

## Forms, Causes and Consequences of Gender Based Violence among in-School Adolescence in Ilorin Metropolis

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### Abstract

Gender-based violence (GBV) is a global menace that has taken worrisome dimension in the Nigerian society especially among in-school adolescents. It is one of the challenges militating against total development of school aged children in Nigeria; hence, the purpose of the study was to investigate the form, causes and consequences of gender based violence among in-school adolescents in Ilorin metropolis in Nigeria. The study adopted a descriptive research of the survey type. There are 18 secondary school in Ilorin. Simple random sampling technique was used to select 10 schools from the available schools in Ilorin metropolis while random sampling technique was used to select 20 representatives from each selected secondary schools. A total of 200 representatives were used for the study. The result revealed a significant difference in the violence against male and female in-school adolescents. Females were shown to be more physically and sexually harassed as well as marginalized when compared to their male counterparts. The result would enable education stakeholders in Nigeria, especially classroom teachers, to be aware and alert on potential gender based violence against female students.

**Keywords:** *Gender-Based Violence, GBV, Violence, In-School, Adolescence, Gender*

### Introduction

Secondary school education in Nigeria is mainly geared towards a total development of individuals who are at the developmental period of adolescence.

However it is worthy to note that irrespective of the sound goals of secondary school education enunciated in the National Policy on Education Federal Republic of Nigeria, 2013, a broad spectrum of issues are militating against the development of in-school adolescents. One of such issues is violence which could be categorized into physical, psychological and emotional violence.

Violence according to Oladipo, Yusuf and Arulogun (2011) refers to all that causes direct, physical, mental or sexual harm or suffering including threat of such acts. It is a means of control and oppression that can include social or economic force, coercion or pressure as well as physical harm. Violence can be overt in the form of physical assault or threatening someone with a weapon. It can be covert, in the form of intimidation, threat, persecution, deception or other forms of psychological or social pressure.

According to Saidi, Awori and Odula (2008) Gender-Based Violence (GBV) is an umbrella term for any harm orchestrated against a person's will that is the result of power imbalances that exploit distinctions between males and females, amongst males and amongst females. Perpetrators of gender-based violence may include family members, community members, or those acting on behalf of culture, religious, state or inter -state institutions

The term gender-based violence according to Arulogun and Jidda (2011) is a synonym to violence against women. It is a form of discrimination that seriously inhibits women's ability to enjoy rights and freedom on a basis of equality with men. The United Nation declaration of the Elimination of Violence against woman (2013) describe gender-based violence as any act of gender based violence that result in or is likely to result in physical sexual or psychological harm or suffering on women. Gender-based violence is a form of discrimination that seriously inhibits omen ability to enjoy right and freedom on bases of equality with men.

Gender according to Zain (2010) are those characteristics of men and women socially determined in contrast to those that are biologically determined. Gender defines culturally acceptable attitudes and behaviors of men and women, which include responsibility advantages and disadvantages, opportunities, constraints roles, status and power assigned to women and men in a society. Gender is not static or innate but learned through socialization and varies within society and cultures.

Gender-based violence is grouped into five categories, physical, sexual, emotional, psychological, harmful traditional practices and socio-economic violence. Mwaugi (2012) stated that physical violence is an umbrella term that covers physical assault which includes but is not limited to beating, punching, kicking, biting, and burning. Sexual violence on the other hand is a broad concept which

covers the invasion of any part of the body of a victim. Any sexual relations or interaction with a minor in form of threatened physical intrusion of a sexual nature, inappropriate touching, attempted or actual rape, forced undressing and or nakedness, forced marriage and child bearing among others (Kohli, 2012).

Gender-based violence in the form of harmful traditional practices according to Mwangi (2012) includes female genital mutilation (F.C.M), cutting off genital organs for non-medical reasons. This is usually done at a young age and it could be partial or total cutting, for cultural and non-therapeutic reasons. Other forms of harmful traditional practices include; honor killing or maiming of women or girls as punishment for acts considered inappropriate for her gender and believed to bring shame to the family or community and also socio-economic violence against the female gender for perceived wrong societal disposition.

Socio-economic violence according to Guedes (2014), includes discrimination or denial of opportunities to education, denial of property rights, and denial of access to services, political and cultural rights mainly to women. According to Wanga (2014) the causes of gender-based violence can be attributed to cultural perceptions, poverty, hunger, substance abuse, personality, disorder among others. Mojoyinola (2006) further stated that gender-based violence may also be a factor of individual intolerance, selfish approach to issues, immaturity, lack of moral standard, disrespect and lack of social vice. Olson and Defrain (2006) also revealed that a man who feel inadequate in a relationship may use violence to gain control. The implication of gender based violence is that it may affect the victims physically, emotionally and psychologically.

Gender-based violence among in-school adolescents is perpetuated by both students and teachers in schools and most schools boys and girls have been victims at one point or the other. According to Badri (2014), the situation is very unfortunate because school administrators are not aware of the extent and consequences of this problem, the implication on the health and education standard of the students. A study conducted by UNICEF in collaboration with the Federal Ministry in 2007 revealed that all forms of gender based violence are present in Nigerian secondary schools. Victims of this violence according to Dwarjan (2015) end up feeling fearful of other students or going to school therefore giving teachers the added responsibility of looking out for troubled students rather than focusing on teaching alone. Results of violence in secondary school among others are; insecurity, truancy and gradual decline in the quality of education. Furthermore, gender based violence can have an influence on the smooth running of a school and students learning ability. It can ruin a child's future if not properly managed.

Gender-based violence cannot exist without a cause. The study of Yusuf (2008) revealed that gender inequality, specific cultural beliefs as well as poverty contributes to gender-based violence. Certain behaviors exhibited by young boys and girls have cultural inclination. These traditional concept of male and females and belief in their characteristics empower the male to be domineering and exert authority over their female counterparts (Yusuf 2008). Mojinyinola (2006) noted that the exertion of authority of male over female often manifests in either verbal or physical abuse.

According to Ungei (2014) consequence of gender-based violence has short and long time devastating effects and also negatively affects its victims mentally, physically, sexually and otherwise. Furthermore suicidal tendency, depression, post traumatic disorder, risky sexual behavior, drug and alcohol misuse among others can be manifested in the victims of gender based violence.

In-school adolescents in our setting are more exposed to various forms of violence which are seldomly reported even to their parents. Most gender based violence is perpetuated by persons close to the victims with girls being the most vulnerable. The psychological consequence of gender based violence can be direct and indirect. Anxiety, fear, mistrust, inability to concentrate, loneliness, post-traumatic stress disorder and suicide are some of the consequences of gender based violence. Indirect consequences of gender based violence are psychosomatic illnesses, withdrawal, alcohol or drug use.

### **Problem of Research**

Gender-based violence is a global menace that has taken worrisome dimension in the Nigerian society especially among in-school adolescents. It is one of the challenges militating against total development of school aged children in Nigeria. Oladipo, Yusuf and Arelogun (2011) stated that gender based violence is a common occurrences in most Nigerian schools that inflicts physical, psychological and emotional pain on the victims on daily basis. School environment is supposed to be a place for learning and social interaction for both female and male students, notwithstanding their different cultural and social background. However, bitter complaints mainly from female students on issues of bullying, rape, cultism, and assaults among other forms of violence alleged to be prevalent in the Nigerian secondary schools. It has made school environment no longer conducive to learning and this situation poses serious challenges to the success of the secondary school system (World Bank, 2000). Hence, the aim of this research is to explore the forms, causes and consequences of gender-based violence among in- school adolescents in Ilorin metropolis.

### **Research Focus**

The main purpose of the study was to investigate the form, causes and consequences of gender based violence among in-school adolescents in Ilorin metropolis. Specifically the study investigated:

1. Common forms of gender based violence among in-school adolescents in Ilorin metropolis.
2. Causes of gender based violence among in-school adolescents in Ilorin metropolis.
3. Consequences of gender based violence among in-school adolescents in Ilorin metropolis.

### **Research Questions**

The following questions were asked:

1. What are the different forms of gender based violence among in-school adolescents in Ilorin metropolis?
2. What are the causes of gender based violence among in-school adolescents in Ilorin metropolis?
3. What are the consequences of gender based violence among in-school adolescents of in Ilorin metropolis?

### **Research Hypothesis**

**H<sub>01</sub>:** There is no significant difference in the violence against male and female in-school adolescents in Ilorin metropolis.

## **Methodology of Research**

### **General Background of Research**

The study adopted a descriptive research of the survey type. Descriptive research design was considered appropriate for the study because it enabled the researcher to obtain information from the representative sample of the population so as to describe the research situation as it really exists (Kerlinger, 2016).

### **Sample of Research**

The population of this study comprised all in-school adolescents in Ilorin metropolis. The target population includes all senior secondary school students. There are 18 secondary school in Ilorin. Simple random sampling technique was used to select 10 schools from the available schools in Ilorin metropolis while ran-

dom sampling technique was used to select 20 representatives from each selected secondary schools. A total of 200 representatives were used for the study.

### **Instrumentation and Procedure**

A researcher designed questionnaire tagged “Forms, Causes and Consequences of gender based violence” (FCCCBVQ). It was used to collect relevant data for the study. The instrument comprises four sections coded A-D. Section A consists of the demographic information of the respondents. Section B consists of items on forms of gender based violence. Section C consists of items on causes of gender based violence while Section D consists of items on consequences of gender based violence. In order to ensure validity of the instrument, it was given to experts in the field of study for their advice and suggestions. All the advice and suggestions were used to modify the instrument with a view to ensure that all the items contained in the instrument measures what they were supposed to measure (Creswell 2003). To ensure the reliability of the instrument, a re-test procedure was conducted within a two-week interval using 20 students that were not part of the envisaged sample. The two set of scores were correlated using Pearson Product Moment Correlation Coefficient, 0.73 was obtained for the instrument. The instrument was therefore adjudged to be very reliable.

The researcher personally went to the selected schools and informed the appropriate authority about the administration of the questionnaire to the students. The researcher personally collected the copies of the completed questionnaire from the respondents for analysis.

### **Data Analysis**

The data was subjected to descriptive and inferential statistics. Mean and rank order was used to answer the research questions 1,2 and 3 statistical Package for Social sciences (SPSS) was specifically used to perform coding and descriptive analysis of the data collected.

## **Results of Research**

The demographic characteristic of the respondents were examined using percentages to describe personal information of the respondents in Table 1.

Table 1 shows the demographic data of the respondents on the basis of gender and school type. Out of 200 (100.0%) participants sampled for this study, 85 (42.5%) of them were males while 115(57.5%) were females. Also, 135 (67.5%)

**Table 1.** Demographic Data of the Participants

| Gender      |            | Total (%)   |             |
|-------------|------------|-------------|-------------|
| Male        |            | 85 (42.5)   |             |
| Female      |            | 115 (57.5)  |             |
| Total (%)   |            | 200 (100.0) |             |
| School Type | Frequency  | Percentage  | Total (%)   |
| Public      | 100 (50.0) | 35 (17.5)   | 135 (67.5)  |
| Private     | 50 (25.0)  | 15 (7.5)    | 65 (32.5)   |
| Total       | 150 (75.0) | 50 (25.0)   | 200 (100.0) |

of the respondents were from the public schools while 65 (32.5%) were from the private schools.

### Research Question One

What are the forms of gender based violence among in- school adolescents in Ilorin Metropolis?

**Table 2.** Forms of Gender Based Violence among in-School adolescents in Ilorin Metropolis

| SN | Forms of Gender Based   | Mean | S.D. | Remark   |
|----|---|------|------|----------|
| A  | <b>Physical Violence</b>                                      |      |      |          |
| 1  | Beating   | 3.38 | 1.66 | Affirmed |
| 2  | Hawking on the streets  | 3.12 | 2.31 | Affirmed |
| 3  | Severe punishment   | 2.73 | 2.49 | Affirmed |
| 4  | Physical assault  | 2.87 | 1.98 | Affirmed |
| B  | <b>Sexual Violence</b>  |      |      |          |
| 5  | Unwelcomed touching of body by others                         | 3.29 | 1.41 | Affirmed |
| 6  | Raping  | 2.68 | 1.63 | Affirmed |
| 7  | Incest  | 2.61 | 2.11 | Affirmed |
| 8  | Display of pornographic materials in the presence of students | 2.54 | 2.27 | Affirmed |
| C  | <b>Harmful Traditional Practices</b>                          |      |      |          |
| 9  | Cutting of genital organs for non-medical reasons             | 3.17 | 1.39 | Affirmed |
| 10 | Forced marriage arranged marriage against the victim's wishes | 2.94 | 1.93 | Affirmed |

| SN                               | Forms of Gender Based   | Mean | S.D. | Remark      |
|----------------------------------|---|------|------|-------------|
| 11                               | Killing a child for rituals   | 2.51 | 2.17 | Affirmed    |
| -12                              | Neglecting female or male children because they are considered to be of less value in the society than male/female children | 2.37 | 2.13 | Disaffirmed |
| <b>D Socio-Economic Violence</b> |   |      |      |             |
| 13                               | Denial of education for girls/women   | 3.28 | 1.27 | Affirmed    |
| 14                               | Discrimination and/denial of opportunities for a person because of his/her gender   | 2.85 | 1.43 | Affirmed    |
| 15                               | Social exclusion based on sexual orientation  | 2.76 | 1.37 | Affirmed    |
| 16                               | Denial of property rights for a male or female  | 2.83 | 1.61 | Affirmed    |

Key: 0.01–2.49 Disaffirmed; 2.50–4.00 Affirmed

As revealed in Table 2, the forms of gender-based violence are physical violence (which embedded beating, hawking on the streets, severe punishment, and physical assault); sexual violence (which entrenched unwelcomed touching of body by others, raping, incest, display of pornographic materials in the presence of students); harmful traditional practices (such as cutting of genital organs for non-medical reasons, forced marriage arranged marriage against the victim's wishes, killing a child for rituals) and socio-economic violence (which included denial of education for girls/women, discrimination and/denial of opportunities for a person because of his/her gender, social exclusion based on sexual orientation, denial of property rights for a male or female. All the forms of gender-based violence were considered affirmed by the respondents with mean value greater than 2.49. Only 'neglecting female or male children because they are considered to be of less value in the society than male/female children' item under harmful traditional practice with mean value 2.37 was considered disaffirmed. This is because the item does not meet the cut-off point of 2.50 to be considered affirmed.

### Research Question Two

What are the causes of gender based violence among in-school adolescents in Ilorin Metropolis?



**Table 3.** Causes of Gender Based Violence among in-School adolescents in Ilorin Metropolis?

| N  | Causes of Gender Based Violence                                 | Mean | S.D. | Remark      |
|----|---|------|------|-------------|
| 1  | Poverty   | 3.33 | 2.11 | Affirmed    |
| 2  | Drug abuse  | 2.82 | 2.27 | Affirmed    |
| 3  | Personality disorder  | 3.17 | 1.27 | Affirmed    |
| 4  | Failure of parents to fulfill parental obligations to the child | 2.52 | 1.39 | Affirmed    |
| 5  | Poor academic performance                                       | 2.78 | 1.93 | Affirmed    |
| 6  | Witnessing of violence between parents as a child               | 3.29 | 2.17 | Affirmed    |
| 7  | Living with the extended family members                         | 2.26 | 2.13 | Disaffirmed |
| 8  | Extra-marital relationships by a parent                         | 3.11 | 1.62 | Affirmed    |
| 9  | misuse of family income by a parent                             | 2.83 | 1.69 | Affirmed    |
| 10 | Lack of moral standards/ lack of fear of God in the family      | 2.79 | 2.19 | Affirmed    |
| 11 | Death of one parent/single parent                               | 2.61 | 1.43 | Affirmed    |

Key: 0.01–2.49 Disaffirmed; 2.50–4.00 Affirmed.

As shown in Table 3, it was affirmed that the causes of gender based violence are poverty, drug abuse, personality disorder, failure of parents to fulfill parental obligations to the child, poor academic performance, witnessing of violence between parents as a child, extra-marital relationships by a parent, misuse of family income by a parent, lack of moral standards/ lack of fear of god in the family, death of one parent/single parent. However, living with the extended family member is not considered to be a cause of gender based violence with mean value 2.26 which is below the cut-off mean 2.50.

### Research Question Three

What are the consequences of gender based violence among in-school adolescents in Ilorin Metropolis.

**Table 4.** Consequences of Gender Based Violence among In-School Adolescents in Ilorin Metropolis

| N | Consequences of Gender Based Violence | Mean | S.D. | Remark   |
|---|---------------------------------------|------|------|----------|
| 1 | Poor mental health                    | 3.27 | 1.39 | Affirmed |
| 2 | Suicide                               | 2.73 | 1.43 | Affirmed |
| 3 | Drug abuse                            | 2.69 | 1.61 | Affirmed |
| 4 | Drop outs from school                 | 2.71 | 2.17 | Affirmed |

| N  | Consequences of Gender Based Violence     | Mean | S.D. | Remark   |
|----|---|------|------|----------|
| 5  | Disability                                | 2.87 | 2.11 | Affirmed |
| 6  | Post-Traumatic Stress Disorder            | 3.63 | 1.28 | Affirmed |
| 7  | Contracting sexually transmitted diseases | 3.12 | 1.34 | Affirmed |
| 8  | Unwanted pregnancy                        | 3.27 | 1.29 | Affirmed |
| 9  | Death                                     | 2.92 | 1.52 | Affirmed |
| 10 | Depression                                | 2.74 | 1.63 | Affirmed |

Key: 0.01–2.49 Disaffirm; 2.50–4.00 Affirmed;

Table 4 shows that the consequences of gender based violence are poor mental disorder, contracting sexually transmitted diseases, unwanted pregnancy, death, depression with mean value greater than the cut-off value of 2.50

### Hypothesis Testing

Hypothesis postulated was tested with the use of an independent t-test at 0.05 level of significance.

**Ho<sub>1</sub>:** There is no significant difference in the violence against male and female in- school adolescents in Ilorin metropolis.

**Table 5.** t-test Statistics Showing the Difference in the Violence against Male and Female In School Adolescents

| Gender | No  | Mean   | S.D.  | Df  | t-value | Sig   | Remark   |
|--------|-----|--------|-------|-----|---------|-------|----------|
| Male   | 85  | 10.312 | 2.118 |     |         |       |          |
|        |     |        |       | 198 | 1.921   | 0.001 | Rejected |
| Female | 115 | 14.147 | 2.381 |     |         |       |          |

\*significance at  $p < 0.05$

Table 5 shows that the t-value 1.921 is obtained with a p-value of 0.001 when computed at 0.05 alpha level. Since the p-value of 0.01 is less than 0.05 level of significance, the null hypothesis is not retained. Therefore, there is a statistically significant difference in the violence against male and female in- school adolescents ( $t_{\{198\}} = 1.921, p < 0.05$ ).

## **Discussion**

This study investigated the types, causes and consequences of gender based violence among in-school adolescents in Ilorin Metropolis. The discussion of findings from this study, conclusions from the findings and the recommendations as well as suggestions for further studies are all presented in this chap.

The findings from this study revealed that students affirmed that the forms of gender-based violence are physical violence (which embedded beating, hawking on the streets, severe punishment, and physical assault); sexual violence (which entrenched unwelcomed touching of body by others, raping, incest, display of pornographic materials in the presence of students); harmful traditional practices (such as cutting of genital organs for non-medical reasons, forced marriage arranged marriage against the victim's wishes, killing a child for rituals) and socio-economic violence (which included denial of education for girls/women, discrimination and/denial of opportunities for a person because of his/her gender, social exclusion based on sexual orientation, denial of property rights for a male or female). This outcome is in line with the result of Mtetwa (2017) that the most common form of GBV is verbal violence (57%), followed by physical violence (54%). Sexual violence (35%) was the third most common whilst emotional (20%) and economic violence (12, 5%) were fourth and fifth respectively, hence the influence of culture in perpetuating GBV as noted by (Gouws, 2016). Emotional and economic violence were trivialized as forms of violence maybe because of the way people are socialized in this society. The results revealed a cycle of violence as verbal violence usually precedes other forms of GBV. Intimate partner violence was also the most prevalent in the study and it manifested itself through rape. In a culture where men's rights are prioritized over women's, there is bound to be GBV due to gender inequality (Gonzalez, 2016).

The second findings of this study showed that the causes of gender based violence are poverty, drug, personality disorder, failure of parents to fulfill parental obligations to the child, poor academic performance, witnessing of violence between parents, lack of moral standards/ lack of fear of God in the family, death of one parent/single parent. However, living with the extended family members does not serve as a cause of gender based violence. This result is in concurrence to Belhorma's findings (2016) findings, this study highlights that poverty is another reason for an upsurge in GBV using the frustration excitation hypothesis as people vent off their anger to innocent victims be it spouses or children. Some respondents stated that GBV is increasing because men feel left out in the legal apparatuses, although this is share ignorance by men, negligence and marginali-

zation in the society are among the various reasons GBV is still experienced in schools today. Thus, there is need to educate the public on the neutrality of the legal frameworks in addressing GBV issues. Home is regarded as a private sphere in African contexts. Although activism against GBV has increased, men view this as a form of disrespect from their spouses and hence violence increases.

The third finding of this study revealed that the consequences of gender based violence are poor mental health, suicide, drug abuse, drop outs from school, disability, post-traumatic stress disorder, contracting sexually transmitted diseases, unwanted pregnancy, death, depression. This result substantiates Morley and Lussier (2010) who asserted that sexually harassed female in-school adolescents often exhibit impulsive behaviour in schools. Also, Bhana (2012) in his study, reported that sexually harassed persons inevitably displayed feeling of humiliation, withdrawal syndrome, aggressive behaviour and fear and trauma.

The last finding obtained from this study showed a significant difference in the violence against male and female in-school adolescents. Females were shown to be more physically and sexually harassed as well as marginalized when compared to their male counterparts. This finding agrees with the studies of Allwood (2016), Oladipo, Yusuf and Arulogun (2011) who revealed that more females are victims of violence.

Given the findings of this study, it is suggested that: Firstly, there is need for gender inclusivity in addressing GBV as male study participants argued for empowerment of women as a plausible measure in fighting GBV as it gives them the power to voice their concerns. Secondly, there is need to reshape cultural scripts of assertive masculinity and permissive femininity. Thirdly, the law needs to be supported by other social institutions to achieve better the eradication of GBV. Fourthly, activism should target the youth for sustainable progress in eradicating GBV. And finally, awareness campaigns and community mobilization in both rural and urban areas through the media and social networks are important components for strategically fighting GBV.

## **Conclusion**

Based on the findings of this study, it was concluded that the common forms of gender-based violence are physical and sexual violence among others while these are caused by poverty, drug abuse, personality disorder, failure of parents to fulfill parental obligations to the child, witnessing of violence between parents as a child extra-marital relationships by a parent among others which leads of poor mental

health, suicide, drug abuse, drop outs from school, disability, post-traumatic stress disorder, contracting sexually transmitted diseases, unwanted pregnancy, death, depression. It was also concluded that females are more prone to violence when compared with their male counterparts.

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