

# Factors influencing student's use of various gender based violence strategies implemented in Ilemela Municipal Secondary Schools

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## Abstract

This study explored factors influencing students' use of GBV prevention strategies in secondary schools. The study was conducted at Ilemela Municipal. A total of 381 respondents were used as sample size, among them were 378 students and 3 school counselors. Employing a mixed method concurrent triangulation to collect and analyse data among respondents in the study area. Data collection methods included self-administered questionnaires, interviews with key informants and focus group discussions. The quantitative data were analysed by using binary logistic regression and thematic analysis was used for qualitative data. The binary logistic regression model identified critical factors, such as sex, courage of speaking out and awareness and education, impacting students' participation in GBV interventions. The validation of the instrument was conducted through pilot testing to assess its validity. Additionally, expert opinions were sought from the supervisor and senior researchers to ensure the quality of data gathering instrument. To enhance the reliability, the researcher utilized the test-retest method. Ethical consideration obtaining relevant authority and consent and insuring the willingness of respondents to participate in study by providing relevant data to fulfill the study objectives. Results indicated that female students were more likely to engage in workshops and peer education sessions, while courage of speaking out and awareness significantly hindered participation. Recommendations include creating supportive environments to encourage male student participation, establishing confidential reporting mechanisms, and implementing awareness campaigns to address knowledge gaps. By addressing these factors, schools can enhance the effectiveness of GBV interventions, fostering safer and more inclusive learning environments.

**Keywords:** factors influencing, student's use, secondary schools, GBV strategies, violence prevention

## **Factors influencing student's use of various gender based violence strategies implemented in Ilemela Municipal Secondary Schools**

### **1. Introduction**

Gender-based violence (GBV) is a pressing global issue that has saved significant attention from researchers, policymakers, and sponsorship groups due to its general and negative effects on individuals and societies worldwide. According to Koris et al., (2022), GBV affects approximately one in three women globally, highlighting its alarming prevalence and the urgent need for effective interventions. Thus, the complex relationship of structural factors such as sexism and socio-economic disparities underscores the intersectionality of GBV, emphasizing its unequal impact on demoted groups, including women, children, individuals, and persons with disabilities. Furthermore, advancements in technology have introduced new challenges, with cyberbullying and online harassment impairing the scope of GBV, as noted by Harris and Woodlock (2023). Within educational settings, secondary schools play a pivotal role in shaping attitudes and behaviours towards gender, making them crucial sites for GBV prevention efforts. Research conducted by DeGue et al., (2023) highlights the prevalence of GBV within school environments, ranging from peer-to-peer violence to instances of teacher-student misconduct. Moreover, studies by Parkes et al., (2020) have identified systemic barriers to the implementation of GBV prevention strategies in schools, including inadequate resources, limited teacher training, and institutional resistance.

In developing nations, gender-based violence (GBV) prevention in secondary schools is confronted with a multitude of challenges resulting from socio-economic disparities, cultural norms, and limited resources. Scholarly works have provided crucial insights into the complex landscape of GBV prevention in developing nations, revealing persistent barriers alongside innovative approaches. Studies by Parkes et al., (2016) highlight the prevalence of GBV in secondary schools across developing nations, where factors such as poverty, gender inequality, and cultural norms contribute to its continuation. GBV prevention in secondary schools within developed nations presents a complex challenge influenced by socio-cultural norms, economic disparities, and institutional limitations (Parkers, 2016). Different studies (Bikundo 2023; Obagboye & James, 2022; Mutasigwa & Mwaipopo, 2023) have offered valuable insights into the unique dynamics of GBV prevention in Sub-Saharan Africa, highlighting both persistent barriers and promising strategies for intervention. Amo-Adjei et al., (2019) underscore the general nature of GBV in Sub-Saharan secondary schools, where cultural attitudes towards gender and power dynamics contribute to its prevalence.

One of the primary challenges in implementing GBV prevention strategies such as counselling, workshops, students clubs and peer education in Sub-Saharan nations is the lack of comprehensive legal frameworks and institutional support (Keith et al., 2023). Additionally, studies by Maclin et al., (2020) highlight the limited access to education and economic opportunities for girls, which perpetuate cycles of weakness and increase the risk of GBV. Cultural norms and societal attitudes towards gender also shape GBV prevention strategies in Sub-Saharan Africa. Research by Wei et al., (2024) suggests that traditional patriarchal values and expectations of masculinity contribute to the normalisation of GBV and delay efforts to challenge harmful behaviors. Moreover, discussions about sex education and consent may be taboo in many communities (Alam & Mohanty, 2024).

In Tanzania one of the primary challenges in implementing GBV prevention strategies such as counselling and workshops is the lack of comprehensive policies and institutional support (Mwangoka, 2022). Hanson-DeFusco (2024), indicates gaps in legislation and enforcement mechanisms, which hinder efforts to address GBV effectively. Additionally, studies by Parkes et al., (2016) highlight the limited access to education and economic opportunities for girls in the region, impairing their weakness to GBV.

The Ilemela district has received various GBV prevention strategies such as counseling services, workshops, students clubs, and peer education. However, GBV continues to persist in the area. Moreover, the engagement in these strategies has been reported to be less satisfactory (Crooks et al., 2019). In that regard, this study intended to examine the factors influencing students' engagement in three main GBV prevention strategies implemented in the study area, namely peer education, workshops and counseling services. The primary purpose was to inform interventions to improve utilization of these strategies so as to subsequently mitigate GBV among secondary school students.

## 2. Theoretical Framework

The theoretical foundation of the study was derived from Bandura's Social Learning Theory that refers to learning through observation of another individual and subsequent emulation of that individual's behaviours (Bandura & Hall, 2018). The theory also focuses more on the influence of the social and physical environment in controlling or changing people's behaviors or attitudes. This theory gives direction on the factors that surround the subject of students' construction concerning the different types of gender-based violence strategies adopted in secondary schools. In the context of the learning theory, Bandura defined that learning is a process, which involves the observation of other people's behavior, their consequences that are later followed by reinforcement or punishment (Bandura & Walters, 1977).

In the purpose of this study, social interaction and school environment are two elements that are considered in regards to the secondary school students and their perception and attitude towards the GBV strategies. As illustrated in the analysis of Bandura's Social Learning Theory, positive imageries and reinforcement prompts are key in the usage of efficient strategies in the prevention and combating of gender-based violence. Teachers, Students and other actors in school environment influence and students' emulate their behaviors and thus, the students' attitudes and actions towards gender violence are informed by teachers, peers and other influential figures in the school setting. Therefore, the focus of this current study was to examine the factors which determine the success of the gender based violence strategies used in the secondary schools and how they are aligned to the principles of social learning theory. This kind of approach aims not only at determining the efficiency of these measures but also at finding out how these measures can be enhanced to make the school safer and more supportive for students.

## 3. Methodology

**Study Area** - The study was conducted in secondary schools of Ilemela Municipal in Mwanza. The area has been selected because is among of the area that has exhibited high number of gender violence campaign in Mwanza region.

**Research approach and design** - The study utilized a mixed approach to gain a comprehensive understanding of the research problem by integrating numerical data and statistical analysis from quantitative method with contextual insights from qualitative method. The specific design was a concurrent triangulation, this implies that the qualitative and quantitative data were collected simultaneously and merged during result interpretation and discussion to validate the findings generated by both methods (Creswell, 2003).

**Target Population, Sample Size and Sampling Procedure** - The target population of the study comprised of students who are enrolled in both ordinary level and advance level from Ilemela secondary schools. From the list of schools in the district each school was assigned a number and the numbers of the 3 schools to constitute the sample were chosen randomly using a random number generator. The sample size comprised of 378 students and 3 teachers who take the role of a counselor in each of the schools. The total sample size of students to be chosen in each school was determined through proportion calculations based on the total number of students in that particular school. Simple random sampling was used to select students in each of the schools, 77, 105 and 168 students were chosen from school one, two and three respectively and purposive sampling to select three school

counselors. Also, 28 students for the FDG representing the class levels who were obtained purposefully.

**Data Collection Tools and Procedure** - Quantitative data were collected using a self-administered questionnaire constituting of close ended questions on attendance to various strategies used for combating GBV as well as various factors that were imagined to possibly influence students' engagement in the strategies. Focus group discussions for students and semi structured interviews for school counselors were also used to gain in depth information regarding students' engagement in various GBV combating strategies and their GBV experience in schools. Therefore, data collection tools utilized by the study were questionnaires, interview guides, one for key informant interviews with counselors and the other for focus group discussion with students.

**Validity and Reliability** - The validation of the research instrument was conducted through pilot testing in Secondary school to assess its validity. Additionally, expert opinions were sought from the supervisor and senior researchers to ensure the quality of the data gathering instrument. The process of instrument validation involved establishing documented evidence of the extent to which the measuring instrument exactly measured its intended concepts. To achieve this, the researcher used various methods and techniques to validate the research instruments. During this process, any inconsistencies and ambiguities were identified and construct validity was assessed. To enhance the reliability of the instrument, the researcher utilized the test-retest method. This method involves administering the same questionnaire to a group of participants and then re-administering it to the same individuals after a certain period, usually two weeks. By comparing the responses from the two administrations, the researcher assessed the level of consistency in participants' answers over time. The test-retest method ensured that the instrument yielded consistent results from the same group of respondents, enhancing the reliability of the data collected.

**Data Analysis** - Data analysis was conducted at Sokoine University of Agriculture, in which both qualitative and quantitative data were analysed. The qualitative data were embedded into quantitative data to complement the findings. Almalki (2016), suggested that using both qualitative and quantitative data helps to strengthen the findings. The collected data were coded, cleaned and analyzed by using Statistical Package of Social Science (SPSS). Regarding encounters of GBV incidents by students, the data from the questionnaires were analyzed using percentages to determine the quantified extent of experience of GBV among students. Further, the FGDs used provide additional contextual information regarding students GBV encounters were analyzed by thematic analysis where the interviews were transcribed to texts, key themes providing relevant information were identified and quoted texts aligning with the respective themes were provided.

With regards to factors influencing engagement in various GBV prevention strategies, binary logistic regression was utilized as a quantitative analysis method where odds ratios and statistical significance were provided to determine the factors which are truly influence engagement in peer education, workshops and counseling services. The binary logistic regression model was expressed as:

$$\log\left(\frac{P_i}{1-P_i}\right) = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \dots + \beta_7 X_7$$

Whereby,  $i$  is the probability of the  $i^{\text{th}}$  student using the intervention,  $\alpha$  is constant,  $\beta_1$  to  $\beta_7$  are coefficients of the independent variables, and  $X_1$  to  $X_7$  are independent variables entered in the binary logistic regression model. The independent variables were the factors but the model included the selected demographics factors as control variables. Furthermore, Pseudo R-squared namely Cox and Snell  $R^2$  and Nagelkerke  $R^2$  were used to measure the goodness-of-fit of the model. Additionally, Hosmer-Lemeshow was used to test if the model fits well with the data.

Qualitative results from the school counselor' interviews on students engagement in various GBV prevention strategies were also analyzed thematically following a similar procedure used to analyze information from students' FGDs.

**Supplementation of Qualitative and Quantitative Data** - In this study, qualitative and quantitative data support one another to provide an in-depth portrayal of the variables determining students' engagement with GBV prevention interventions. The quantitative data, gathered through self-administered questionnaires and assessed in accordance with binary logistic regression, offers quantifiable evidence regarding the occurrence of GBV incidents and the statistical significance of such variables as sex, intention to speak up, and awareness in determining students' engagement in GBV interventions. The results determine trends and patterns that recognize major areas that should be intervened upon.

On the other hand, qualitative responses from focus group interviews and school counselor interviews provide contextual depth to these statistical results. The quantitative results indicate that female students are more likely to participate in GBV prevention programs, but qualitative responses state why this is so, such as higher rates of risk awareness and having available peer support networks. Similarly, male students' unwillingness to engage in these interventions as reflected from the statistical data is also explained on the basis of qualitative insights that locate cultural norms, stigma fear, and perception of masculinity as significant deterrents.

The mixed-methods research supports validation of findings on the basis of cross-validation of findings gathered through both quantitative and qualitative approaches. For instance, while binary logistic regression identifies fear of speaking out as a significant predictor of GBV intervention participation, qualitative interviews provide rich narratives from students who report fear of retaliation and distrust of school reporting systems. These qualitative accounts provide rich descriptions that add meaning to the statistical trends and better capture the barriers encountered by students. Secondly, the merging of qualitative and quantitative findings reinforces the policy conclusions that are made from the study. The quantitative information offers an overall snapshot of the participation levels and key determinants, while qualitative information makes these figures personalized by bringing to the surface students' lived experiences. This interplay facilitates the development of evidence-based focused interventions that are both context-specific and data-informed. For example, schools can develop awareness programs based on trends in statistics, but also in accordance with specific issues raised by students in focus group discussions.

With both qualitative and quantitative data, this study provides a more rich and integrated explanation of GBV prevention interventions in secondary schools. Utilizing extensive methodologies ensures that the study not only identifies patterns but also makes viable recommendations based on robust evidence from actual students' experiences. It ultimately results in more effective, sustainable, and culturally appropriate interventions to deal with GBV in schools.

## 4. Results and Discussion

### 4.1 Experiencing GBV incidences

This section focused on understanding the experiences of students who have experienced gender based violence is critical for designing effective preventative initiatives and enlightening a school culture that values respect, equality, and safety for all.

**Table 1**  
*Experiencing GBV Rate*

GBV Experience	Percentage (%)
Experienced GBV	55.1%
Not Experienced GBV	44.9%

Source: Field Data 2024

This section focuses on the incidence of gender-based violence (GBV) among secondary school students, as illustrated in Table 1, which reveals that 55.1% of pupils reported experiencing GBV. This high prevalence is alarming and indicative of unescapable problem within the school environments. The substantial rate of GBV

reported aligns with previous studies, such as those by UN (2016), which highlight that schools are critical sites where GBV occurs, affecting students' safety, mental health, and academic performance.

The data underscores the urgency of addressing GBV in secondary schools. The high prevalence rate suggests that existing measures might be ineffectively implemented, demanding a reassessment and enhancement of current strategies. The findings imply that students' experiences with GBV can significantly influence their engagement with programmes designed to prevent and address GBV. Likewise, insights from focus group discussions from group one provide an understanding of the impact of experiencing GBV on students. For instance one participant shared:

*"Experiencing GBV made us feel unsafe in school, and we had to attend counseling sessions to cope with the fear and anxiety"* (FGD on February 2024).

This sentiment was echoed by other students, highlighting the reflective psychological impact of GBV on their sense of safety and well-being. These personal accounts explain how GBV can disturb students' lives, affecting their academic performance and overall mental health. The FGD group 3 on participant said that:

*"In our history at school, boys from high level classes normally use to torture female students using harassing languages"* (FGD on February 2024).

This indicates a shared understanding among the groups of the gendered nature of GBV, with a focus on how boys from higher classes harass female students

Teachers also provided valuable perspectives during interviews. A counselor from School A mentioned,

*"We see many students who have gone through GBV. They often struggle with their studies and are more withdrawn. It's crucial for us to create a supportive environment where they feel safe and can recover"* (Interview on March, 2024).

Another counselor from school B noted,

*"Students need to know that they can trust us and that we will handle their issues confidentially and with care"* (Interview on March, 2024).

These insights emphasize the necessity of building trust and ensuring confidentiality in handling GBV cases within schools. They also highlight the need for training teachers and staff to recognize and respond to GBV effectively. The high rate of GBV incidences highlights the critical need for strong and effective GBV involvements in secondary schools. By addressing the recognized gaps and enhancing current strategies, schools can create a safer and more supportive situation for all students to learn.

#### 4.2 Factors influencing students to use GBV strategies

The results revealed critical factors influencing students' participation in GBV interventions, highlighting significant at 0.05 impacts of sex, courage to speaking out, and awareness and education. The binary logistic regression model indicated that female students are more likely to engage in workshops and peer education sessions compared to male students.

**Sex** - With regards to the influence of sex on engagement in GBV workshops, results show an odds ratio for sex of 1.13, and the variable was highly statistically significant ( $p \leq 0.001$ ). This means that female students were 1.13 times more likely to attend the workshop on GBV compared to male students. Similar findings appear on the influence of sex on engagement in GBV peer education programs. Sex revealed statistical significance at  $p \leq 0.011$  and the odds ratio was 1.25 showing that females were 1.25 times more likely to participate in peer education programs than males. Also, on the influence of sex on usage of counseling services results show an odds ratio of 1.54 and the variable was highly significant ( $p \leq 0.00$ ). This implies that females are 1.54 times

Factors influencing student's use of various gender based violence strategies implemented in Ilemela Municipal  
 more likely to attend counseling services in face of GBV compared to males.

**Table 2**  
*Factors influencing students use of various GBV interventions strategies*

Variable	Workshop		Peer education		Counseling and guideline	
	OR	P-value	OR	P-value	OR	P-value
Constant	0.65	0.001	0.87	0.000	0.73	0.000
Sex	1.13	0.001*	1.25	0.011*	1.54	0.00*
Age	0.79	0.423	0.72	0.123	0.79	0.12
Resource and support	0.73	0.112	0.89	0.214	0.72	0.123
Awareness and education	0.88	0.043*	0.72	0.034*	0.52	0.056
Courage to speak out	0.63	0.012*	0.86	0.002*	0.78	0.010*
Cultural and religious beliefs	0.79	0.223	0.59	0.178	0.53	0.223
Regulation and guideline	0.66	0.071	0.80	0.123	0.49	0.071

Source: field data 2024

The finding indicated that gender differences play a crucial role in the utilization of GBV interventions. It suggested that interventions may need to be tailored differently for male and female students to address their specific needs and barriers effectively. A study by Bansal et al., (2024) found that female students were more proactive in seeking help and participating in GBV prevention programs. This higher engagement among female students might be attributed to increased awareness and sensitization about GBV risks and consequences (Cahill et al., 2023). Additionally, Mutasingwa and Mwaipopo (2023), found similar patterns in Tanzanian schools, where female students showed higher participation in GBV-related activities. This finding highlighted the importance of considering gender dynamics in designing and implementing GBV interventions in schools. Understanding these dynamics can help develop more effective strategies to engage all students in GBV prevention efforts.

These findings were further affirmed by focus group discussions from FGD group2. The participant commented that:

*"We think female students are more active because they understand how they can be affected by GBV and are willing to report cases"* (FGD on February, 2024).

This reflects the group's agreement on the higher awareness and willingness of female students to engage in GBV interventions.

Also, FGD group 3 one participant also commented:

*"The girls are more vocal regarding GBV instances compared to the boys and seek support if something happens to them"* (FGD on February, 2024)

This highlights the observed difference in vocalization and support-seeking behavior between female and male students

On the other hand, data from interviews highlighted various perspectives. A counselor from school A noted that;

*"Female students often come forward because they feel more vulnerable to GBV. They are more aware of the dangers and more willing to participate in prevention programs"* (Interview on March, 2024).

This insight aligns with the higher engagement rates observed among female students. Contrariwise, a school counselor from school B pointed out,

*"Male students tend to moderate GBV issues or think it's not relevant to them, so they don't participate as much"* (Interview on March, 2024).

This observation underscores the necessity of addressing the perception and awareness gaps among male students to enhance their participation in GBV interventions. By understanding and addressing the specific barriers and motivations for both male and female students, schools can develop more genuine and inclusive strategies to raise awareness for male students towards the strategies used.

**Awareness and Education** - Awareness also emerged as a significant predictor of engagement in workshops and peer education having showing statistical significance at  $p \leq 0.043$  and  $p \leq 0.034$  respectively. The odd ratios for workshop and peer education were 0.88 and 0.72 respectively. Students who revealed to be less aware of GBV prevention strategies were 0.88 times and 0.72 times less likely to engage in workshops and peer education respectively compared to those who showed to be aware.

This finding emphasizes the need for comprehensive educational programs to inform students about GBV, its impact, and available interventions. Raising awareness can lead to higher participation rates and more effective prevention efforts. The results are consistent with a study by Villardón-Gallego (2023), which emphasized the importance of educational programs in increasing GBV awareness among students. This finding reinforces the critical role of education in GBV prevention. Further, issues that were identified by the participants during the focus group discussions. For instance, FGD group 1 one participant said:

*'We never really knew what GBV meant until we were taken for a workshop. We merely used to think that it was something that happened to others'* (FGD on February 2024).

Likewise, FGD group 3 said:

*'There is a need for more awareness-raised dialogues where we are able to drill down our queries and cases in point based on realities as experienced; the sessions must be interactive and not just overwhelming and repetitious like a number'* (FGD on February 2024).

This feedback highlight the need for more involving relevant educational programs. The school counselor from school C emphasized that:

*"Many students are simply unaware of what founds in GBV strategies and what resources are available to them. Education programs can significantly improve their understanding and engagement."* (Interview on March, 2024).

Similarly, the counselor from school B pointed out that:

*"When students are educated about GBV, they are more likely to recognize it and seek help, making educational programs vital"* (Interview on March, 2024).

Educational initiatives should be a foundation of GBV intervention strategies in schools. By providing students with the necessary knowledge, schools can empower them to participate actively in GBV prevention strategies and support programs.

**Courage to Speak Out** - Courage of speaking out significantly influenced students' attendance at workshops related to GBV ( $p < 0.05$ ). The odds ratio was 0.63, implying that students who lack courage of speaking out are 0.63 times less likely to attend workshops related to GBV. This indicates that students with the ability to speak out have a higher chance of attending various workshops organized at the school on issues related to GBV was statistically significant ( $p \leq 0.012$ ). Engagement in peer education GBV programs was also significantly influenced by courage of speaking out ( $p \leq 0.002$ ). The odds ratio was 0.86 showing that students who lack courage of speaking out were 0.88 times less likely to engage in peer education programs. This implies that students who are willing to speak out regarding their GBV encounters will most likely engage in peer education programs. Courage of speaking out also significantly influenced usage of counseling services ( $p \leq 0.01$ ). The odds ratio was 0.78, this indicates that students who are afraid to speak out are less likely to utilize counseling

services when affected by GBV. The willingness of a victim to speak out is known to be a criterion for a successful counseling service.

Courage of speaking out indicated a need for interventions to create a safe and supportive environment where students feel comfortable discussing GBV issues. This finding aligns with a study by Kasungu (2023), which highlighted that fear of retaliation and social stigma prevented students from engaging in GBV interventions. Addressing courage of speaking out requires schools to implement measures such as secret reporting mechanisms and support systems to protect students who come forward with GBV concerns (Parkes, 2016). This approach can enhance participation and the overall effectiveness of GBV interventions.

Such thoughts were also highlighted in the focus group discussions. The FGD group 1 participant added that:

*"We would not report what happened to us because it will not be believed or will worsen."*

Furthermore, the FGD group 2 another participant said:

*"Reporting such incidents makes us think our peers will mimicry at us or call us an 'informer.'"*

These insights validate the vital need of addressing the raised students' courage in enhancing the willingness to engage in GBV strategies. The school counselor from school C raised the issue and recommended to ways in addressing. The counselor said:

*"Most of the students fear to report GBV incidences because teachers, parents and their fellow do not believe on them or they will face reaction from their peers or even teachers." (Interview on March, 2024).*

Similarly, a counselor from school A explained:

*"Students often worry that speaking out will lead to further discrimination or that their issues will not be handled confidentially." (Interview on March, 2024).*

These viewpoints highlighted the necessity of addressing students' fears to enhance their willingness to engage in GBV interventions. Implementing measures to guarantee confidentiality and protect students from retaliation can help schools foster a more supportive environment, encouraging open dialogue and reporting of GBV issues. Such an approach is vital for increasing participation and improving the overall effectiveness of GBV interventions strategies.

### 4.3 Study Implications

For students, research indicates the necessity of awareness schemes and support mechanisms to ensure protection and safety at school campuses. The frequency at which GBV cases are experienced is a significant pointer that they should be given education on recognizing, reporting, and seeking assistance upon exposure to gender-based violence. GBV-related education has to be integrated into the curriculum of schools so that students are able to freely express themselves without fear of stigma and retribution. Peer education programs also need to be strengthened to encourage students to educate and guard each other and make the schools safer. Male students are also seen to be less involved with GBV prevention strategies in the study, suggesting that special interventions for male students are necessary to actively involve them. Getting male students involved in awareness and discussion sessions can help reorient negative gender norms and foster inclusive GBV prevention efforts.

Teachers are also highlighted in the study to take on their critical responsibility of preventing and responding to GBV in schools. Teachers are required to receive special training in identifying signs of GBV, managing disclosures, and counseling affected students. In addition, having confidential reporting systems and

counseling services in schools is paramount in ensuring that the teachers and the students are offered resources that facilitate them to effectively manage GBV-related issues. The report indicates that the students are hesitant to report due to potential stigma or retaliation, which points to the fact that the teachers must create a safe and trusting environment where the students feel comfortable reporting without fear. Teachers can also introduce GBV-themes into lessons to normalize debates on preventing violence. Furthermore, school administrations are required to undertake gender-sensitive measures and ensure application of GBV prevention strategies as a routine activity. Through supportive and well-informed school cultures, teachers may help reduce occurrences of GBV and foster cultures of respect, safety, and equality in second-level schools.

## 5. Conclusion and Recommendations

**Conclusion** - This study concludes that three main factors influence the engagement in GBV prevention strategies. Sex, awareness and education as well as courage of speaking out influence the engagement in peer education, workshops and counseling services. It has been established that females are likely to participate in these programs compared to males, courage to speaking out stands as a restrictive towards engagement in these programs and awareness and education raises the likelihood of engaging the programs. Also, engagement in these strategies which mostly require speaking out was drawn back by fear for further discrimination from their fellows.

**Recommendations** - Based on the findings this study recommended that, schools should cultivate gender sensitive organizations of GBV intervention programs for male and female student needs and issues encountered. The government should launched the educational programmes with the purpose of increasing awareness of GBV effects and potential treatments. Also schools administrations require to create effective and private channels that students can use to report cases of GBV without having to be discriminated against or suffer the consequences for reporting. This can pertain to informer systems and guidelines on how to address reports in a confidential and professional manner.

**Recommend for further studies** - There is still a possibility of examining the long-term impact of the implemented GBV interventions in school settings in the subsequent research. Subsequent research should examine factors affecting male students' participation in GBV strategies, including positive incentives and negative factors. There is a need to study the influence of culture on the perception and implementation of the GBV strategies in varying areas.

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