

TYPES, CAUSES AND CONSEQUENCES OF VIOLENCE AGAINST GIRL-CHILD AMONG UPPER BASIC SCHOOL STUDENTS IN BAGUNDO, KEBBI STATE

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Abstract

Violence against the girl child is committed on almost every nation, exerted by every economic and social class, and endorsed to varying degrees by every system of government. Violence in several forms have been in existence for decades irrespective of gender, religion, race, status, and ability. It can be psychological and verbal harassment, rape, sexual assault, and other forms and they are being prevalent with girls. It is in the view of this background that the study investigated the types, causes and consequences of violence against girl-child among upper basic school students in Bagundo, Kebbi state. A descriptive research design was adopted for this study. The population for this study were all female upper basic school students in Bagundo, Kebbi state. To elicit information, a researcher-design questionnaire was employed; the research questions were answered using mean rating. Independent t-test and One-way ANOVA was used to test the hypotheses formulated at 0.05 level of significance. From the findings, it was reported that the main type of violence against girl-child among upper basic school students in Bagundo, Kebbi state was female genital mutilation. Another finding revealed that the main causes of violence against girl-child were: Many teachers flogging students in school to demonstrate their power over them. Finding further revealed that the main consequences of violence against girl-child were: Victims may find it problematic to focus in class; Victims may become aggressive. Also, finding revealed that the main solutions to violence against girl-child were:

Transform insouciance towards harmful practices at multiple levels and absorb boys and young men to become agents of change. Another finding revealed that there was no significant difference in the consequences of violence against girl-child among upper basic school students in Bagundo, Kebbi state on the basis of age; and that there was a significant difference in the consequences of violence against girl-child among secondary school students in Bagundo, Kebbi state on basis of class. It was recommended among others that the Federal Government should implement the law prohibiting female genital mutilation and punish parents or families who continue to practice this culture.

Keywords: Causes, Consequences, Violence, Girl-child, Upper Basic Education.

Background to the Study

The girl-child faces different forms of violence in almost every continent by parents, peers, caregivers' romantic partners and strangers and it is visible by every economic and social class in respective of age, religion, race, and ethnic group. Government at all levels have put a sanction in various degrees to curb violence of all types but it's of increase on daily basis. The girl child does not have a place of refuge neither does she have any form of legal backing by both government and non-governmental organisations. Violence in several forms have been in existence for decades. World over, one billion children of age brackets of 2-17 years of age have been or victims of one form of violence or the other.

Violence is the deliberate use of physical power, threatened against oneself, another person, or against a group or community that either results in injury, psychological harm, mal development deprivation or death. Okafor (2020) stated that violence varies from culture to culture. Besides, gender-based violence is the violence perpetrated on the basis of gender variances. Violence stops girls from evolving and fully exercising their rights. Examples of gender-based violence amongst others are female infanticide, forced pregnancy, female genital mutilation, honour killing, acid attacks, youth violence, humiliation, emotional, sexual, bullying, intimate partner violence, degrading treatment, sexual abuse, forced abortion, and early marriage (Okafor 2021).

The varied forms of violence found in schools can be regarded as school-based violence. Sexual, physical and psychological violence are forms of SBV. Sexual violence is the viciousness or abuse by an individual through any form of involuntary or unsolicited sexual action where there is no consent. It has two impacts on the growing pupils. These may make them experience danger of failure educationally and undesirable health consequences such as physical injury, sexually transmitted infection, and early pregnancy (Barker, 2002; UNESCO, 2002).

Globally violence affects the girl child in a very unique way. To protect the girl-child, legal instruments have been put in place but the impact hasn't been felt as there are thousands of violence acts being carried out daily and with no punishments whatsoever. Girls who barely attain adolescence have been forced into marriage, with men who are either their fathers' age or sometimes their grandfathers. The girl-child cannot legitimately consent to enter into such a union. They have been bought, traded, and sold across international boundaries as possessions to serve as maids, prostitutes, or merely to be re-sold at a profit. Numerous girls

are even maltreated before birth, as technology and access to medicine have given rise to prenatal gender assortment and abortion based on gender.

United Nations Convention on the Rights of the Child (UNCRC) classify violence as physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. In addition, Okafor (2021) stated that women are treated as second-class citizens in nearly everywhere they go, including nationality and citizenship, politics, economy, health, education, and social, marital, cultural, civil, parental, inheritance, and property rights. This is in spite of the fact that women work two-thirds of the working hours and produce a fraction of the world's food, they receive just 10% of global income and control less than 1% of global property. Girls and women encounter more impediments than men in relation to access to education arrangement as students, take fairly low level in pecking order as teachers and experience more complications in finding jobs after graduating (Donnellan, 2003). Violence against girl-child also negatively influence their participation, performance and retention in schools. Violence against the girl-child does not only occur in homes, but some of them also encounter it in schools, places they are supposed to be the safest (FAWE, 2004). In many countries parents are hesitant to send their female child to school as they risk exploitation, defilement or violence on their way or within the environment of the school. Also, the distance the girls take to and from school expose them to attack either on foot or in different means of transport. Okafor (2021) further stated that gender-based violence can take the form of verbal, emotional, financial, sexual, and physical abuse, denying women, the right to be themselves as well as the right to work outside the home. Psychological violence could also be defined as limiting people to a specific area. Self-directed, interpersonal, and collective violence are all possibilities. Women, particularly children, are subjected to more physical abuse and assault than men. Basically, four key variables have been recognized as causes of violence against women and girls, according to Okafor (2021). Economic inequity between men and women, violent dispute resolution, male authority, control, and dominance over women, and constraints on women's ability to leave the family environment or work outside the home are just a few examples.

Violence against girl child is any act of gender-based violence that results in psychological harm, physical or sexual or suffering to women. This threat includes coercion or arbitrary deprivation of liberty, whether publicly or in private life. It comprises sexual, physical or psychological violence happening in the family, community, or perpetuated by the state. It contains sexual abuse of female children, battering, marital rape, dowry-related violence, female genital mutilation and other traditional practices harmful to women, non-spousal violence, sexual abuse, rape, trafficking in women and forced prostitution, sexual harassment. Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs (United Nations, 2006).

There have been reported cases of violence against pupils of school age such as kidnapping, torture, sexual harassment, shootings, corporal punishment, and rape. Nevertheless, there is no appropriate documentation of most of these acts because those involved are ashamed of victimization or the society looking down on them. 53,000 children were murdered worldwide (World Health Organization (WHO), 2002). It has also been observed from many countries that between 20 to 65 percent of school aged girls have been bullied physically or verbally. Moreover, an estimated 150 million girls under 18 years were sexually abused.

(WHO, 2002). About 100 to 140 million girls in the world suffered some form of female genital mutilation (FGM).

In Africa, violence against girls comprises corporal punishment, which is commonly applied on children. Sexual abuse of the girl-child often occur behind closed doors, therefore does unreported and undetected in Nigeria (Ogundipe&Obinna, 2007). Some acts of violence against the girl-child in Nigeria includes the abduction of 207 Government Secondary School students, Chibok, Bornu State by religious extremist, the rape of late Ochanya Ogbanje thrice at the age of 5 years and then serially at the age of 15 and 16 years contributes largely to the affirmation that violence against girl child is incessant.

There are reports of daily increase in cases of violence against girls while, cases of male partners being the victim of Spouse Violence (SV) are scarcely reported (Oguntayo, Oyeleke, John-Oguntayo&Aajayi-Hutchful, 2020). Additionally, COVID-19 pandemic has caused unforeseen economic issues between many couples which culminate into aggression and frustration (UNM, 2020). COVID-19 pandemic has caused injuries that include some related factors that predispose women and men to some intimate partner violence (Baker-Tingey, 2020).

Studies have shown several types of violence against girl-child both in their homes and schools respectively. Researches have also shown that violence against girl -child are multifaceted. Okafor, (2021) highlighted four aspects of harmful traditional practices as a type of violence against child which includes female genital mutilation, early marriage, abduction and forced marriage. Another type of violence as affirmed by UNICEF (2006) is sexual violence which includes all forms of sexual abuse, sexual assault, pornography, prostitution, trafficking for sexual purposes, sex tourism, early and forced marriage and enslavement. Ana (2011) stressed that physical type of violence include but not limited to, scratching; pushing; shoving; throwing; grabbing; biting; choking; shaking; slapping; kicking; punching; burning; use of a weapon; forced sexual activity; injury or death from a weapon and use of restraints or one's body, size, or strength against another person. Other type of violence includes oppression, being laughed at, unfair treatment and constant criticism.

Sexual violence and rape of children seems to be escalating, intolerably powered by armed conflicts. Several researchers such as; Alika, Aihie and Ohamaka (2015); Sanusi (2015); United Nations Regional Information Centre (UNRIC, 2019) have stressed on the causes of violence against girl child which includes show of power, poverty, emergence of religious fundamentalist, illiteracy, teachers promise of good grades, disabilities, parent's negligence and unsecured school environment.

The consequences of violence can be devastating. And it includes bruises and fractures, brain injuries, learning problems, sexual indulgence and health problems such as HIV/AID and sexually transmitted infections (STIs), poor interpersonal relationship and communication, emotional/psychological problems (anxiety, depression, aggression or attempted suicide, use of drugs). Kanchiputu and Mwale (2016) also asserted that violence in and around school occur in several forms namely; psychological violence and neglect, emotional abuse, physical and sexual assault as well as witnessing physical violence. Above all, most of the effects can result in early death while those who survive live with emotional scars and physical.

Although interventions for the prevention violence against girl child have been documented by researchers such as Emma, Kerr-Wilson and Lang (2014) to involve encouragement of reforms in the education sector that reinforce gender equality in the overall educational setting and use of a “whole-school” method where several interferences are done simultaneously in order to achieve justifiable results, the rise of violence against girl child is on the increase. Hence, this research seeks to investigate types, causes and consequences of violence against girl-child among upper basic school students in Bagundo, Kebbi state in a bid to proffer solutions through recommendations.

The incidence of violence against girl child have been on a drastic increase over the years. It has also taken several forms with several researchers (Olweus, 2008; Lopez, 2011; Badri, 2014; Sanusi, 2015) affirming consequences such as emotional harm and trauma such as behavioural problems, anger, loss of self-esteem, fear and uncertainty relationship problem, and in some cases post-traumatic stress disorder, unwanted pregnancy, depression, risk of suicide, HIV infection and fear of victimization.

However, studies such as; Itegi and Njuguna (2013) studied gender-based violence in educational institutions and its impacts on girls’ education and stated that some of the types of violence against girl-child are harmful cultural practices like female genital mutilation, forced early marriages, forced prostitution, sexual harassment and sexual exploitation. Fawole, Balogun and Olaleye (2018) worked on experience of gender-based violence to students in public and private secondary schools in Ilorin, Nigeria. It was reported that prevalence and factors influencing experience of physical, sexual and psychological violence.

Also, Mezie-Okoye and Folusho (2014) studied sexual violence among female undergraduates in a tertiary institution in Port Harcourt: prevalence, pattern, determinants and health consequences. The study was a cross-sectional study involving 413 female students, and It is in the view of this background that the study wanted to investigate the types, causes and consequences of violence against girl-child among upper basic school students in Bagundo, Kebbi State.

Research Questions

The following research questions were formulated for the conduct of the study:

What are the types of violence against girl-child among upper basic school students in Bagundo, Kebbi State?

What are the causes of violence against girl-child among upper basic school students in Bagundo, Kebbi State?

What are the consequences of violence against girl-child among upper basic school students in Bagundo, Kebbi State?

What are the solutions to violence against girl-child among upper basic school students in Bagundo, Kebbi State?

What is the difference in the consequences of violence against girl-child among upper basic school students in Bagundo, Kebbi State on basis of age?

What is the difference in the consequences of violence against girl-child among upper school students in Bagundo, Kebbi State on basis of class?

Research Hypotheses

The following null hypotheses were formulated to give directions to the study:

- H₀₁:** There is no significant difference in the consequences of violence against girl-child among upper basic school students in Bagundo, Kebbi state on basis of age.
- H₀₂:** There is no significant difference in the consequences of violence against girl-child among upper basic school students in Bagundo, Kebbi state on basis of class.

Methodology

The methodology that was adopted for the study was descriptive survey. According to Wickham (2011) it involves a systematic attempt to describe the characteristics of a given population or areas of interest, factually, to ensure meaningful description of situation as they exist. This research design is therefore deemed relevant and applicable.

The population for this study were all upper basic school students in Bagundo, Kebbi state. There are 83 upper basic schools in Bagundo, Kebbi state. Simple random sampling technique was used to select 20 secondary schools out of 83 secondary schools in Bagundo, Kebbi state. The target population for this study were upper basic school students I, II, and III (JSS I, II & III) based on the fact that they are still very young. Simple random sampling technique was used to select 25 students from each sampled school. In all, 500 female upper basic school students were sampled for this study.

A researcher design questionnaire titled: “Types, Causes and Consequences of Violence against Girl-child Questionnaire (TCCVGQ)” was used in this study, while it was divided into five sections. Section A was used to elicit the demographic characteristics of the respondents such as age and class. Section B was used to elicit information on types of violence against girl-child in junior secondary school students. Section C items were used to elicit information on causes of violence against girl-child in junior secondary school students, while items on Section D were used to elicit information on consequences of violence against girl-child in junior secondary school students. Section E was used to elicit information on solutions to violence against girl-child in junior secondary school students. The response pattern for Section B, C, D, and E were based on Four points Likert scale of Strongly Agree (SA = 4 points), Agree (A = 3 points), Disagree (D = 2 points), and Strongly Disagree (SD = 1 point). The validity of the instrument was established and the reliability of the instrument was ensured by using a test-retest method was correlated using the Cronbach’s Alpha, while the reliability index stood at 0.68. Percentage was used in describing the demographic characteristics of the respondents. Mean rating was used to answer research questions 1 to 4, while the independent t-test and the One-way ANOVA statistical techniques were used to test the generated hypotheses at 0.05 level of significance.

RESULTS

Demographic characteristics of the respondents were described using percentage. Six (6) research questions were raised, while research questions 1 to 4 were answered using the mean rating. However, research questions 5 and 6 were transformed to hypotheses, while hypothesis 1 was tested with the independent t-test and research hypothesis 2 was tested using the One-way ANOVA, all at 0.05 level of significance.

Demographic Description of the Respondents

Table 1: Percentage Distribution of Respondents by Gender

Age	Frequency	Percentages (%)
12 – 14 years	282	56.4
15 years and above	218	43.6
Total	500	100.0

Results in Table 1 indicate that 500 female students participated in the study out of which 282 representing 56.4% of the female students are between the ages 12 – 14 years range, while 218 representing (43.6%) of the female students are between the ages 15 years and above range. This shows that there are more female students between the ages 12 – 14 years than female students between 15 years and above in this study.

Table 2: Percentage Distribution of Respondents by Class

Class	Frequency	Percentages (%)
JSS I	28	5.6
JSS II	90	18.0
JSS III	382	76.4
Total	500	100.0

Page 12 of 26 Results in Table 2 indicate that 500 female students participated in the study out of which 28, representing 5.6% of the female students, are in JSS I, 90, representing 18.0% of the female students, are in JSS II, while 382 representing (76.4%) of the female students, are in JSS III. This shows that there are more female students in JSS III than female students in JSS II and JSS I in this study.

Answering of Research Questions

Six (6) research questions were raised, while research question 1 and 2 were answered using mean rating. The outcomes of the analysis are reported in Tables 3 and 4.

Research Question 1: *What are the types of violence against girl-child among Upper Basic students in Bagundo, Kebbi state?*

In order to answer this research question, female students' responses on the types of violence against girl-child were analysed using the mean and the summary of the results is presented in Table 3.

Table 3: Mean Rating of Types of Violence against Girl-child among Secondary School Students in Bagundo, Kebbi State

S/N	Items on types of violence against girl-child:	Mean	Ranking
3	female genital mutilation	3.62	1 st
6	Kidnapping	3.59	2 nd
1	psychological violence	3.57	3 rd
9	Physically bullying	3.47	4 th
7	Rape	3.32	5 th
8	verbal bullying	3.27	6 th
4	sexual harassment	2.94	7 th

10	early marriage	2.91	8 th
2	sexual abuse of female children	2.71	9 th
5	Torture	2.48	10 th

Table 3 indicates that 500 female students participated in this study. The three major types of violence against girl-child among upper basic school students in Bagundo, Kebbi State are female genital mutilation; kidnapping; and psychological violence which had a means of 3.62 (1st), 3.59 (2nd), 3.57 (3rd) respectively. The three least types of violence against girl-child among secondary school students in Bagundo, Kebbi State are sexual harassment, early marriage; and sexual abuse of female children with mean scores of 2.91 (8th); 2.71 (9th); and 2.48 (10th) respectively.

Research Question 2: *What are the causes of violence against girl-child among Upper Basic School students in Bagundo, Kebbi State?*

In order to answer this research question, female students' responses on the causes of violence against girl-child were analysed and the summary of the results is as shown in Table 4.

Table 4: Mean Rating of Causes of Violence against Girl-child among Upper Basic School students in Bagundo, Kebbi State

S/N	Items on Causes of Violence Against Girl-Child	Mean	Ranking
1.	Teachers beat students in school to establish their power over them	3.66	1 st
5	Illiteracy has forced some parents to withdraw their daughters out of school into early marriage	3.53	2 nd
2	When bullies are not frequently punished, they continue to bully others in schools	3.46	3 rd
4	When the school environment is not very secured, some students take advantage of that to bully other students	2.44	4 th
3	The belief that men are more powerful than woman make boys to beat up girls in secondary schools	2.24	5 th
6	Promise of good grades can make some female students to go into sexual relationship with some male teachers.	2.16	6 th
7	Promise of money make some female students, (especially those from poor homes) to engage in sexual relationship with some male teachers	2.06	7 th
9	inability to communicate properly could make it possible for some girls to be raped regularly in secondary schools	1.90	8 th
8	Wearing of short uniforms by female students to school could make male students to sexually harass them	1.62	9 th

Table 4 indicates that 500 female students participated in this study. The three main causes of violence against girl-child among upper basic school students in Bagundo, Kebbi State are that: Many teachers flog students in school to demonstrate their power over them; Illiteracy has forced some parents to withdraw their daughters out of school into early marriage; and When bullies are not frequently punished, they continue to bully others in schools which had a means of 3.66 (1st), 3.53 (2nd), 3.46 (3rd) respectively. The three least causes of violence against girl-child among secondary school students are that: Promise of money make some female

students, (especially those from poor homes) to engage in sexual relationship with some male teachers; inability to communicate properly could make it possible for some girls to be raped regularly in secondary schools; and Wearing of short uniforms by female students to school could make male students to sexually harass them with mean scores of 2.06 (7th); 1.90 (8th); and 1.62 (9th) respectively.

Research Question 3: *What are the consequences of violence against girl-child among upper basic school students in Bagundo, Kebbi State?*

In order to answer this research question, female students' responses on the consequences of violence against girl-child were analysed and the summary of the results is as shown in Table 5.

Table 5: Mean Rating of Consequences of Violence against Girl-child among Upper Basic School students in Bagundo, Kebbi State

S/N	Items on Consequences of Violence against Girl-child	Mean	Ranking
1	Victims may find it difficult to concentrate in class	2.83	1 st
8	Victims may become aggressive	2.74	2 nd
9	Victims may isolate themselves from other students in the school	2.74	2 nd
10	Could lead to poor academic performance of the victims	2.74	2 nd
2	Students who are always bullied may develop fear for school	2.65	5 th
4	Physical health of students may be affected through sustaining of injuries from flogging	2.53	6 th
3	Victims may eventually drop out of school	2.44	7 th
6	Victims of sexual violence (rape) may contract HIV/ AIDS	2.35	8 th
5	Sexual violence could lead to unwanted pregnancy	1.95	9 th
7	Some students may become disabled due to corporal punishment (flogging)	1.76	10 th

Table 5 indicates that 500 female students participated in this study. The three main consequences of violence against girl-child among secondary school students in Bagundo, Kebbi State are that: Victims may find it difficult to concentrate in class; Victims may become aggressive; Victims may isolate themselves from other students in the school; and could lead to poor academic performance of the victims which had a means of 2.83 (1st), and 2.74 (2nd) respectively. The three least consequences of violence against girl-child are that: Victims of sexual violence (rape) may contract HIV/ AIDS; Sexual violence could lead to unwanted pregnancy; and Some students may become disabled due to corporal punishment (flogging) with mean scores of 2.35 (8th); 1.95 (9th); and 1.76 (10th) respectively.

Research Question 4: *What are the solutions to violence against girl-child among upper basic school students in Bagundo, Kebbi state?*

In order to answer this research question, female students' responses on the solution to violence against girl-child were analysed and the summary of the results is as shown in Table 6.

Table 6: Mean Rating of Solutions to Violence against Girl-child among Upper Basic School students in Bagundo, Kebbi State

S/N	Item on solutions to violence against girl-child	Meaning	Ranking
4	Transform attitudes towards harmful practices at multiple levels	2.84	1 st
8	Engage boys and young men to become agents of change	2.84	1 st
9	Reach out to marginalized and rural girls	2.77	3 rd
10	Take a stand against regressive forces	2.74	4 th
1	Raise awareness of the dangers of harmful traditions	2.66	5 th
5	Listen to girls' experiences of violence - and their solutions	2.65	6 th
3	Challenge and speak out about violence in the home	2.56	7 th
7	Engage respected community elders in the fight against violence	2.33	8 th
2	Tackle violence against girls in school	2.18	9 th
6	Help make girls' journeys to school safer	2.11	10 th

Table 6 indicates that 500 female students participated in this study. The three main solutions to violence against girl-child among upper basic school students in Bagundo, Kebbi State are that: Transform attitudes towards harmful practices at multiple levels and Engage boys and young men to become agents of change; Reach out to marginalized and rural girls which had a means of 2.84 (1st), and 2.77 (3rd) respectively. The three least solution to violence against girl-child are that: Engage respected community elders in the fight against violence; Tackle violence against girls in school; and help make girls' journeys to school safer with mean scores of 2.33 (8th); 2.18 (9th); and 2.11 (10th) respectively.

Hypotheses Testing

H₀₁: *There is no significant difference in the consequences of violence against girl-child among Upper Basic School students in Bagundo, Kebbi State on basis of age.*

Table 7: Mean, Standard Deviation and t-test Analysis of Difference in the Consequences of Violence against Girl-child among upper basic school students in Bagundo, Kebbi State on basis of Age.

Age	No	Mean	Std.	df	Cal.t-Value	q-value	Decision
12 – 14 years	282	24.15	6.09	498	.81	.42	H ₀₁
15 years and above	218	23.74	4.73				NS

q > 0.05

Results in Table 7 indicate a calculated t-value of .81 and q-value of .42 that is greater than 0.05 (.42 > 0.05). Since .42 is greater than 0.05 level of significance, the null hypothesis one was not rejected. This indicates that there is no significant difference in the consequences of violence against girl-child among Upper Basic School students in Bagundo, Kebbi State on basis of age.

H₀₂: *There is no significant difference in the consequences of violence against girl-child among Upper Basic School students in Bagundo, Kebbi State on basis of class.*

Table 8: ANOVA Summary Difference in the Consequences of Violence against Girl-child among Upper Basic School students in Bagundo, Kebbi State on basis of Class

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	415.11	2	207.55		
Within Groups	14874.50	497	29.93	6.94	.00
Total	15289.61	499			

q < 0.05

Table 8 indicates an F-value of 6.94 with calculated significance value of .00 at 0.05 alpha level. Since calculated significance .00 is lower than 0.05 alpha level, hypothesis two is thus rejected. This implies that there is a significant difference in the consequences of violence against girl-child among Upper Basic School students in Bagundo, Kebbi State on basis of class.

Table 9: Scheffe's post hoc Table for Difference in the Consequences of Violence against Girl-child among Upper Basic School students in Bagundo, Kebbi State based on basis of Class

Subset for alpha = 0.05				
Class	N	1	2	3
JSS II	90	23.30		
JSS III	382		23.86	
JSS I	28			27.61

Table 9 shows the Scheffe's post hoc for difference in the consequences of violence against girl-child among upper basic school students in Bagundo, Kebbi State on the basis of class and it was revealed that the three class were significantly different JSS I had the highest mean score of 27.61 in subset 3, followed by JSS III with a mean score of 23.86 in subset 2, while JSS I has the least mean score of 23.30 in subset 1.

Discussion of Findings

Finding indicates that the three major types of violence against girl-child among upper basic school students in Bagundo, Kebbi State: "female genital mutilation"; "sexual harassment"; and "sexual abuse of female children". This finding is in line with that of Itegi and Njuguna (2013) reported that some of the types of violence against girl-child are harmful cultural practices like early marriages, female genital mutilation, prostitution, sexual harassment and sexual exploitation. Also, Guday (2005) highlighted four aspects of harmful traditional practices as a type of violence against child which includes female genital mutilation, early marriage, abduction and forced marriage. Another type of violence as affirmed by UNICEF (2006) is sexual violence which includes all forms of sexual assault, sexual abuse, prostitution, sex tourism, pornography, trafficking for sexual purposes, early and forced marriage and enslavement. Ana (2011) stressed that physical type of violence include but not limited to, biting; scratching; shaking; shoving; pushing; grabbing; throwing; choking; slapping; kicking; punching; use of a weapon; burning; forced sexual activity; injury or death from a weapon and use of restraints or one's body, size, or strength against another person.

Another finding revealed that the three main causes of violence against girl-child among secondary school students in Bagundo, Kebbi State were: "Many teachers flogging students

in school to demonstrate their power over them”; “Due to illiteracy, some parents have taken their daughters from school and forced them into marriage”; and “When bullies are not frequently punished, they continue to bully others in schools”. This finding is consonance with that of Krantz and Östergren (2000) who reported that bullying is the major cause of violence against girl-child in high schools.

Finding further indicates that the three main consequences of violence against girl-child among secondary school students in Bagundo, Kebbi State were: “Victims may find it difficult to concentrate in class”; “Victims may become aggressive”; “Victims may isolate themselves from other students in the school”; and “Could lead to poor academic performance of the victims”. This finding is similar to that of Durant (2005) who reported that children who are physically abused are more inclined to engage in disorderly and aggressive conduct such as hitting their siblings, parents, schoolmates and boyfriends or girlfriends. Gershoff (2002) who affirmed that people who experience violence may become adults who use corporal punishment against their own children, and so pass on the habits of violence. Also, Baily and Whittle (2014) reported that children and adolescents exposed to violence may experience trauma and emotional harm such as depression, behavioural problems, fear and uncertainty relationship problem, and in some cases post-traumatic stress disorder.

Also, finding revealed that the three main solutions to violence against girl-child among secondary school students in Bagundo, Kebbi State were: “Transform attitudes towards harmful practices at multiple levels and engage boys and young men to become agents of change”; “Reach out to marginalized and rural girls”. This finding is in line with that of Sanusi (2015) who reported that main solution to violence against female among Colleges of Education students in Kano State Nigeria was implementation of government policy on violence against female and enlightenment campaign against violence on girl-child.

Another finding revealed that there was no significant difference in the consequences of violence against girl-child among secondary school students in Bagundo, Kebbi State on basis of age. This finding is against that of Malongo and Mwale (2019) whose finding revealed that there was a significant difference in the gender-based violence among students in secondary school in Rumphi District, Malawi based on age. Also, David, et. al., (2018) whose finding indicate that there was no significant difference in the gender-based violence among in-school adolescents in Lagos State, Nigeria on the basis of age.

Finally, finding indicates that there was a significant difference in the consequences of violence against girl-child among Upper Basic School students in Bagundo, Kebbi State on basis of class. This finding is consonance with that of Malongo and Mwale (2019) whose finding revealed that there was a significant difference in the gender-based violence among students in secondary school in Rumphi District, Malawi based on class. On the contrary, David, et. al., (2018) whose finding indicate that there was no significant difference in the gender-based violence among in-school adolescents in Lagos State, Nigeria on the basis of class.

Conclusion

Conclusion that may be drawn as a result of the findings is that violence against girl-child exists in secondary schools of Upper Basic School students in Bagundo, Kebbi State. Some of the causes of violence against girl-child include, “female genital mutilation”; “sexual

harassment”; and “sexual abuse of female children” in the school and unsecured school environment that gives rise to some students to bully others. In the light of the findings obtained from this study, it could be concluded that there is need to embark on serious campaign against violence against girl-child.

Recommendations

With respect to the findings of this study, the following recommendations are proffered:

The Federal Government should implement the law prohibiting female genital mutilation and punish parents or families who continue to practice this culture.

In all secondary schools in Nigeria, the Federal Government should enforce the law that protects girls from violence and all forms of punishment, and teachers who break it should be disciplined.

Secondary school teachers who flog students to demonstrate their power over them should be counsel to stop doing so and instead act as parents to the students.

School authorities should stipulate punishment to be meted out to students who bully their classmates so as to serve as deterrent to potential bullies.

Secondary school principals should ensure that students and teachers alike follow school rules and regulations so that students feel safe in the classroom.

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