

# The Influence Of Gender Centred Aggressiveness On The Academic Performance Of Learners: Chishakwe Primary School In Mutare District

Mapfunde Davie<sup>1</sup>, Mungomezi Nisbert<sup>2</sup>

Zimbabwe Open University, Chitakatira Primary School

[mapfunded@zou.ac.zw](mailto:mapfunded@zou.ac.zw)<sup>1</sup>, [nisbertmungomezi1@gmail.com](mailto:nisbertmungomezi1@gmail.com)<sup>2</sup>

|                             |                                |                                |
|-----------------------------|--------------------------------|--------------------------------|
| Accepted:<br>10 August 2025 | reviewed:<br>5 September, 2025 | Published:<br>20 November 2025 |
|-----------------------------|--------------------------------|--------------------------------|

**Abstract:** This qualitative paradigm study sought to establish the influence of gender centred aggressiveness on the academic performance of learners at a school in Mutare District, Manicaland. Case study research design was used with a sample of 25. Interviews, focus group discussions and Existing Document Analysis were used to collect data. The purposive sampling technique was used. The descriptive approach to present and analyse the results was used. The study revealed that gender centred aggressiveness has several negative effects on the academic performance of learners. It greatly contributes to poor academic performance of learners. It recommends that the government and stakeholders take drastic measures to eliminate gender centred aggressiveness.

**Keyword:** Academic, gender centred aggression, physical, emotional, psychological

## Introduction

Gender-Centred Aggressiveness (GCA) is popularly referred to as Gender-Based Violence (GBV). GCA is any form of act of violence that may result in or is likely to result in physical, sexual or psychological harm or suffering to females and males on the basis of gender. The threat of Gender-Centred aggressiveness is pervasive and contributes to the end of childhood for millions of children around the world. It continues, effectively ending their childhoods and risking their future. Gender- Centred Aggressiveness occurs in every country in the world and across all economic and social groups. While both girls and boys are negatively impacted, girls are particularly vulnerable. These types of violent acts against children are specifically committed against their will and are based on gender norms and an imbalance of power in their relationships. The impact of Gender-Centred Aggressiveness has dynamic terrible effects in the education of children throughout the world. It is widely condemned for its crippling effects on the academic performance of learners.

According to Andere (2018), Gender- Centred Aggressiveness (GCA) is a global phenomenon that knows no geographical, cultural, social, economic, ethnic, or other boundaries. It occurs across all societies and represents a brutal violation of human rights, the worst manifestation constructed discrimination and a major obstacle to the achievement of gender equality. It is tolerated and sustained by social institutions, including the school, the very place where we expect our children to be safe and protected. It is a serious obstacle to the right to education and learning, with implications for the ways that people understand and enact their social

lives and exercise their citizenship. Schools are social spaces within which the power relationships, domination and discrimination practices of the community and wider society are reflected. Alexander (2011) affirmed that School-Related Gender- Centred Aggressiveness (SRGCA) is a fundamental violation of human rights, particularly those of children, and represents a considerable barrier to participation in education, gender equity and to the achievement of Education for All (EFA). It prevents learners from reaching their potentials and achieving their goals. GCA can thwart the talents and ambitions of learners. Forms of Gender-Centred Aggressiveness are not fixed; they evolve to fit different times, circumstances and cultures. For example, in South Asia, a girl may be bullied for daring to snub a boy or for turning down sexual relations, or in Afghanistan for daring to be a teacher (Reuters, 2002), and in South Africa, jack rolling (gang rape) is a particularly horrific form of violence against girls. Some attacks are directed at schoolchildren and some take place on school premises. In Nigeria, Senegal and Benin beaten children and child victims of sexual abuse tend to be absent from schools, participate less in class and perform poorly. The major four types of psychological violence and abuse facing school girls are: verbal insult, degrading/humiliating, threatening and name-calling. These forms of gender violence greatly contribute to the dismal academic failure by learners.

United Nations (2006) established that 91% of school children in Bangladesh reported having been physically punished and in India a study carried out across 13 states found out that more than half of children reported having been involved in different forms of sexual exploitation. Surprisingly in Swaziland, one-third of girls between ages 13 and 17 revealed that their first sexual experience was forced and that it took place in their own homes (Fraser, 2012). A study by Save the Children (2013) in Yemen revealed that 31 per cent of school children were exposed to sexual exploitation. A similar 2008 study in Lebanon showed that 16 per cent of school children reported sexual exploitation, majority being girls. In a similar study in Peru, 169 teachers were prosecuted because of rape and other inappropriate behaviour against learners in 2007 alone. Gender- Centred Aggressiveness (GCA) has no boundaries and the cases are wide spread across the world. United Nations Girls' Education Initiative (UNGEI, 2013) discovered that, the trend has however been that, girls are most at risk of Gender- Centred Aggressiveness within and even outside school environment, but boys are also vulnerable. Due to sexual abuse many girls drop out of school due to teenage pregnancy, ill- health due to Sexually Transmitted Diseases and stigmatization. This is a huge blow to the education especially of the girl- child.

Gender-Centred Aggressiveness is also affecting the academic performance of learners in Europe. Drob (2020) wrote, "Gender-based violence phenomena are widely spread in Romania, in rural regions especially". According to the study of the National Institute for Public Health, in 2018, 30% of Romanian children were affected by physical or sexual violence at some point in their life. The children are the ones to suffer the most. Firstly, they can also be victims of abuse that subsequently can transform into ugly secondary effects. Usually, boys become abusers and develop violent behaviour in school. Violence can affect the efficiency of children in school, children can become apathetic, anxious and don't have an interest in anything. Leach and Machakanja (2003) reported that, the emotions that students express about School Related Gender- Centred Aggressiveness (SRGCA) show that both girls and boys are affected across all variables in roughly equal measure - averaging about 40 percent. Girls, however, report feeling more depressed than boys, indicating they do not feel as able to manage GCA effects. In schools

where sexual violence against girls is the norm, the education system itself may increase a girl's chances of dropping out, interrupting her studies, experiencing an unintended pregnancy or becoming infected with HIV. A recent report from NGO Advisory Council (2011) notes that: Left unchecked, sexual violence in schools has a negative impact on the educational and emotional needs of girls and acts as a barrier to attaining education. Rape and other forms of sexual violence place girls at risk of contracting the HIV/AIDS virus (which has in turn) taken its toll on the educational system and disrupted education, especially for girls (2001; 5). The situation is bound to negatively influence these students' school performance and career lives, let alone their emotional stability, physical health, and mental health at this early stage of life. This will lead to their downfall in education.

Violence and abuse can have serious detrimental effects on children's health and well-being and their ability to learn to their full potential. Kim, Jackson, Hunter, & Conrad (2009) expanded that, GCA can negatively impact school participation, learning levels and completion rates, and raises barriers to gender equality in education and wider society. Combating gender-based violence in and around schools will help increase school attendance, enhance children's quality of education and improve learning outcomes.

Children who have been abused or bullied often experience low self-esteem and depression, which may lead to self-harm and risk-taking, and result in poor performance and disengagement from school. Sexual violence can have health consequences, including mental health problems, pregnancy and STIs such as HIV, all of which have a negative effect on education progress and well-being. Levin and Madfis (2009) pointed out that, youth reared in abusive environments are more likely to exhibit behaviours of concern. For example, adolescents are more likely to display a lack of interest in social activities, have lowered self-esteem, avoid peer relations, maintain unhealthy relationships, and exhibit increased rebellion and defiant behaviours in the school environment. Levin and Madfis (2009) pointed out that, youth reared in abusive environments are more likely to exhibit behaviours of concern. For example, adolescents are more likely to display a lack of interest in social activities, have lowered self-esteem, avoid peer relations, maintain unhealthy relationships, and exhibit increased rebellion and defiant behaviours in the school environment.

The attitudes of parents towards gender grounded violence among the learners impacted negatively on the academic achievement of learners. Githinji (2011) posited that some parents were the main culprits of GCA. Some parents apparently just turned a blind eye towards the gender centred aggression of their children as they took it as normal. In most sub-Saharan African countries, a women's virginity is linked to her family honour. A woman can either be forced to marry her attacker or killed by brothers or fathers for such an embarrassment. By being the abusers themselves or by being indifferent towards GCA, the parents directly or indirectly contribute towards the academic failures of their children. There were reported increases in Gender-Centred Aggressiveness during the Covid 19 pandemic in the Asia-Pacific region. According to Pinheiro (2006), in many Asia-Pacific countries, availability of quality services and prevention programmes depends largely on public funding and governmental priorities. Countries with limited resources often placed low priority on GCA prevention pre-pandemic, and GCA policies and programmes remained neglected during the pandemic response. Cultural sensitivity and sense of shame associated with being a victim of violence hinder children from reporting or seeking help, especially

in various Asian cultures. While their familiar social networks and access to existing services were limited due to COVID 19 pandemic, children found it even more difficult to reach out to help lines or other services that are unfamiliar to them.

## **Methods**

### ***Research Paradigm -Qualitative Paradigm***

The researchers adopted a qualitative research paradigm. Silverman (2011) defined it as a method that investigates the why and how of decision making and not just the what, where and how. Denzin and Lincoln (1994, p. 127) defined qualitative research as: as multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. In this research, the qualitative research method was very useful as it helped in explaining in detail the influence of gender centred aggressiveness on the academic performance of learners at Chishakwe Primary School. Being a social phenomenon, the concept school related gender centred aggression could only be described by seeking views of the victims and their close associates such as fellow students, teachers and head teachers

### ***Research design***

The researchers adopted a case study design in order to orient or position the research problem. Ary and Jacobs (2010) purported that a research design is logical proof that helps the researcher to engage in different ways of the research. Cohen and Manian (2013) also asserted that research design is a strategy decided upon by a researcher; from his own guidance for determining answers to questions. Data was generated through interviews, focus group discussions and document analysis. The study was delimited to the qualitative paradigm and adopted a case study design. This study used a case study in order to understand issues that are occurring at a particular place in detail so that recommendations will be made.

### **Sample**

Shuttleworth (2009) explains that, a sample represents a subset of manageable size taken from the population size. Babbie (2001) states that, a sample represents the larger population and is used to make or draw conclusions about characteristics of the population without having to measure the entire population.

For the purpose of this research, a sample comprised of twenty (20) learners: fifteen (15) of whom were girls and the other five (5) were boys, three (3) teachers from the school of study. These as well included one (1) male and two females. Two (2) School Development Committee (SDC) members, one male and one female representing parents

### ***Data collection***

The guided interview questions were used for interviews with pupils, teachers and parents. Interviews and focus group discussions were done whenever teachers, learners and parents were free by appointment. The researchers first explained to participants the motive and procedure of the research and obtained their informed consent. The data collection took two weeks.

## Result And Discussion

### *Biographic data of participants*

**TABLE 4.1: Description of Age along Gender Lines N=25**

| <b>Age &amp; Gender</b> | <b>Teachers</b> |          | <b>Pupils</b> |          | <b>SDC</b> |          | <b>TOTAL</b> |          |
|-------------------------|-----------------|----------|---------------|----------|------------|----------|--------------|----------|
|                         | <b>F</b>        | <b>M</b> | <b>F</b>      | <b>M</b> | <b>M</b>   | <b>F</b> | <b>M</b>     | <b>F</b> |
| 10-19 years             |                 |          | 15            | 5        |            |          | 5            | 15       |
| 20-29 years             |                 |          |               |          |            |          | 0            | 0        |
| 30-39 years             | 1               |          |               |          |            |          | 0            | 1        |
| 40-49 years             | 1               | 1        |               |          | 1          | 1        | 2            | 2        |
| 50-59 years             |                 |          |               |          |            |          |              |          |
| <b>Total</b>            | <b>3</b>        |          | <b>20</b>     |          | <b>2</b>   |          | <b>25</b>    |          |

The research information on the demographic data on Table 1 above, illustrated the participants' age according to gender. The males and female teachers were from the age range of 40-49 years while only one female teacher was in the age range of 30-39 years. The reason why more teachers were in the age group 40-49 was that these were senior teachers who were in the Child Protection Committee. They were very experienced and had handled several cases of gender-centred aggression. The generated data reflected that among the teachers who participated in this study, there was only one male teacher. Apparently, there are more female teachers at the school than male teachers. On this basis, it made sense to involve more female teachers than male teachers. However, the data from the SDC's indicated that the participants were gender balanced. There was one male and one female. All students were in the age range of 10-19 years. The girls dominated because they were the majority at the school. Moreover they are the main victims of gender centred aggression.

### ***The different forms of gender centred aggressiveness among learners at Chishakwe Primary School in Mutare District***

The data generated from focus group discussions exposed that there are basically four types of aggressiveness. The group response was that the major forms of aggressiveness are physical violence, emotional violence, sexual violence and economic violence. The participants gave numerous examples of physical aggressiveness. The examples which were given were compiled as :scratching, pushing, shoving, throwing, grabbing, biting, choking, shaking, slapping, punching, burning, beating, burning, kicking, assault with a weapon and strangling.

The aggressiveness of physical violence was well explained by McGee, (2000) who pointed out that physical violence is the intentional use of physical force with the potential of causing harm, injury, illness, disability or death. The UNIFEM (2011) report added that denying medical care or forcing alcohol and/or drug use and using other physical force is a form of aggressiveness. Physical violence can take the form of, among others, serious and minor assault, deprivation of liberty and manslaughter. Learners usually play truancy as they recover from injuries sustained during physical violence or as they fear physical violence at school. On this basis, they may lag behind others as a result of losing a lot of lessons. This make them perform dismally at school.

Apart from identifying the four forms of aggressiveness, the Guidance and counselling

Teacher 1 explained that emotional violence is; *mistreatment and undermining of a person's self-worth*. It normally involves psychological or verbal abuse and inducing intimidation. The examples of emotional violence include acts like: criticism, threats, insults, belittling comments and manipulation, shouting, insulting, humiliation, intimidation, isolation or withholding affection. The teacher's explanation was almost similar to what UNIFEM (2011) disclosed. UNIFEM (2011) revealed that emotional violence is: belittling one's abilities; name-calling or other verbal abuse; damaging a person's relationship with friends. Learners who are subjected to emotional violence will lose self-esteem, confidence and even academic interest. As a result, there academic performance will be badly affected.

Sexual violence is one of the commonest forms of violence which has devastating impact on the academic performance of learners. Sexual violence is any sexual act committed against the will of another person, either when this person does not give consent or when consent cannot be given because the person is a child, has a mental disability, or is severely intoxicated or unconscious as a result of alcohol or drugs. Sexual violence can include the following: Sexual harassment, rape, human trafficking, female genital mutilation, child marriage, online or digital violence, cyberbullying and non-consensual sexting.

The research gathered that, UNIFEM (2011) described economic violence as any act or behaviour which causes economic harm to an individual. Economic violence can take the form of, for example, property damage, restricting access to financial resources, education or the labour market, or not complying with economic responsibilities, such as alimony. Economic violence can take the form of, for example, property damage, restricting access to financial resources, education or the labour market, or not complying with economic responsibilities, such as alimony. Education obviously requires some money. But then, when the money is withheld from a learner, that learner will be affected negatively academically.

#### ***How gender created violence impact on academic performance of victims of gender centred aggression at Chishakwe Primary School in Mutare District***

The existing documents report showed that Gender Centred Aggression retards intellectual and personal growth of learners. Child sexual abuse was detrimental to the child's personal developmental growth. Violence and abuse being prevalent at schools is a major hindrance to the education of girls and negatively influencing their school performance. Leach and Machakanja (2003), buttressed that Gender centred aggression in the form of sexual intimidation, verbal abuse and physical assault was a significant contributor to irregular attendance and under achievement of girls in school. Ruto (2009) declared that, violence and abuse being prevalent at schools is a major hindrance to the education of girls and negatively influencing their school performance.

Apparently girls are most affected by gender created violence. The girls are usually at risk of sexual and reproductive health problems such as contracting sexually transmitted diseases, spread of HIV/AIDS and high-risk pregnancies. Worse still, they may end up having: defiance; no discipline; poor school work; sleep problems; anxiety; anger; social isolation; withdrawal; apathy; hopelessness; suicidal ideas; lack of trust; lack of concentration; lack of interest (e.g. school); and poor self-esteem. All these factors contribute towards poor academic performance of victims of gender centred aggression. To confirm the above findings one of the guidance & Counselling teacher echoed that

**Teacher 3:** *The result of violence shows adverse impacts indirectly and directly on the health of students*

*and their education and their organization. Their academic performance affected badly, they mentally remain disturbed. These factors lose the confidence of children and put their educational condition at the high risk.*

Schwartz & Davis, (2006) discovered that, in relation to academic functioning, children who experience higher levels of violence have lower abilities in reading, mathematics, and general knowledge. According to Bisika (2009), in a survey of gender centred aggression in Malawi, 61% of girls who experienced gender- centred aggression were affected in their school performance.

Qualitative studies have shown that gender centred aggression contributes to learners poor performance and dropout. The chances of the learners doing well academically are hampered by gender centred aggression. Children who have been severely abused or neglected are more likely to experience learning difficulties and perform poorly at school, and at times end up dropping out. Girls subjected to GCA in the form of rape, forced or coerced sex can have early and unintended pregnancies and, as a consequence, an increased risk of their education being curtailed.

### ***Strategies implemented to minimise the occurrence of gender centred aggression to enhance academic performance of learners***

Teachers spend more hours with learners. In Zimbabwe, from grade 6 up to Advanced level, learners finish their lessons or sporting activities around 4pm. On this basis, it is noble to engage teachers more in the fight against GCA since they are the ones who spend more time with them. For them to do their work diligently and meticulously, teachers should be well motivated.

**The school head:** *Engage teachers as much as possible. Teachers and school administrators must be well-trained, equipped and supported to prevent and respond to gender centred aggression in and around schools. The performance of teachers in combating GCA can be effected by motivation which in general terms refers to incentives and remuneration.*

Closely linked to what the head said, The United Nations Girls' Education Initiative (UNGEI) (2015) proposed that there should be a whole school approach. UNGEI (2015) charged that, the success of a whole school approach is dependent on actions at the school level and also on how well these are connected with national policy frameworks and ongoing systems of planning, reporting and monitoring that links schools with the provincial education departments.

**Parent 1** professed that the appropriate strategy to minimise the occurrence of gender centred aggression is: *Addressing GCA requires working in partnership with communities (including parents) and stakeholders at all levels, including the judiciary, child protection authorities and the transportation sector.*

UNESCO (2016) noted that, the war against GCA does not require a single body. It requires the unity and co-operation of different stakeholders. The government should work with: teachers, parents, churches, Non-Governmental Organizations and the relevant ministries in finding solutions to ending GCA. The teachers and parents should work hand in hand with Non-governmental Organizations such as Save The Child, Childline, DREAMS, FACT, Children Tariro, Youth Alive, etc, in the fight against GCA. They should also incorporate the help of ministry of health, social welfare, Victim Friendly Unit and Lawyers for Human rights. Dealing with such stakeholders will go a long way in doing away with GCA.

## **Conclusion**

It was concluded that the existence of all the forms of gender centred aggressiveness adversely affects learners' physical, emotional and psychological development. The wholesome development is greatly affected. Involvement of teachers and other stakeholders would greatly

assist in reducing GCA with collaboration and advocacy as key strategies in assisting change the scenario.

## **Recommendations**

In light of the key findings of this study, the following recommendations were made with specific reference to policy makers; researchers and practitioners.

Based on the study findings and conclusions, the following are policy recommendations of the study:

- The government and other stakeholders should strengthen international, national, and local commitments to end violence against children; prohibit all violence against children in national law; promote non-violent values and awareness raising; enhance the capacity of those who work with or for children; ensure accountability and end impunity; and to take a range of other actions to prevent violence against children and to respond to it effectively if it occurs.
- Engage teachers as much as possible. UNESCO has published two gender-sensitive reference materials to help teachers address school related gender centred aggression. The material clearly indicate the drastic measures that can be taken to prevent GCA. The performance of teachers in combating GCA can be effected by motivation which in general terms refers to incentives and excellent remuneration. Indeed motivation of teachers and children is one of the strategies for combating the GCA in schools.
- There should be a multi-sectorial team approach to prevent and respond appropriately to GCA. There should be involvement of both gender in promoting a safe environment, information dissemination, education, communication, protection of victims, offering medical care and psychosocial care to victims.
- It is recommended to plan regular family training programs to inform families about the relationship between family attitude and tenancy for violence, to strengthen the communication between parents and children, and to support and improve parenting skills of the parents.
- The State has primary responsibility for preventing and responding to gender centred aggression by taking all necessary legislative, administrative, judicial and other measures to prevent, investigate and punish acts of gender centred aggression, whether in the home, the school, the community and provide adequate care, treatment and support to victims/survivors. The state must pass stiffer jail terms to perpetrators especially of sexual aggression. Longer jail terms will deter potential abusers from engaging in acts of sexual violence.
- The state must take measures to eliminate all beliefs and practices that discriminate against women or sanction violence and abuse, including any cultural, social, religious, economic and legal practices.
- There is need more guidance and counselling sessions in classes to learners at any level, be it primary, secondary or even tertiary level. It is through guidance and counselling lessons that people learn to do away with negative social norms that fuel gender centred aggression.
- The judiciary, child protection authorities, the transportation sector, and civil society organisations must be partners in addressing the vulnerability of children en-route to and from school grounds.
- Campaigns, advocacy and lobbying can help efforts to prevent violence in schools by raising awareness and promoting better knowledge of children's rights to a safe education.

- Strategies to eliminate GCA should be integrated into other school-based initiatives such as violence prevention in schools, children's rights, gender equality and women's and girls' empowerment, HIV and comprehensive sexuality education, life skills or citizenship education, disaster preparedness and peace-building.
- Education content, including curricula, textbooks, and pedagogy and classroom practices can be designed to be gender-transformative and promote peace, gender equitable norms, attitudes and behaviours.
- The government and donors should prioritize and expand financing to support programmes addressing GCA, especially among marginalized and under-served populations.

School information outlets of all kinds can play a role in raising awareness about basic human rights, common learner challenges, problem management, and possible protective measures against GCA

## **References**

Addisu S, Beyene A.S., Chojenta C.L & Loxton D.J. (2021) Consequences of gender-based violence on female high school students in eastern Ethiopia. Haramaya University, Haran

African Child Policy Forum (2006) Sticks, Stones, and Brutal Words: The Violence against Female Learners in Schools and Universities in Africa. Addis Ababa.

African Child Policy Forum and Save the Children Sweden. CSA (2007).Population and Housing Census of Ethiopia. A.A: CSA.

African Journal of Reproductive Health August 2021; 25 (4):22

African Rights (1994) "Crimes without Punishment: Sexual Harassment and Violence"

Alexander S. (2011). A systematic review of prevalence studies of gender centred aggression in complex energy: New York.

Alexander, M. (2011). Effects of homophobic versus non homophobic victimization on school Commitment and the moderating effect of teacher attitudes in Brazilian Public Schools. Journal of LGBT Youth, 8:4, 289 - 308.

Altın M., Demir H., Demirel H., Yalçın Y. G., Buğdaycı S. (2017). High school learners' violence tendencies. European Journal of Education Studies, 3, 424-435.

Andere A.M (2011) Relationship between schools related gender centred aggression and students academic performance in secondary schools in Nakuru County, Kenya. Kenyatta University. Nairobi

Ayhan F., Özkan B. (2016). Domestic violence impact on adolescents. Journal of Human Sciences, 13, 3753-3767.

Baldasare, A (2011). Gender centred aggression: Focus on Africa. World health Organization: Geneva.

Baldasare, A (2011). Gender-based violence: Focus on Africa. World health Organization:Geneva.

Cahill, Helen, and Katherine Romei (2019) Preventing Gender - Based Violence in Schools in East and Southern Africa: From Consultation of Capacity Building. Melbourne: Youth Research Centre

Demir Y., Kumcağız H. (2015). Learners perception forms of attitudes of parents and tendencies to violence. Turkish Studies, 102, 221-234.

Discussion Paper No. 4.2010. Addis Ababa.

Dokuyan M. (2016). 12th grade of perceived parenting attitudes with an investigation of between

self-esteem. Ahi Evran University Journal of Institute of Social Sciences, 2(2), 1-21.

Drob E. (2020) Gender-based violence in the poorest county of European Union. World Vision. Romania

Duvvury N, Carney P and Minh NH. (2012). Estimating the cost of domestic violence against women in Viet Nam: UN Women Viet Nam.

Dyavanoor B. D., Jyoti D. M. (2017). Parents' attitudes and beliefs: Their impact on children's development. International Journal of Physical Education and Sports Sciences, 11(18), 241-243. Retrieved from <http://www.ignited.in/I/a/4591>

Emma Fulu, Alice Kerr-Wilson and James Lang (2014) What works to prevent violence against women and girls? Evidence Review (Dfid).

Fulu E. (2016) Violence against women and girls. GSDRC Professional Development Reading Pack no. 32. . Birmingham, UK: University of Birmingham.

Gençoğlu C., Kumcağız H., Ersanlı K. (2014). Family factors affecting violent tendency in adolescents. Turkish Studies, 9, 639-652.

Githinji, P. (2011). Sexual abuse of children: A study of primary school pupils in Nakuru Municipality, Kenya. Published Masters Thesis, Kenyatta University.

Harne, L., (2011) 'Violent Fathering and the Risks to Children: The Need for Change. Bristol, UK: Policy Press

Haskan Ö., Yıldırım İ. (2012). Development of Violence Tendency Scale. Education and Science, 37(163), 165-177.

Haskan-Avcı Ö. Yıldırım İ. (2015). Prevalence of violence tendency in adolescents. Journal of Theoretical Educational Science, 8, 106-124.

Haskan-Avcı Ö. Yıldırım İ. (2015). Prevalence of violence tendency in adolescents. Journal of Theoretical Educational Science, 8, 106-124.

Houltberg B. J., Henry C. S., Morris A. S. (2012). Family interactions, exposure to violence, and emotion regulation: Perceptions of children and early adolescents at risk. Family Relations, 61, 283-296.

Human Rights Watch (2001).Human Rights Watch World Report: New York City.

Jere, Catherine M., and UNESCO GMR team (United Nations Educational, Scientific and Cultural Organization, Education for All [EFA] Global Monitoring Report). 2015. "School-Related Gender centred aggression is Preventing the Achievement of Quality Education for All." Policy Paper No. 17 for the United Nations Girls' Initiative (UNGEI), UNESCO, Paris.

Jere, Catherine M., and UNESCO GMR team (United Nations Educational, Scientific and Cultural Organization, Education for All [EFA] Global Monitoring Report). 2015. "School-Related Gender centred aggression is Preventing the Achievement of Quality Education for All." Policy Paper No. 17 for the United Nations Girls' Initiative (UNGEI), UNESCO, Paris.

Kılıç E. Z. (2012). Violent behaviour in adolescence: Individual and familial factors. Archives of Neuropsychiatry, 49, 260-265.

Krejcie, Robert V., and Daryle W. Morgan. 1970. "Determining Sample Sizes for Research Activities." Educational and Psychological Measurement 30 (3): 607–10.

Leach, F. & Machakanja, P. (2003). An investigative study into the Abuse of girls in African

Schools. London: DfID

Mejuini, Olutoyin, and Oluyemisi Oluremi Obilade. 2012. "Unsafe Spaces: Dodgy Friends and Families." Study of sexual violence and abuse among girls and young women in Osun and Oyo states, Women Against Rape, Sexual Harassment, and Sexual Exploitation (WARSHE) Resource Center, Ilé Ifè, Nigeria.

Michau L. and Siebert S. (2016).SASA! Faith. Raising Voices. Troicare. Kampala Ministry of Health, Community Development, Gender, Elderly and Children [MOHCDGEC]. 2017. Gender centred aggression and Violence against Children: Facilitator's Guide for Health Care Providers and Social Welfare Officers. Dar es Salaam, Tanzania: MOHCDGEC and Strengthening High Impact Interventions for an AIDS-free Generation (AIDS Free) Project.

Nakuru municipality, Kenya. Published Masters Thesis, Kenyatta University. Frederick and Goddard (2007)

NGO Advisory Council (2011) Global update on violence against children. Paris: United Nations.

Pinheiro PS. (2006) UN Secretary-General's study on violence against children. Geneva: United Nations.

Pinheiro, P. (2006). World report on violence against children. Geneva: United Nations.

Pinheiro, P. (2006). World report on violence against children. Geneva: United Nations. Protection of Internally Displaced Persons (2005)

Reuters (2002). Afghan Woman Attacked with Acid. Reuters Accessed at [www.rawa.org/acid.htm](http://www.rawa.org/acid.htm) on 26 February 2015.

Reuters (2002). Afghan Woman Attacked with Acid. Reuters Accessed at [www.rawa.org/acid.htm](http://www.rawa.org/acid.htm) on 26 February 2015.

Ruto J. (2009). Sexual abuse of school age children: Evidence from Kenya. CICE Hiroshima University, Journal of International Cooperation in Education, 12(1) 177-192.

Ruto, J. & Chege, R. (2006). Violence against girls as a structural barrier to her right to and in education. Nairobi: Action Aid Kenya.

Save the Children International (2013).Gender- Based Violence: A Global Threat. Save The Children organization. London.

Tantu T., Sintayehu Wolka S., Gunta M., Teshome M., Mohamme H. and Duko B. (2020) Prevalence and determinants of gender centred aggression among high school female students in Wolaita Sodo, Ethiopia: an institutionally based cross- sectional study .School of Public Health, Curtin University, Perth.

Tora A. (2013). Assessment of Sexual Violence against Female Learners in Wolaita Sodo University, Southern Ethiopia.

UNESCO. 2016. School - Related Gender - Based Violence: Global Guidance. Paris: UNESCO; and New York: UN Women.

UNFPA (2020) Human Rights Watch (2001).Human Rights Watch World Report: New York City.

UNFPA (2022) on <https://www.unfpa.org/news/millions-more-cases-violence-childmarriage-female-genital-mutilation-unintended-pregnancies>

UNIFEM (2011) Violence Against Women–Facts and Figures, accessed at [www.unifem.org/gender\\_issues/violence\\_against\\_women/facts\\_figures.php](http://www.unifem.org/gender_issues/violence_against_women/facts_figures.php), on March 25, 2011.

United Nations (2006). World Report On Violence against Children. Paris: United Nations.

United Nations Children's Fund, (2009). Machel Study 10-Year Strategic Review: Children and Conflict in a Changing World. Accessed at:  
[http://www.un.org/children/conflict/machel/\\_download/msr2\\_en.pdf](http://www.un.org/children/conflict/machel/_download/msr2_en.pdf) on 6/1/2013

United Nations Secretary-General. (2006) In-depth study on all forms of violence against women: Report of the Secretary General: UN

Wilson F., (2001) Gender centred aggression in South African Schools. International Institute for Educational Planning. Pretoria