

Full Length Research

The Impact of Gender Based Violence on the Academic Achievement of Female Students in Case of Biruh Tesfa Primary School

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The term gender based violence on women can interchangeable be used as violence against women as it refers any acts of gender based violence that results in or is likely to result in harm of suffer to the female students including threat, of such act coercion or arbitrary deprivation of liberty whether its occurring publicity or private. This study aimed to find out the impact of the gender based violence on academic achievement of female students in Biruh Tesfa primary School. GBV is violence involving both sexes which arise from unequal relation between man and women where usually women are the victim. The practice of early marriage is one of the most harmful and violent from of the problem of violence's against women. To collect the required data from one school, the researcher used non-probability sampling technique that is snow ball sampling technique. Female student of Biruh Tesfa primary School, who becomes victim of gender based violence (GBV), is the target population. Most of the problem that affects a female education is gender based violence in both inside and outside the school; especially that of outside the school is the barrier to the female students. Generally the school and qualification are very important for current and future work but GBV is the major obstacles for female students. As majority of female students fell that they were inferior to male students, because of the problem faced from GBV both in home and in the school. Emphasis should be placed on behavioral change on the part gender based violence in relation to school achievement.

Key Words: Gender, Violence, Academic achievement

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INTRODUCTION

The term gender based violence on women can interchangeable be used as violence against women as it refers any acts of gender based violence that results in or is likely to result in harm of suffer to the female students including the threats of such acts, coercion or arbitrary deprivation of liberty we their its accruing publicity or privately" (UNICEF, 2016). Gender based violence is one

of the most prevalent human rights violations in the world. It knows no social, economic or national boundaries, worldwide; an estimated one in three women will experience physical or sexual abuse in her life time (UNFPA, 2016).

According to report released in 2008 by network called population society based on the parson could experience gender based violence any time of their life time. This problem of gender based violence mostly victimize young

females student and women who live in the developing countries where there is a long standing patriarchal system and people believed that women are subordinate to the men and where women are not allowed to have access to education (pop.society.com/SGBV1999).

In Ethiopia, according to the Ethiopian lawyers association (EWLA, 2008) a vast majority of Ethiopian female students experience gender based violence each year and as a result of that they face serious problems in the post violence life such as post traumatic stress. The problem of gender violence is wide spread and as the World Bank described this violence against female student and not limited to the home, and the school (WBGD, 2002).

According to the Oromia regional women's affairs bureau (2008) among the various forms of gender based violence and abusive treatment against female students in the region, promotes the belief that female student are not equally parallel with the male students because of this female students don't attend school regularly this causes for female student not get achieve the needed academic achievements.

Broadly speaking gender based violence with in schools includes physical violence like beating, physical attack by male students and others, and snatching of personal properties by outsiders' or hooligans (King and Hill 1993). Physical violence includes different kinds of provocations at class rooms, on the roads and etc: verbal insult, humiliation, name-calling (cut-calling), treating and many ale students, using their cellophane and calling at night and disturb female students from their study (Ibid). Whereas sexual violence like sexual harassment perpetrated by female students and outsider: forced love relationship/friendship with opposite sex: kissing and touching without consent: attempted rape, and as well as it also includes the fear of violence, both between females and males and among females or among males (Ibid).

Significantly, looking at difference with in gender categories can also shed light on patterns of social behavior between them. These differences might relate to other social markers of ethnicity, age, location, sexuality, social class or caste, which always interact with gender. So far, very little work on gender violence or even gender and educational development more generally, has explored these gender differentiations. This is clearly an area for future work (Connell, 2002).

The problem of gender and violence against female students associated with it and has its roots the structure of the society where the deep rooted patriarchal system contributing to the problem and in equality between the gender (King and Hill, 1993). The gender based violence is having an adverse impact on every aspect of female students in general and academic achievement in particular. Significantly, the declaration singles out female children as particularly vulnerable group and identities

educational institutions as potential sites for gender violence, even though most research to data has concentrated on domestic or intimate partner violence on adult women (Mirsky, 2003).

There were some researchers conducted about gender based violence. For instance Negussie (2012) studied gender based violence and adverse reproductive health outcomes among women with disabilities in selected association of people with disabilities in Addis Ababa, Ethiopia. He investigates gender based violence and adverse reproductive health outcomes among women with disabilities. However he didn't seen the impact of gender based violence on the social dimension rather he focus on only adverse reproductive health outcomes among women with disabilities. Another study was conducted by Alemayehu (2008). Gender based violence and risk of HIV infection among women attending VCT service in Addis Ababa city. This study focus on gender based violence and risk of HIV infection among women attending VCT service. But unlike the above study this study focus on the impact of gender based violence on the academic achievement of female students.

Therefore because of the existing gap, this study will intended to find out on the impact of gender based violence on the academic achievement of female students the case of Biruh Tesfa primary school in Debaye Tilat Woreda. Thus to address this objective the research was raised the following four research questions:

1. What are the most common forms of violence's that female students experience?
2. What are negative impacts of GBVs on academic achievement of female students?
3. How female students disrupted their current educational performance as a result of GBVs?
4. What kind of role does government or NGOs play to help female students to attain higher academic achievement?

RESEARCH METHOD

Research design

The study was employed across sectional, descriptive survey in which data would be collected for the purpose of describing and explaining at one point in a time of study and for the academic research. So this survey design is preferable than other in reducing time. In addition to this it is most appropriate since the study is single time description. In order to meet the research objectives, the researcher would employ qualitative research method. The quantitative information from questionnaires would be tabulated and analyzed by using

appropriate quantitative methods of tables and percentage and using thematic explanation.

Description of the study area

The research would be conducted in Debaye Tilat Woreda; Arajo Kebele. Debaye Tilat wordeda is located in East Gojjam zone, in Amhara regional state of Ethiopia. It far from 290 KM from Addis Ababa, Arjo Kebele is found 12 KM away from the center of Kuye town in the East direction.

Instrument of data collection

The data would be collected by using qualitative data collection instrument.

Interview

Data for the study is collected semi structured interview with selective informants who are female students in BiruhTesfa primary school.

Questionnaire

The questioner is used in the study consist both open ended and close ended questions and the respondents where 30 in number, and the respondents where the female students of BiruhTesfa primary School, who become victims of gender based violence.

Source of Data

The researcher will use to major source of data primary as well as secondary data.

Primary Data

The researcher use primary data because of their effectiveness obtaining required data. Primary data are obtained from the respondents by preparing questioners, interview to the informants and the researcher also employ case study of two individuals to know and obtain

in-depth understanding about the problem of gender based violence in school, the researcher will help to read and understand the questioners to the respondents.

Secondary Data

The researcher would obtain secondary data by gathering information that are already collected previously and accessible from different journals, books, internet and any other documents that related to research problem.

Sampling Size and Sampling Techniques

The sample population of this study would contact by researcher to obtain the information that is expected to be given by the respondents as they participate in the study and the respondents are the sample population as that is thirty (30) respondents in number. To collect the required data from school, the researcher use non probability sampling techniques that snowball sampling technique. The researcher uses the technique due to lack of sampling frame as well as to find the hidden group that is not easily to find them in other techniques. So, researcher made contact with respondents and use their social network to find other people who potentially participate and contribute. The researcher select 30 respondents all of them are females' students and the victims of gender based violence.

Data Analysis

The collected data would be analyzed by using qualitative methods of data analysis. The data that will obtain through questioner will be analyzed by using percentage and table.

Data Analysis and Presentation

This chapter contains the presentation and analyzation of the data that collected and obtained by the researcher during the survey and visits. After collecting the necessary data, both qualitative and quantitative method of data analysis is used. Data that was obtained through questionnaire was analyzed using percentage and table and was described qualitatively with the data that are obtained by interview.

a. Demographic information of the respondents

Table 1: Age of the respondents

<i>Variable</i>	<i>Item</i>	<i>Frequency</i>	<i>Percent</i>
Age	Below -14	22	73.4%
	15-17	6	20%
	17-19	2	6.6%
	<19	-	-
	Total	30	100%

Table 1 shows the age composition of respondents, as its shows the largest age group of the respondents are below -14 and are 22 in number and constitute 73.4% of the respondents, followed by 15-17 are 6(20%) and 17-19, are 2(6.6%) while the leas age group is above 19 which 0(0%). This shows that as indicated above, the largest group of the respondents is below -14 which are majority of the victims are this age group and have impact on their educational achievement.

Data from the interview almost all informants said this is because of female of this age don't have control over their lives, and controlled by their family and relatives.

Table 2: sex differentiation of the respondents

Variable	Item	Frequency	Percent
Sex	Female	30	100%
	Male	-	-
	Total	30	100%

Table 2: shows the sex composition of the respondents, sex composition of the respondents is a follows:-30(100%) are female whereas the 0(0%) male. This shows that this study was participated by female because the violence against women in the name of the gender based violence that affect the academic achievement of female students in BiruhTesfa primary school where female students selected as study population.

According to this data, all participants are female students who became victim of gender based violence. The practice has negative implication for the stability of female education, quality of family, as well as the health and socialization of female student, (original, w.giorgis, 2002).

Table: - 3 marital statuses of the respondents

Variable	Item	Frequency	Percent
Marital status	Unmarried	28	93.34%
	Married	2	6.66%
	Divorced	-	-
	Total	30	100%

As shown the above table the majority of the respondents that attend the school are unmarried or single, 28(93.34) followed by 2 respondents which constitute 6.66% who are married and still attending the school.

As it can be understood from the data, 93, 34% are unmarried or single which makes more vulnerable to gender based violence that affect their educational achievement. Some female students told me in the interview that, unmarried female student are more vulnerable because their parents prefer male student and don't aware about the academic achievement of female student which causes in return lack of interest for education, and the married female student most of the time dropout from the school.

Table 4: education level of the respondents

Variable	Item	Frequency	Percent
Education level	Grade 8	18	60%
	Grade 7	12	40%
	Total	30	100%

As it can be seen from the table 4, the majority of the respondents are grade 8 which constitute 18(6%) of the respondents and followed by grade 7 constitute 12(40%) of the respondents.

According to the above information, the majority of the respondents are grade 8, 60% of the respondents more their educational achievement affected by gender based violence than the other to classes.

Two students of Grade 7 told me in the interview most of female students fail in the Grade 8 exam because of lack of moral and material support from their family and GBV like domestic violence, Grade 8 have more victims than grade 7 students because their number is large.

Societal perception: the Ethiopian society highly adopted patriarchal, and violence against women (VAW) is highly prevalent. Practice like FGM, early marriage, and unregulated fertility, are traditions that negatively affect the education and the well-being of female student, in many cases VAW occur in the family or within the home is often tolerated even condoned because it is considered tradition but not considered as violation of right (Solomon, 1999).

Table 5: Ethnicity of the respondents

Variable	Item	Frequency	Percent
Ethnic city	Amhara	30	100%
	Total	30	100%

As table, 4 shows 30(100%) of the respondents are Amhara, 2(6.66%). As the result of the above data the all of the respondent's of the study were Amhara people so it's clear, that all of the victims of the gender based violence in the school are Amhara people in the area since there is no other ethnic diversity.

These differences might relate to other social markers of ethnicity, age location, sexuality, social class or caste, which always interact with gender. So far, very little work on gender violence, or even gender and educational development more generally, has explored these gender differentiations (Connell 2002).

Table 6: religious background of the respondents

Variable	Item	Frequency	Percent
Religious Affiliation	Orthodox	25	83.33%
	Islam	5	16.67%
	Protestant	-	-
	Catholic	-	-
	Total	30	100%

The table 6, show that the respondent's religious background was mostly Orthodox 25(83.33%) and protestant with 5(16.67%). While the catholic and protestant constitute the least percentage.

The following table provides the major causes of gender based violence the affect female students and helps to identify major factors

Table: 7 Shows causes of gender based violence (GBV)

The cause for the incidence GBV that affects female school achievement	Frequency	Percent
Patriarchal ideology that support male students over female student	10	33.3%
Lack of resistance from the women side to challenge the exploitation of women by men	6	19.98%
Lack of social motives to address the problem of male dominance	6	19.98%
Other	8	26.64%
Total	30	100%

As the table 7, shows, most of the respondents answered patriarchal ideology that support male students over female student is affect the female school achievement 10(33.3%) followed by those respondents who answered OTHER 8(26.64%) by mentioning another causes like biological difference and traditional norms that still exist. The least constitute those who answered lack of Resistance from the women side to challenge the exploitation of women by men 6(19.98%) and lack of social motives to address the problem of male dominance 6(19.98%)

In the interview, most of the female student told me male students are the future head of the family and this because of the patriarchal ideology that support male students over female student and lack of social motives to address the problem of male dominance have little to do with the cause. The above data indicate that the cause for the incidence GBV that affects female school achievement is patriarchal ideology that support male students over female student is that affect the female school achievement 10(33.3%) and 8(26.64%) by mentioning another cases like biological difference and traditional norms that still exist.

Table 8: the issue of gender promotion and women empowerment in relation with the incidence of violence against female students as discussed by respondents

No	Do you think the ongoing global effort to empower women in the world has a relevance to reduce the incidence of GBV at school level	Frequency	Percent
1	Yes	19	63.3%
2	No	4	13.3%
3	Uncertain	7	23.3%
Total		30	100%

Source survey from the respondents

According to the above table the ongoing global effort to promote gender and empower women has relevance to the incidence of violence against female students, the majority of the respondents answered yes 19(63.3%) and followed by those who answered uncertain 7(23.33%) and the least were 4(13.33%) who answered no.

This shows that the global effort to empower women is relevance to reduce the incidence of GBV at school level, as a female students told me, it improves women's self-confidence and motivate female student.

Table 9. shows that GBV sometimes forces female students to drop out from the school.

No	Do think GBV sometimes forces female students to drop out from the school	Frequency	Percent
1	Yes	22	73.3%
2	No	8	26.7%
Total		30	100%

Source survey from the respondents.

As the table 9 shows majority of respondents have said yes 22[73.3%] whereas 8(26.7%) of the respondents said no. This data indicate that majority of the respondents have agreed that gender based violence sometimes forces female students to dropout from the school, and some informants told me female students drop out because of early marriage and involuntary married.

Table 10, forms of violence against female student that has more victim than the others in Biruh Tesfa Primary school.

No	What forms of violence against female student, do you think that have more victim than the others in Biruh Tesfa Primary school.	Frequency	Percent
1	In voluntary marriage	4	13.33%
2	Female genital mutilation (FGM)	-	
3	Sexual harassment perpetrated by student are outsiders	10	33.3%
4	Physical and psychological violence	6	19.98%
5	Domestic violence	10	33.3%
Total		30	100%

As the table 10 shows, the majority of the respondents said that sexual harassment perpetrated by male students and outsiders 10(33.3%) and domestic violence 10(33.3%) have more victim than the others in Biruh Tesfa primary school, followed by physical and psychological violence 6(19.98%) and the least one is involuntary marriage.

Due to this result, most of the female student in the interview said, because female student works at home for her parents that makes her busy at home and involuntary marriage have little effect. The most prevalent and have more victims in Biruh Tesfa primary school are sexual harassment by male students and outsiders 10(33.3%) and Domestic violence 10(33.3%) which shows that it affects female students than other ones.

Table 11, shows whether there is any sexual harassment at the school?

No	Is there any kind sexual harassment at your school?	Frequency	Percent
1	Yes	20	66.7%
2	No	6	20%
3	I don't know	4	13.3%
Total		30	100%

As the 11 shows, the majority of the respondents said yes (66.7%) and 6(20%) respondents answered no while 4(13.3%) said I don't know.

This shows that the problem of sexual harassment is common at school and more to do with the academic achievement of female students.

In the interview many female student said that sexual harassment more to do with female educational achievement.

According to regional bureau for women affairs sexual harassment has a great impact on women and girls not only on their academic achievement but also on their performance and participation educational at educational institutions in the region. There has been a study conducted by the regional women's affairs in (2008)

Table 12, shows, whether there is physical abuse at school the school

No	Are physical abuses common at your school	Frequency	Percent
1	Yes	12	40%
2	No	18	60%
Total		30	100%

As the table 12 shows, the majority of the respondents said no 18(60%) while the remaining said yes 12(40%) So the physical abuses have no more impact on the academic achievement of female students. While conducting interview most of the female student said that physical abuses have little effect on their school achievement.

Table 13, shows whether there is verbal abuse in the school

No	Are physical abuses common at your school	Frequency	Percent
1	Yes	18	60%
2	No	8	26.7%
3	Uncertain	4	13.3%
Total		30	100%

As the table 13 shows, the majority of the respondents answered yes 18(60%) and the remaining answered no 8(26.7%) and uncertain 4(13.3%)

This data shows as that majority of female students vulnerable to verbal abuse specially insults by male students. One participant told me that teachers also involve in verbal abuse some times.

In the interview the researcher discovered that majority or almost all female students are victims of verbal abuse .The following table provides how gender based violence (GBV) affect school attainment of female students

Table 14, shows specific forms of gender based violence (GBV) that severally affect female educational attainment

No	In your opinion could you tell us the specific forms of violence that severally affect female educational attainment?	Frequency	Percent
1	Female genital mutilation (FGM)	1	3.33%
2	Early and involuntary marriage	6	20%
	Sexual harassment perpetrated by male students and outsiders	12	40%
	Domestic violence	4	13.33%
	Physical abuse	4	13.33%
	Other	3	10%
Total		30	30

As the above table shows most of the respondents answered sexual harassment perpetrated by male students and outsiders 12(40%) and followed by early and involuntary married 6(20%) while the domestic violence 4(13.33%) and physical abuse 4(13.33%) and the other 3[10%) such as rape and family problem. And the least one is FGM which constitute (3.33%).

This data shows that sexual harassment (sexual violence), early and involuntary marriage is the most that disturbs the educational achievement of female student and least is female genital mutilation (FGM).

In the course of interview, some female students said that sexual violence is the most dominate because it's more prevalent in Debye Tilatworeda.

Table 15, shows that GBV has a negative consequence on female students

No	Do you agree that GBV has a negative consequence on female students	Frequency	Percent
1	Strongly agree	12	40%
2	Agree	6	20%
3	Uncertain	4	13.3%
4	Disagree	6	20%
5	Disagree	2	6.7%
Total		30	100%

The above table shows that most of the respondents strongly agree 12(40%) and followed those who answered agree 6(20%) and disagree 6(20%) while those who answered uncertain 4(13.3%) and the least is those answered strongly disagree 2(6.7%).

This data shows that gender based violence have negative consequence as most of the respondents answered strongly agree (20%) which shows that GBV have strong impact on the female educational achievement.

As some participant in the interview told me that GBV has negative consequence on their future life and some of the results may be social, economic dependent on their husband.

RECOMMENDATIONS

This part shows what respondents answer it can reduce the problem of gender based violence and suggest in the form of recommendation. Heightened awareness of the existence of gender violence in schools in developing countries stems from the convergence of a number of disparate concerns in gender and school. Firstly anxieties about girls access to formal education, as expressed at the 1990 World Conference on Education for all (EFA) at Thailand, accompanied by the emphatic message that schooling leads to social and economic betterment, initially obscured the fact that schools may in reality reinforce gender inequalities and constitute unsafe sites for female students.

The following tables give us detailed information about what they recommended.

Table 16, shows what will possibly tackle or minimize the problem of GBV

No	What do you think will possibly tackle or minimize the problem of GBV	Frequency	Percent
1	Creating recreational area inside the school	4	13.3%
2	Establishing moral support organization	9	30%
3	Creating awareness about the problem	12	40%
	Other	5	16.7%
	Total	30	100%

The above table shows that respondents said creating awareness about the problem 12(40%) and followed by establishing moral support organization 9(30%) and other 5(16.7%) while the least is Creating recreational area inside the school 4(13.3%)

This data shows that the effective way minimize the problem is to create awareness about the problem GBV (40%) and Establishing moral support organization (30%) while those who answered other (16.7%) told me other measures like punishment by the law is needed for those who involve in GBV.

When I asked female students question about the way to minimize the problem gender based violence in an interview they answered, that the effective way to reduce this problem to punishment by the law those who participated in violence.

Table 17, shows whether the female students get support or not

No	Have you get any awareness from government or NGOs	Frequency	Percent
1	Yes	16	53.3%
2	No	10	33.3%
3	Uncertain	4	13.3%
	Total	30	100%

This table shows that the majority of the respondents said yes 16(53.3%) and 10(33.3%) said no, while 4(13.3%) answered uncertain. Working with mixed groups of young people the most common type of school-based initiative seeks to raise awareness and bring about behavioral change through the curriculum, usually in life skills or health promotion lessons. In one example from Uganda, a small action research project (Mirembe, 2006)

This shows that the majority of respondents agree on that the government or NGOs give some support to

female students, and in an interview female students told me that government gives every Saturday and Sunday tutorial class only for female students.

The data obtained from case study was analyzed using qualitative method and the data analysis will be written in the form of paragraph; descriptive.

i. Case one

She was born in Debayetilal woreda 10 kebele. She is 16

years old she told me that she is married a man who lives in USA, Minosotto state and wants to continue her education and most of her classmate said to her you are engaged in marriage so why don't you stop coming to school she told me her complete case as follow.

I am a grade 8 student and 17 years old I have five brothers and one sister, two of my brothers are living in USA minasotto state, in USA. I life with my parent who Don't like to continue my education and they says to me don't go to school because you are going to America where you brothers living and I ready surprised their discouragement of my academic attainment, my father said to me don't go anywhere even to your friends and relatives including to the school, since he is my father I manage to persuade him to go the school only not other place and to attend tutorial classes in Saturday and Sunday lastly my father accepted by request but said to me its better to marry than attending a school.

In October 8-2012 it was a Saturday one of my two brother in USA call and talk to my mother then my father and lastly I talk to him and he told me that I am going to USA my parents face change with happiness, still I cannot understand what they are talking About. After week final exam of the first semester began I am preparing to take the Exam in the Monday, my mother saw me reading grade nine text book, and suddenly become very angry and said to me stop reading and stand up to help me in Cooking the lunch because what you are reading is wasting your time. Still I cannot understand what is going on I began to thank all the time about my future and education what I want is only to study hard and become successful in academic achievement.

In Sunday November 18, 2012 my two brothers to gathering they call from Minosoto in USA and talk to my father around 3 minute and my father smiling about they are Telling him, after my father finished the call, he talk to my mother, the next day Monday November 19, 2012 my mother called me and said to me I am going to tell something that is good for your life. I surprised and though that my mother is talking about the school but unfortunately, she told me that I am going to marry a man who is friend of my brothers, really I disappointed and I said to my mother what about my education my mother answered to me stupid you are going to America. America shouted repeatedly.

The man that is going to marry me have come in Friday in December 16, 2012 with one of my brother and talking about when and where to held the wedding without getting my permission, they prepared the wedding and my brother said to me, be happy he is nice man, I am sure you will be happy with him and he told me also that I am going to America after seven month. Lastly the wedding was held and I married that man without knowing him who he is and the man and my brother went back to America in Tuesday January 12, 2013 then After I

didn't go to school but nowadays I manage to attend the school without any interest just waiting the time I am going to minosotto state, USA and leaving my education for this reason.

ii. Case two

She was born in Debayetilaworeda 10 keble, she is 15 years old and grade 7 in BiruhTesfa Primary school faced a problem in her family to work at home when she come from the school and she reported her case as follows.

I am 15 years old living is 10 kebele in Debayetilaworeda and grade 7 students. I like to compete with male students who dominated the academic environment on the school by achieving good result in grade ten matrix exam. I like to work hard at home after the school in order to achieve good result but what we call domestic violence, exploiting female labor at home that make not to study hard at home at the time of rest most of the work at home is not done until I come home from the school and my family specially my brother and my father did not don't worry about my education and they did not support me physiological and materially, my young brother who is grade eight student supported and motivated by to study hard at night and Saturday and Sunday by giving hi reward and money to buy books but none of my family members including my mother don't gives me any support that are related to school rather they motivated me to work at home, to cook meal and wash my brother clothes and prepare for him anything that my brother needs. This situation makes me no to study at home because they did not worry about my education rather they prefer my brother than me. This all things discouraged me and make me to be lower than my classmates and I feel that I am not important in my family and I disappointed to continue my education, an still I don't know why my family prefer my brother than me, I confused and I have no answer for what is going on and all the time they make me to feel that I am inferior that other female students.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Most of the problem that affects female education is gender based violence in both inside and outside the school; especially that of outside the school is the barrier to the female students. And there are some gender based violence against female students such as verbal and make some female students to feel inferior to male students. School is the only compound that female students can compete with male students as some informants told me in the interview secession, most of the

female students faced the problem of GBV from their family, to force to marry or stay at home in order to do domestic work at home and sending boys to the school and motivate him in education this is because of the patriarchal ideology that dominate our society. Lack of voice of female students is the major problem that create gap between level of female education and that of male education and consequences may be as the researcher find social, moral and financial dependent of female on their husband in the future that make most of wives voiceless but nowadays government and different NGOs are working to fill the gap created by GBV through establishing organizations inside and outside the school.

Generally, the school and qualification are very important for current and future work but GBV is the major obstacles for female students, as majority of female students feel that they were inferior to male students, because of the problem faced from GBV both in home and in the school.

RECOMMENDATIONS

Based on the finding of the study, the researcher would like to recommend the following points assuming that the concerned body would intervene to reverse the situation as much as possible.

1. So as to elevate the knowledge basis of the gender based violence on academic achievement of female student, first and for most their social, economic and cultural barrier should be addressed.
2. Emphasis should be placed on behavioral change on the part gender based violence in relation to school achievement.
3. Integrate and well organized educational programs should be designed to educate the community about the harmfulness of some traditional practice such as early marriage of girls and female genital mutilation.
4. Understand the importance of knowledge of women of urban and that of rural women.
5. Conductive environment should be created in order to be able to disseminate the necessary and timely in information regarding GBV and the school.
6. A viable policy frame work and coordinated

program of action should be established at all organizational levels to address the problem of gender based violence that affect the academic of female students.

7. Every community governmental organization, non-governmental organization, voluntary against, and individuals should integrate and cooperate as one agent to invest all their effort in stopping the GBV in all level.

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