaluated to maintain learners' rights and responsibilities. The strength that learners utilise as a result of their rights and how this affects the educational system implies a bleak future. Every circuit should have departmental support services to deal with cases within specific schools, and it will ensure that all violent cases involving schools are dealt with as efficiently and effectively in all circuits. Dealing with violence will aid in the investigation of the underlying causes of GBV for those female learners who do not wish to discuss their issues with the teaching staff. Schools should include a curriculum on the knowledge of GBV and how it can be minimised. In addition, this should also be extended to the community members and families at large to raise awareness of the effects brought on by gender-based violence.

5.6 Summary of Chapter

This chapter discussed schools' GBV and recommendations. The primary goal of this study was to investigate the effects of GBV in schools. The results show that violence in schools is prevalent and needs urgent intervention. All involved parties must work together to reduce violence. Participants collaborated to provide services for the betterment of their learners' futures. During the research process, the inclusion and assimilation of violent behaviour into school grounds could be curtailed if all structures within and outside the school could speak with one voice to maintain school discipline. No education system exists in isolation but as part of a larger society, and school violence can be reduced if the surrounding communities work together as a cohesive unit.

The findings presented in this chapter demonstrated that GBV against learners is complex and needs coordinated solutions involving the government, community, schools, and families. The chapter emphasised the collaboration of all education stakeholders to develop policy and interventions to change GBV in schools. Violence against learners is a reality that occurs in the home, schools, and streets. Thus, the communities we live in have the challenge of protecting young female learners against GBV because it affects them physically and psychologically.

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APPENDIX A: INTERVIEW SCHEDULE FOR TEACHERS AND LEARNERS

QUESTIONNAIRES FOR TEACHERS.

Instructions: The questionnaire is to collect data for pure academic purpose. All information will be treated with strict confidentiality. Do not write your name or any identification on this questionnaire. The questionnaire is divided into respondent section. All respondents must complete their sections.

Put a tick (✓) to the correct option, or fill in appropriately the blanks provided as applicable to you.

APPENDIX B:

(i) General Information

1. Kindly indicate your gender.

b. Male ☐ b. Female ☐

2. How long have you been teaching at the school?

a. 1 year and below ☐ b. 2-3 ☐ c. 4-5 ☐ d. Above 5 years ☐

(ii) Gender based violence in school.

3. Have you ever received complains on gender based violence in your school?

Yes ☐ No ☐

4. Which of the following cases are the most commonly reported in your school?

Rate the cases on the scale: 5- most common, 4- common, 3- rare, 2- very rare, 1- never reported.

Gender violence.	5	4	3	2	1
a. Bullying by the opposite sex.					
b. Verbal sexual harassment.					
c. Fighting.					
d. Sexual violence.					
e. Corporal punishment.			✓		

f. Non-consensual touching.				✓	
g. Rape.					

5. Who reported the cases of gender based violence in school?

- a. Victim learners ☐ b. School prefects ☐ c. Teachers ☐
 D Parents ☐ e. Others (Specify)

6. Who are the most common perpetrators of the school related gender based violence?

Rate the perpetrators on the scale 1-5 from the most common to the least common.

- a. Teachers
 b. Parents
 c. Civilians
 d. Boys
 e. Girls

7. Do you agree with the following statements on the gender based violence cases reported in your school in the past 3 years? Use the scale 5- strongly agree, 4- agree, 3- undecided, 2- disagree, 1- strongly disagree.

Statement	5	4	3	2	1
Number of cases are on the rise.					
New form cases are reported.					
Cases of gender based violence are becoming more severe.					
The profile of perpetrators has changed.					
The department of Education policy and guidelines have made it easier to handle gender based violence cases in school.			✓		
Gender based violence cases reported in school are becoming more sophisticated to handle.					

8. In your view, how would you rate the performance of victims of gender based violence in school on the following attribute?

Use the scale 5- Very good, 4- Good, 3- Average, 2- Poor, 1- Very poor.

Performance attributes.	5	4	3	2	1
Score in assessments.					
Participation in co-curricular activities.		✓			
School attendance.					
Concentration in classroom.					
Social interaction.			✓		

9. Which measures have you put in your school to minimize the impact of gender based violence among learners in your school?

The school has contacted the SAPS to
.....
.....

10. Which measures has the minister of Education put in place to minimize the cases of gender based violence?

.....
.....
.....

11. How else would you say about gender based violence in your school?

.....
.....
.....

12. In your own opinion, how can gender based violence be reduced in your school?

.....
..... enough to know that they can speak to us in case

Thank you for your response

QUASTIONNAIRES FOR LEARNERS.

Instructions: The questionnaire is to collect data for pure academic purpose. All information will be treated with strict confidentiality. Do not write your name or any identification on this questionnaire. The questionnaire is divided into respondent section. All respondents must complete their sections.

Put a tick (✓) to the correct option, or fill in appropriately the blanks provided as applicable to you.

APPENDIX A:

(i) General Information.

1. Kindly indicate your gender.

- a. Male ☐ b. Female ☐

2. Indicate your age group.

- a. 10 years and below ☐ b. 11-12 ☐ c. 13-14 ☐

3. Which class are you currently in?

- a. Grade 4 ☐ b. Grade 5 ☐ c. Grade 6 ☐ d. Grade 7 ☐

(ii) School related gender based violence cases.

4. Have you ever been a victim or close to a victim of school related gender based violence in school?

- Yes ☐ No ☐

5. If yes, what kind of gender based violence?

- a. Bullying by the opposite sex ☐
b. Verbal sexual harassment ☐
c. Fighting ☐
d. Sexual violence ☐
e. Corporal punishment ☐
f. Non-consensual touching ☐

g. Others (Specify)

6. Who committed the violence act in 6 above?

Teacher Learner Parent

Other (Specify)

7. How often have you experience the following violence cases in your school?

5- very often, 4- often, 3- rare, 2- very rare, 1- never

Gender violence.	5	4	3	2	1
a. Bullying by the opposite sex.					
b. Verbal sexual harassment.					
c. Fighting.					
d. Sexual violence.					
e. Corporal punishment.					
f. Non-consensual touching.					
g. Rape.					

8. In your own opinion, is the education of victims of gender based violence in school affected?

a. Yes b. No c. Don't know

Thank you for your response

APPENDIX B: GENERAL INFORMATION FORM FOR PARTICIPANTS

GENERAL INFORMATION FORM: PARTICIPANTS

The Effects of Gender Based Violence in Primary Schools of Warmbaths Circuit in the Waterberg District

Information Sheet

Dear Participant,

My name is Stella S. Maluleka and I am a student in the Master of Education Program in the Faculty of Humanities at the Central University of Technology. I am conducting a research study to identify the effects of Gender-Based violence in Primary schools in Warmbaths circuit, Waterberg region. The purpose of this form is to inform you about the study.

Why am I being invited to take part in this study?

You are invited to take part in this study because you represent the desired population and the study is being done to gather a much better understanding on the possible effects of gender-based violence in primary schools in Warmbaths circuit, Waterberg region.

What will I do if I agree to participate?

If you agree to participate in the study, you will undergo a one-on-one interview with the researcher on the agreed upon date. The interview will take approximately one hour to an hour and thirty minutes during the day. The participants will be asked questions prepared by the researcher on issues regarding the effects of gender-based violence in primary schools. The interview will be recorded by the researcher for transcription and analysis purposes. Participation is voluntary. Participants can withdraw from the study. This is a one-time interview. The data collected from the interviews will be used by the researcher to obtain results that will aid in

understanding social issues that affect our communities. The information collected as part of this study will be used for future research studies.

What happens if I say yes, but I change my mind later?

Your participation in this study is voluntary. You may decline to participate at any time, even after the study has started. If you choose not to participate or to withdraw from the study, there will be no

penalty, and you will be able to keep any incentives you have earned up to the point at which you withdraw.

What are the benefits to me for being in this study?

Although there may be no direct benefit to you, the possible benefit of your participation is that your participation will help contribute to the study on gender-based violence and how it affects some members of the community. This will also help in gaining a better understanding on the social issues experienced in communities.

What happens to the information collected for the study?

Your responses will be confidential.

The results of this study may be used in reports, presentations, or publications but your name and contact details will not be used. The collected data will be stored in a password protected computer with access only available to the researcher. This information will be stored for up to 3 years after the study is completed. Thereafter, the digital files will be erased.

Is there any way being in this study could be bad for me? Is there any risk to me by being in this study? If so, how will these risks be minimized?

There are minimal risks and inconveniences to participating in this study. These include participants may be uncomfortable answering the interview questions and psychological distress may be experienced during the study. Participants can skip any questions that they feel uncomfortable answering while taking the survey or during the interview. Participants may be directed to a counselling or social support services. The interviews and observations may be scheduled at a time that is convenient to the participant and at a place that is private. Participants are allowed to withdraw at any point.

Who should I contact for questions?

If you have questions about the study, please call me at 083 696 4511 or e-mail me at stellamaluleka12@gmail.com. If you have any questions about your rights as a participant in this research or if you feel you have been

placed at risk, you can contact the university's aforementioned faculty for further assistance.

PLEASE KEEP THIS INFORMATION SHEET FOR YOUR RECORDS

APPENDIX C: GENERAL INFORMATION FORM-COVID 19

General Information/Consent Covid-19 Complaint

The Effects of Gender -Based Violence in Primary Schools of Warmbaths Circuit in the Waterberg District

Informed Consent Covid-19 Complaint INVITATION TO PARTICIPATE:

Dear Teacher,

My name is Stella S. Maluleka and I am a student in the Master of Education Program in the Faculty of Humanities at the Central University of Technology. You are invited to participate in a research study of the effects of gender-based violence. You were selected as a possible participant because you represent the desired population in the study. Please read this form carefully and ask any questions you may have before agreeing to be in the study. You must be 18 or older to participate in the study.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:

The following is a short summary of this study to help you decide whether to be a part of this study. Information that is more detailed is listed later on in this form.

The purpose of this study is to identify the effects of Gender-Based violence in Primary schools in Warmbaths circuit, Waterberg region. You will be part of a one-on-one interview with the researcher where you will be asked to answer questions based on the researcher's prepared question on the issue of gender-based violence in primary schools. The interview will be recorded where the recording will be analysed and used to find results to the study. We expect that you will be in this research study for an hour to an hour thirty during the day. This will be a once-off interview. The primary risk of participation is that the interview will include questions and issues

concerning gender-based violence. Sensitivity to the issue of gender-based violence is one risk. The main benefit is to communicate and understand social issues like gender-based violence and to analyse their effects on the community at large. There are potential benefits to challenging real-life situations of important issues and conflicts in our communities.

STUDY PURPOSE:

The purpose of this study is to find and gather information on the issue of gender-based violence in primary schools. The results found in this study will be used to inform the gaps in research studies and educate the people in and around the Warmbaths community on the effects of gender-based violence and the strategies that can be implemented.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of eleven (11) from three different primary schools in a sample of teachers and learners who will be participating in this research.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will do the following:

- In a classroom/office (depending on availability), each participant will undergo a one-on-one interview with the researcher on the agreed upon date.
- The interview will take approximately one hour to an hour and thirty minutes during the day.
- The participants will be asked questions prepared by the researcher on issues regarding the effects of gender-based violence in primary schools.
- The interview will be audio recorded by the researcher for transcription and analysis purposes.
- Participation is voluntary. Participants can withdraw from the study.
- This is a one-time interview.
- The data collected from the interviews will be used by the researcher to obtain results that will aid in understanding social issues that affect our communities.
- The information collected as part of this study will be used for future research studies.

RISKS AND INCONVENIENCES:

There are risks and inconveniences to participating in this study. These include:

- Participants may be uncomfortable answering the interview questions and psychological distress may be experienced during the study.

- You may feel anxious and/or fearful of being exposed to COVID-19 in the study.
- You may be at risk of contracting COVID-19

SAFEGUARDS:

- Participants can skip any questions that they feel uncomfortable answering while taking the survey or during the interview.
- Participants may be directed to a counselling or social support services.
- The interviews and observations may be scheduled at a time that is convenient to the participant and at a place that is private.
- (I am/ we are) taking the following precautions to minimize the possibility that you will be exposed to the virus:
 - Wearing of masks when interacting with the participants
 - Social distancing between the researcher and participant of at least 3m.
 - Sanitizing of hands before and after meet-up/interaction.
- In spite of these precautions, the risk of exposure to COVID-19 is still present.

CONFIDENTIALITY:

Your responses and information collected will remain confidential.

The results of this study may be used in reports, presentations, or publications but your name and contact details will not be used. The collected data will be stored in a password protected computer with access only available to the researcher. This information will be

stored for up to 3 years after the study is completed. Thereafter, the digital files will be erased.

VOLUNTARY PARTICIPATION:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with the Central University of Technology, Faculty of Humanities.

BENEFITS OF TAKING PART IN THE STUDY:

There are no direct benefits to participation in this study, however, your participation will help contribute to the study on gender-based violence and how it affects some members of the community. This will also help in gaining a better understanding on the social issues experienced in communities.

PAYMENT OR INCENTIVE:

You will not receive payment for taking part in this study.

CONTACT INFORMATION:

If you have questions about the study, please call me at 083 696 4511 or e-mail me at stellamaluleka12@gmail.com. You will be given a copy of this form for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact the university's aforementioned faculty for further assistance.

PARTICIPANT'S CONSENT:

By signing below, you are giving consent to participate in the study. Interviews will be recorded using audio recorder.

Please check the option that applies to you before signing with the following options:

- ☐ *I give permission for my interviews to be audio taped.*
- ☐ *I do not give permission for my interview to be audio taped.*
- ☐ *I have been informed about the risk of exposure to COVID-19 in this study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.*

Name of the Participant: _____

Signature of the Participant: _____

Date: _____

APPENDIX D: RESEARCH ETHIC APPROVAL (ETHICAL CLEARANCE)



RESEARCH ETHICS APPROVAL

Date: 24 August 2021

This is to confirm that ethical clearance has been provided by the Faculty Research and Innovation Committee

[01/06/16] in view of the CUT Research Ethics and Integrity Framework, 2016.

Ethical clearance number:

[HREIC 07/21/02] ST. M.Ed

Applicant's Name and student number	SS Maluleka20049976
Supervisor's Name for Student Project	Dr ET NgobeniProf P Sepeng
Level of Qualification for Student's Project	M.Ed
Title of research project	The Effects of Gender Based Violence in Primary Schools of Warmbaths

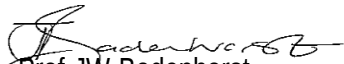
	Circuit in the Waterberg District
FRIC approval number	FRIC 07/21/02

All conditions as set out below have to be met as set out in your LS 262 a form.

As this research focuses primarily on human beings you will be ethically responsible for:

- protecting the rights and welfare of the participants;
- gaining the trust and co-operation of all the participants with the assurance that the information collected will be kept confidential;
- informing the participants from the outset that their participation will be voluntary, and that the data collected will be conducted with the consent of the relevant authorities;
- adhere to the principles of rigorous data collection, analysis and interpretation consistent with the design of the study;
- keeping a data trail for possible auditing purposes and safe-keeping of raw data for a period of three years after publication of the results/findings;
- respecting the confidentiality of the data.

We wish you success with your research project. Regards



Prof JW Badenhorst

(Chairperson: Faculty of Humanities Research Ethics and Integrity Committee)

APPENDIX E: PERMISSION LETTERS FROM SCHOOLS



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

WATERBERG

Private Bag X 1040
Modimolle
0510

Ref : 3/5/7/2 (81531745)
Enq : Selala MC
Tel : 014 718 1500

To : Mr. / Mrs. / Ms. Maluleka S.S
Warmbaths Circuit: Jinnah Park Primary School
No.9 Reitz Street
BELA BELA
0480

FROM: HR CONDITIONS OF SERVICE

RE: REQUEST TO CONDUCT RESEARCH: YOURSELF

1. Receipt of your letter on the above subject is hereby acknowledged.
2. In response there to, please be advised that permission to conduct a Research study for proposed research in Waterberg District Primary Schools, Her Research topic been "**The effect of gender based violence in primary schools.**" is hereby granted subject to the following conditions:
 - ❖ That the interviews will be conducted outside school working hours and will also not interfere with teaching and learning in schools
 - ❖ The research will not have any financial implications for the Limpopo Department of Education.
 - ❖ Upon completion of research study, the researcher shall share the final product of the research with the Department.
3. The district appreciates the contribution that you wish to make and wishes you success on your research.
4. Regards.



DISTRICT DIRECTOR

2021/09/21

DATE

84 Cnr Limpopo & Thabo Mbeki Street NTK building, Modimolle, 0510, Private Bag X 1040
Modimolle, 0510
Tel: 014 718 1500/ Fax 014 717 2785



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF EDUCATION
WATERBERG DISTRICT
Warmbaths Circuit**

REFERENCE : 3/5/7/2
ENQUIRIES : Oosthuisen Z.

30 September 2021

Ms Maluleka S.S.
Jinnah Park Primary School
No. 9 Reitz Street
Bela-Bela
0480

REQUEST TO CONDUCT RESEARCH – YOURSELF

The matter above refers

1. The Circuit hereby acknowledge receipt of your request and take note that you would like to conduct research at the following schools:

- 1.1 Spa Park Primary
- 1.2 Hleketani Primary
- 1.3 Khabele Primary

2. We would like to wish you all of the best with your research.

Regards



CIRCUIT MANAGER:
Thabethe M.S.

DEPARTMENT OF EDUCATION
Warmbaths Circuit Office, Private Bag X 1625, Bela-Bela, 0480
Tel 014 7362235

The heartland of Southern Africa – development is about people



basic education

Department
Basic Education
REPUBLIC OF SOUTH AFRICA



ENQ: MALULEKA O.C
CELL: 060 631 6256
066 220 3587

TEL: 074 036 8701

EMIS NO: 910130420

Email Address: khabeleprimaryschool@gmail.com

KHABELE PRIMARY SCHOOL

TO WHOM IT MAY CONCERN

This is to confirm that Ms Stella Maluleka requested to do her research at the above mentioned school. The management of our school welcomed her with open hands and gave her the necessary support she needed.

We also want to wish her well in her studies.

Yours in education

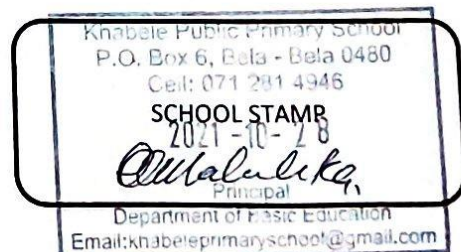
School Principal (Maluleka O.C)

Signature



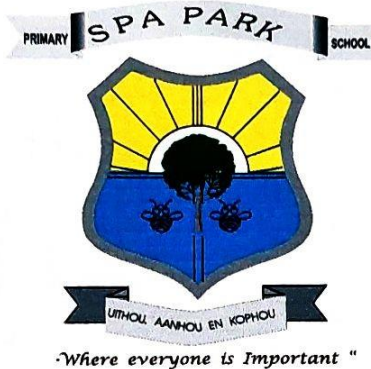
SGB Chairperson Motshegoa T.P

Signature



SPA PARK PRIMARY SCHOOL

70 Woodpecker Street
SPA PARK
BELA-BELA
0480



P.O. Box 315
BELA BELA
0480
Tee: 081 216 294 9
Fax : 086 692 7374
Mail: spaparkprimary@gmail.com

14 October 2021

Ms S. Maluleka
9 Reutz Street
BELA BELA
0480

Dear Madam

PERMISSION TO CONDUCT RESEARCH : GENDERBASED VIOLENCE

Your request to conduct on site research refers.

Permission is hereby granted to Ms S. Maluleka to do research under the topic Gender based Violence in Primary Schools at the abovementioned institution. A selection of educators, staff and learners will be identified to form part of the research.

You are reminded of the POPEYI Act and the protection of the privacy of all individuals.

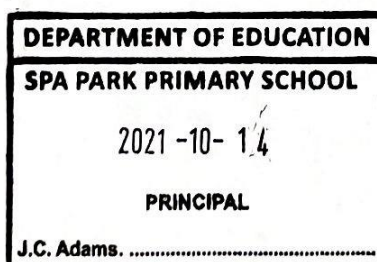
Learning and teaching must not be disrupted during the process is of utmost importance. A copy of the final results will be appreciated.

We wish you will with the research and all activities.

Yours faithfully



J.C. Adams
Principal





HLEKETANI PRIMARY SCHOOL
PO Box 1607
BELA-BELA
0480
EMIS NO: 0910130314



ENQ: TSHWAANE TM

TEL: 014 737 7394

09/11/21

Miss S. Maluleke

9 Reu's Street

Bela-Bela

0480

Dear Madam

RE: PERMISSION TO CONDUCT RESEARCH: GENDER BASED VIOLENCE IN PRIMARY SCHOOL'S

The above matter has reference.

Your request to conduct the above-mentioned research is accepted.

Permission is therefore granted to you Miss S. Maluleke at your convenient time without disruption of teaching and learning.

Good Luck in your research

Yours faithfully



Tshwaane T.M (Principal)

