Menace of School-Related Gender-based Violence in Higher Institutions

School-based violence against female students relates to acts of sexual, physical, emotional, or psychological abuse and brutality inflicted on students in and around schools. This study adopted a descriptive survey research design to investigate the subject matter. The total number of respondents in the study was 602 students, which served as the sample in this study. A researcher-developed questionnaire was used for data generation. Mean and standard deviation were used to answer the research question raised in the study. The hypotheses generated were analysed with an independent t-test at 0.05 level of significance. The major causes of SRGBV, as indicated by the respondents, were broken homes where there is separation of parents, economic factors such as poverty, and unemployment. The main consequences of SRGBV were truancy, absenteeism, and eventual dropout. The most widely acceptable way strategy to control the menace of SRGBV in colleges of education was the use of widespread public enlightenment on the evils of violence against females. In conclusion, SRGBV on students is a serious problem with a wide range of causes and negative consequences. It was recommended that Government and Non-Government Organizations should organize public enlightenment programmes to educate the public on the evils associated with SRGBV.

Keywords: Menace, School-Related, Gender-Based Violence, Higher Institutions

Introduction

In this modern era, education is globally acknowledged as a crucial tool for the sustainable transformation of society. Thus, it remains a viable means for developing individuals' cognitive, affective, and psychomotor domains. The school remains the most universally appropriate, dynamic, and recognized formal agency of education (Barrett et al., 2019). School is generally considered to develop and reinforce citizens positively with pro-social attitudes and a place where adolescents are prepared for the role they are to play in society at large (Allen et al., 2021). The school is embedded with numerous critical functions, including cultural innovation, socialization, social change, social integration, and social placement (Tibi, 2020). In an ideal clime, one would expect that an agency that performs such critical roles would be a haven for all learners, irrespective of gender, tribe, or religion. However, this is not always the case, as schools are otherwise viewed as hostile antechambers within which the wider society's power struggle, ascendancy, intolerance, segregation, and inequality practices are replicated (Gruijters et al., 2022). Schools are now sites of violence, and minorities and females are often targets for such acts (Gyan et al., 2017).

Violence has been defined by the World Health Organization (WHO) as the deliberate use of physical (naked) force to threatened or actual use against oneself, another person, or a group of persons that either aimed at or results in causing

1   injury, death, psychological harm, mal-development, or deprivation (World Health
2   Organization. (2019). Violence against minorities and females and attempts to
3   avert it have an extensive history. The focal point of studies on violence against
4   females has basically been focused on domestic/household violence, but in recent
5   years, there has been a rise in acknowledging that domestic violence is as much a
6   barrier to women's advancement as is violence in the public sphere (Russo, 2019).
7   In recent years, there have been growing reports of violence against females at
8   different levels of educational institutions, also known as gender-based violence in
9   educational settings. This is known as school-based violence against female
10 students, which has turned out to be a global phenomenon (Alim, 2021). Cases of
11 school-based violence have been categorized and reported differently and without
12 reference to gender, e.g., unregulated and excessive corporal punishment, bullying,
13 and physical assault (sometimes with sticks) should be included alongside sexual
14 harassment, sexual abuse, and rape because they are also manifestations of school-
15 based violence against females (Mennicke et al., 2020).

16 School-based violence is considered a form of violence that occurs in and
17 around schools. School-based violence against female students relates to acts of
18 sexual, physical, emotional, or psychological abuse and violence inflicted on
19 students in and around schools because of labelling and roles attributed to or
20 expected of them because of their sex or gendered identity (Olsen et al., 2017). It
21 embodies all forms of violence, most especially noticeable when female students
22 are ill-treated based on traditional gender-specific roles. This may vary from
23 requiring only females to clean classrooms and school grounds to exposing them
24 to demeaning, sexually laden language that undermines their self-esteem (Kor et
25 al., 2022). It may occur in the classroom, teachers' residences, toilets, dormitories,
26 and the roads and areas near schools. School-based violence is a complex,
27 multifaceted societal issue with its root causes and consequences within the
28 spheres of society (Cuellar, 2016). It has become so persistent that the United
29 Nations (U.N.) described it as an 'everyday violence' that violates children's
30 human rights and causes them to suffer. It has been identified as a threat to
31 national development and could hamper the attainment of the Sustainable
32 Development Goals (S.D.G.s) (Leal & Marisa, 2021). It was further explained that
33 when female students drop out of school as a direct consequence of violence, the
34 economic growth of a country suffers. A case in point was that Nigeria lost US$
35 1,662 million in 2008 for failing to educate girls to the same standards as boys
36 (Burger, 2022).

37 The safety and wellbeing of students within the school is an oft-cited but
38 perhaps less well-understood determinant of children, especially girls'
39 participation in an educational system. As studies have shown, violence toward
40 girls in schools is pervasive globally, resulting in an unsafe learning environment,
41 which contributes significantly to making girls discontinue their studies or parents'
42 refutation to enroll and keep their daughters in school (Brehim & Boyle, 2018). In
43 a report by the U.N. Human Rights Office, it was revealed that girls in at least 70
44 countries, including Nigeria, are facing increasing threats and violence for trying
45 to attend school (Al-Jazeera, 2015). It is estimated that approximately 246 million
46 students suffer from school-based violence every year based on the number of

1 children affected by verbal bullying, which is a common, widespread form of
2 school-based violence (Education for All (E.F.A.), 2020). The report added that
3 such violence makes many girls easy prey to sexual violence, intimidation,
4 harassment, excessive corporal punishment, and abduction, which has resulted in
5 lower attendance rates at school.
6   Some studies have examined that most forms of school-related gender-based
7 violence (SRGBV) are deeply rooted in unequal gender dealings, gendered social
8 norms, and discriminatory practices (Mutinta, 2022). SRGBV has been
9 categorised into three broad categories, which are as follows; undignified and
10 corporal punishment; Sexual violence, abuse, and exploitation; and other forms of
11 violence are expressions of physical violence, psychological violence, or bullying
12 (Ginestra, 2022).
13
14 **Research Questions**
15
16   i. What are the causes of SRGBV in colleges of education?
17   ii. What are the consequences of SRGBV in colleges of education?
18   iii. What strategies can be employed to control the menace of SRGBV in
19   colleges of education?
20
21 **Research Hypotheses**
22
23   **H_{o1}**: There is no significant difference in the causes of SRGBV in colleges of
24   education based on school ownership.
25   **H_{o2}**: There is no significant difference in the consequences of SRGBV in
26   colleges of education based on school ownership.
27
28
29   **Literature Review**
30
31   Studies on SRGBV that focused on the causes, effects, and likely remedies for
32 students were identified and reviewed.
33   Violence against girls in schools was examined by Badri (2014). Within the
34 study, the author determined that social and cultural elements are linked to the
35 causes of violence in schools. The causes and expressions of gender-based
36 violence in Namibian schools were investigated in a related study conducted by
37 Brown (2016). The reasons for gender-based violence in schools have been
38 identified as capacity limitations, societal and cultural expectations, gender
39 inequity, and a lackluster system of coordination and control. According to
40 Chikwiri & Lemmer (2017), there are unsupervised, dangerous places on school
41 property where violence may break out and no efficient channels for reporting
42 incidents. SRGBV on students is exacerbated by the school's lax adherence to
43 safety regulations as well as an apparent culture of silence upheld by peers,
44 instructors, parents, and victims (Chikwiri & Lemmer, 2017). In a similar vein,
45 Mingude & Dejene (2020) discovered cultural elements that could raise G.B.V. in
46 schools, such as associations between sex and violence in the media. According to

1 Wanjiru's (2021) research, laws, norms, and practices that are discriminatory due
2 to social, cultural, or religious factors have the potential to marginalize women and
3 girls and violate their rights.

4   In the Ilorin, Uyanne (2021) looked into the types, causes, and effects of
5 gender-based violence against teenagers enrolled in school. It was confirmed that
6 the following factors contribute to gender-based violence: poverty, drug abuse,
7 personality disorders, parents who fail to fulfill their duties to their children, low
8 academic achievement, children's experience of violence between parents when
9 they were children, parental extramarital relationships, parental abused of family
10 revenue, a lack of ethical behaviors and a lack of fear of God in the home, and the
11 death of one or both parents. In their study, Saadu et al. (2022) examined how
12 teachers perceived the widespread incidence and causes of gender-based violence.
13 Gender-based violence has been linked to some factors, including unemployment,
14 shifting economic statuses for men and women, low economic progress, poverty,
15 and the unequal distribution of power between men and women. Place of
16 residence, having witnessed parental violence, substance usage, marital status, and
17 educational attainment were all strongly correlated with G.B.V. (Beyene et al.,
18 2019).

19   However, research on the effects of SRGBV has been talked about. As stated
20 by Sanusi (2015), victims of sexual and gender-based violence may be at risk for
21 high rates of unintended pregnancies, abortions, S.T.D.s including HIV/AIDS,
22 dropping out of school, difficulty focusing in class, and obstacles to girls' access to
23 higher education. Chitsamatanga and Rembe (2019) explored school-related
24 gender-based violence as a violation of children's rights to education. The findings
25 identified low self-esteem, absenteeism, impaired concentration, school dropout,
26 death ideation, and high health risks, especially for the girl child, as the
27 consequences of SRGBV. Onoyase (2019) reported that SRGBV may result in
28 victims finding it difficult to concentrate in class. Students who are constantly
29 bullied may develop fear about school, become irregular in school, and may
30 eventually drop out. The study conducted by Tanton et al. (2020) and Barasa et al.
31 (2021) revealed that victims of SBGRV experienced negative effects on their
32 educational experiences, mental health, and overall wellbeing. According to the
33 research of Beyene et al. (2021), G.B.V. has adverse effects on female high school
34 students in all domains, notably sexual, mental, physical, and overall. They stated
35 that in addition to low academic performance, absenteeism, and dropout rates,
36 there was swelling surrounding the genitalia, self-blame, atypical vaginal
37 discharge, anxiety, and damage surrounding the genitalia. Among the additional
38 effects of SBGRV are poor mental health, S.T.I.s, unintended pregnancies,
39 depression, and death (Mtetwa, 2017).

40   Finally, the researchers thought it appropriate to mention earlier research
41 related to SRGBV solutions. Parkes (2016) concluded that institutions of learning
42 must create sensitive curricula that confront prejudiced and discriminatory views
43 on gender and sexuality, address how violence influences masculine identities,
44 and foster inclusive school environments. According to a separate study, there may
45 be remedies in educational strategies that hinder violence and advance gender
46 equality in preparing educators for both preventing and responding to SRGBV in

1   students and in creating secure environments where co-curricular measures can
2   serve as a helpful starting point for tackling SRGBV (Psaki et al., 2017). The
3   threat posed by sexual and gender-based violence (SRGBV) can be addressed,
4   according to Bradbury-Jones et al. (2017) and Devine and Ojeda (2017), by
5   increasing the capacity of educators and other staff members to advocate for,
6   create, and enforce a code of conduct, enhancing reporting, monitoring, and
7   accountability, and educating children about their rights, involvement, and equality
8   based on gender. Mahlori et al. (2018) argued that increasing G.B.V. activism,
9   taking the lead on gender initiatives, and encouraging more people to attend GBV-
10   related events could resolve SRGBV linked to student difficulties. Other
11   mechanisms suggested to lessen the threat in schools include using students' native
12   languages, incorporating G.B.V. prevention into the curriculum, and having school
13   administrators organize sensitization programs that involve hanging posters across
14   the school campus (Waterman et al., 2021).
15
16
17   **Methodology**
18
19   This study adopted a descriptive survey research design to investigate the
20   subject matter. A descriptive survey is generally the most appropriate when the
21   intention is to explore, describe, or explain the features of a phenomenon (Babbie,
22   2015). The descriptive research is also well thought-out and appropriate because it
23   helps unfold prevailing practices, situations, conditions, and issues the study sets to
24   inspect and portray. The design was suitable for the study because the researcher
25   could investigate the menace of SRGBV in tertiary institutions in Kwara State,
26   Nigeria. All female students in colleges of education across the state served as the
27   participants in this study. It was gathered from initial discussions with stakeholders
28   in teacher education that female students were more likely to experience SRGBV
29   than their male counterparts. Thus, the reason for the choice of the female
30   population as participants in the study.
31   There are 15 colleges of education in Kwara State. A stratified sampling
32   technique was used to classify the colleges based on ownership (11 Private; 4
33   Public). Fifty percent of the colleges were selected to gather better information and
34   generalization. Thus, five private and two public colleges were employed in the
35   study through random sampling techniques. The total number of respondents in
36   the study was 602 students, which served as the sample in this study. A researcher-
37   developed questionnaire was used for data generation titled "Menace of School-
38   Related Gender-Based Violence Questionnaire" (MSRGBVQ). Before proceeding
39   with data collection, appropriate approvals were received from the authorities in
40   each of the selected colleges of education. The participants were enlightened on
41   the reasons for the research, and all ethical guidelines were adhered to strictly. The
42   instrument was administered directly with the aid of a research assistant to the
43   respondents, who were guided on how to complete the questionnaire items. The
44   data collected from the respondents were analyzed using percentages to describe
45   the demographic characteristics of the respondents. Mean and standard deviation

1 were used to answer the research question raised in the study. The hypotheses
2 generated were analysed with an independent t-test at 0.05 significance level.
3
4
5 **Data Analysis and Results**
6
7   In this section, data analysis is presented below. A breakdown shows that
8 public colleges 1 had the highest number of participants, followed by public
9 college 2. This is further displayed in Table 1 and Figure 1 below.
10
11 *Table 1*. Demographic Characteristics of Respondents

Colleges	Participants	Percentage (%)
Private College 1	43	7.1
Private College 2	68	11.3
Private College 3	62	10.3
Private College 4	71	11.8
Private College 5	32	5.4
Public College 1	179	29.7
Public College 2	147	24.4
Total	**602**	**100**

12
13 *Figure 1*. Graphical Distribution of Demographic Characteristics of Respondents

14
15
16
17
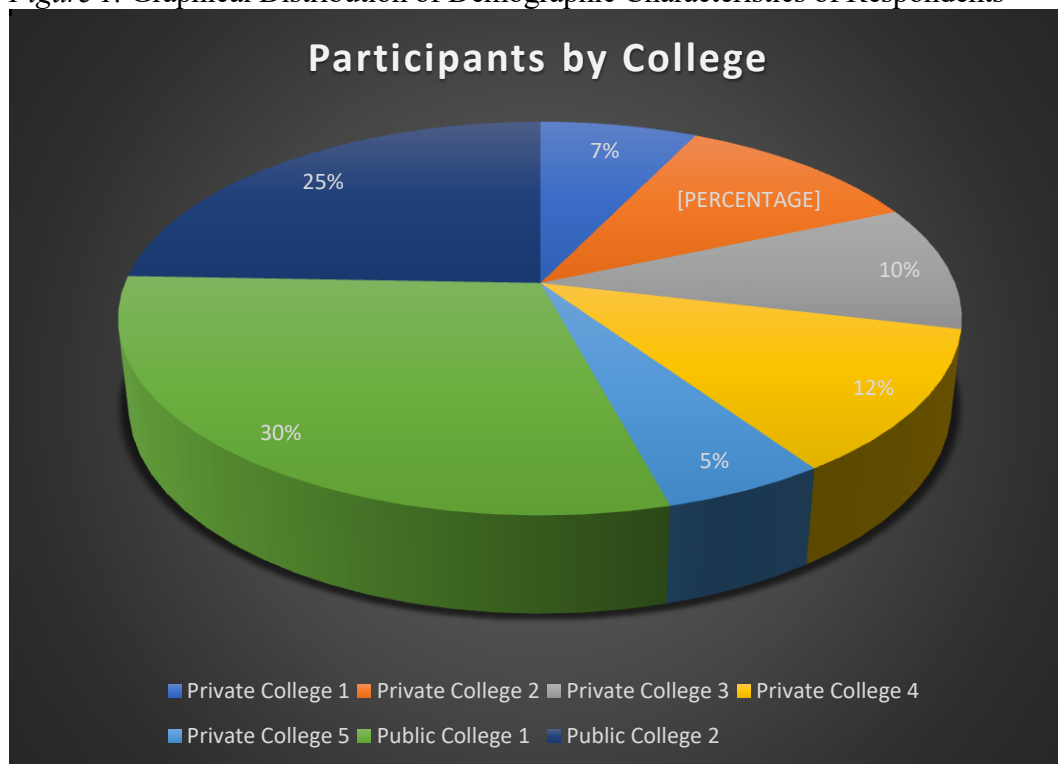
1 **Answering Research Questions**
2
3   R.Q. 1: What are the causes of SRGBV in colleges of education?
4
5 *Table 2.* Ranking Order of the respondents' responses on causes of SRGBV in
6 Colleges of Education

Causes	Frequency	Mean	Ranking
Broken home where there is separation of parents	602	3.74	1st
Economic factors such as poverty, unemployment	602	3.62	2nd
Experience of domestic/home crisis	602	3.38	3rd
Overpopulation in class which may be difficult for effective management by teacher	602	3.30	4th
Lack of appropriate information on sex education	602	3.28	5th
Curriculum contents that perpetuate stereotypes	602	3.18	6th
School environment such as the use of the same toilets by both gender	602	3.02	7th
School rules that don't discourage stringent punishment	602	2.86	8th

7
8   The table indicates that 602 respondents participated in this study. The major
9 causes of SRGBV, as indicated by the respondents, are broken homes, where there
10 is the separation of parents with the highest mean score of 3.74 (1st), economic
11 factors such as poverty, unemployment with a mean score of 3.62 (2nd), exposure
12 to domestic/home crisis with a mean score of 3.38 (3rd). At the same time, school
13 rules that don't discourage stringent punishment have the least mean scores of
14 2.86.
15
16   R.Q. 2:   What are the consequences of SRGBV in colleges of education?
17
18 *Table 3.* Ranking Order of the respondents' responses on consequences of SRGBV
19 in Colleges of Education

Consequences	Frequency	Mean	Ranking
Violence against female students can result in truancy and eventual dropout	602	3.32	1st
Rape can result in unwanted pregnancy	602	3.24	2nd
Physiological violence caused by verbal abuse can lead to low self-esteem, e.g., depression.	602	2.86	3rd
Denial of female students to lecture could adversely affect their academic performance	602	2.66	4th
Abortion could be the resultant effect of rape	602	2.26	5th
Sexual abuse can result in sexually transmitted diseases, e.g., H.I.V./Aids	602	2.22	6th
Frustration and abuse of female students by male counterparts could result in aggressive behavior among students in schools	602	2.18	7th

Treatment of males with preference over female students can lead to a sex struggle	602	1.98	8th

The table indicates that 602 respondents participated in this study. The main consequences of SRGBV were it's results in truancy, absenteeism, and eventual dropout, with a highest mean score of 3.32 (1st). Rape can result in unwanted pregnancy, with a mean score of 3.24 (2nd). Physiological violence caused by verbal abuse can lead to low self-esteem, e.g., depression, with a mean score of 2.32 (3rd). In contrast, the treatment of males with preference over female students can lead to sex struggle, having a least mean score of 1.98.

R.Q. 3: What are the way forward strategies to control the menace of SRGBV in colleges of education?

Table 4. Ranking Order on the Strategies to Control the Menace of SRGBV in Colleges of Education

Strategies to Control the Menace	Frequency	Mean	Ranking
Widespread public enlightenment on the evils of violence against female Students	602	3.26	1st
Counselling teachers and students on the need to embrace love and jettison violence	602	3.12	2nd
Involvement of Parents Teachers' Association in school activities	602	2.86	3rd
Policy formulation and enforcement on the rights of female students	602	2.50	4th
Favourable school rules and regulations	602	2.36	5th
Curriculum content on violence against female Students	602	2.16	6th
Use of learning materials and mediums that promote gender equality	602	2.08	7th
Seminar and workshop on effective means and strategies to curb violence against female students	602	1.98	8th
Sex education for both genders	602	1.86	9th

The table indicates that 602 respondents participated in this study. The most widely acceptable way strategy to control the menace of SRGBV in colleges of education was the use of widespread public enlightenment on the evils of violence against female students, which has the highest mean score of 3.26 (1st), counselling of teachers and students on the need to embrace love and jettison violence with a mean score of 3.12 (2nd), involvement of parents teachers association in school activities with a mean score of 2.86 (3rd). In contrast, sex education for both genders has the lowest mean score of 1.86.

Hypothesis Testing

Two research hypotheses postulated for this study were tested using the t-test.

1 **H$_{01}$**: There is no significant difference in the causes of SRGBV in colleges of
2 education based on school ownership.
3
4 The questionnaire responses about the causes of SRGBV in colleges of
5 education were compiled based on school ownership to evaluate this study
6 hypothesis. Table 5 displays the outcome of the t-test analysis of the study's data
7 collection.
8
9 *Table 5.* t-test Analysis of the Difference in the Causes of SRGBV in Colleges of
10 Education based on School Ownership

Gender	No	Mean	Std.	df	Cal.t-Value	Sig. (2-tailed)	Decision
Private	276	31.72	3.55				**H$_{01}$**
				600	.14	0.89	**Not Rejected**
Public	326	51.59	5.59				

11 P<0.05
12
13 Table 5's result indicates a t-value of.14 and an alpha level of 0.89 > 0.05.
14 Hence, hypothesis one is not rejected because 0.89 is higher than the 0.05 alpha
15 threshold. This suggests no discernible variation in the causes of SRGBV in
16 education institutes according to ownership.
17
18 **H$_{02}$**: There is no significant difference in the consequences of SRGBV in
19 colleges of education based on school ownership.
20
21 The questionnaire responses about the effects of SRGBV in education
22 colleges were compiled according to school ownership in order to evaluate this
23 study hypothesis. Table 6 displays the outcome of the t-test analysis of the study's
24 data collection.
25
26 *Table 6.* t-test Analysis of the Difference in the Consequences of SRGBV in
27 Colleges of Education based on School Ownership

Marital Status	No	Mean	Std.	df	Cal.t-Value	Sig. (2-tailed)	Decision
Private	276	48.81	4.53				**H$_{02}$**
				600	.65	0.52	**Not Rejected**
Public	326	51.07	5.69				

28 P<0.05
29
30 Table 6's result indicates a t-value of.65 and an alpha level of 0.52 > 0.05.
31 Hence, hypothesis two is not rejected because 0.52 is higher than the 0.05 alpha
32 threshold. This suggests no discernible variation in the effects of SRGBV in
33 educational institutions according to ownership.
34

Discussion

The study's findings showed that several factors, including parent-child separation in broken homes, economic factors like poverty and unemployment, exposure to domestic and home difficulties, and class overcrowding, which may make it challenging for teachers to manage effectively, contribute to the threat of SRGBV in higher education. There are several contributing variables to the complicated issue of school-based violence against female students. Although there isn't a single reason for this widespread issue, the study has uncovered a number of crucial components that are involved. Broken households are strongly associated with a higher likelihood of violence against female pupils in schools. There is a higher likelihood of violence in schools for children whose parents are divorced or single parents. Several things, which include inadequate supervision and support, elevated stress and anxiety, and exposure to violence, might be the cause of this. It is quite probable that many circumstances are involved in every instance, as there is no one reason for this issue. A thorough strategy that considers all of the relevant elements will be needed to address this problem. The results of this study are consistent with Uyanne (2021) and Saadu et al. (2022), who proposed that poverty, parental inability to meet their child's needs, and childhood exposure to violence between parents are factors contributing to sexual and gender-based violence (SRGBV).

Also, it was discovered that sexual harassment and rape might result in unintended pregnancy, that verbal abuse could create physiological violence that could lead to despair, suicidal thoughts, drug addiction, and misuse, and that SRGBV on students could result in truancy, absenteeism, and final dropout. SRGBV on students can majorly affect their wellbeing and educational opportunities. The most frequent aftereffect of violence in schools is truancy and absence. Girls who experience abuse in the classroom are more likely to miss lessons, arrive late, or quit entirely. Their academic success and prospects for the future may suffer significantly as a result. Girls who experience violence at school are more likely to be truant or absent for a few reasons. Initially, individuals might be terrified to attend school because to concerns about being harassed or attacked by others. Secondly, they can be experiencing overwhelming levels of tension and worry, which might hinder their ability to concentrate in class. Thirdly, they may be dealing with psychological or physical trauma that prevents them from going to school. The results of this research support the independent investigations by Chitsamatanga and Rembe (2019); and Onoyase (2019), which show that SRGBV may negatively impact victims' learning experiences, health, and wellbeing.

It was also found in this study that the use of widespread public education about the evils of violence against female students, counselling of teachers and students on the need to embrace love and give up violence, and the involvement of parent-teacher associations in school activities were found to be the most widely accepted ways to control the threat of SRGBV in higher education. Increasing public knowledge of the problem and teaching people about the negative impacts of violence against people, especially women and girls, is one strategy to reduce SRGBV. Public service announcements, educational campaigns, and training on

1   awareness, the many types of SRGBV, the indications of misuse, and how to
2   obtain treatment are just a few of the ways this may be accomplished. Counseling
3   and supporting both violent offenders and victims is a crucial part of the fight
4   against SRGBV. This can aid in the healing process for victims and teach
5   offenders new techniques for handling conflict. Additionally, counseling may be
6   utilized to teach people how to have good relationships and how to settle disputes
7   amicably. Working with schools to establish a secure and encouraging learning
8   environment, parent-teacher associations (P.T.A.s) can be crucial in reducing
9   sexual harassment and bullying (SRGBV). According to Bradbury-Jones et al.
10 (2017) and Devine and Ojeda (2017), reducing sexual and gender-based violence
11 against children may be facilitated by developing and enforcing a code of conduct,
12 enhancing reporting, monitoring, and accountability, and educating children about
13 their rights, this study supports their findings.
14   Additionally, this study showed that ownership did not significantly alter the
15 causes of SRGBV in educational institutions. Regardless of whether a college is
16 private or public, the causes of sexual harassment and gender-based violence
17 remain the same. This implies that neither kind of institution is uniquely affected
18 by the conditions that lead to SRGBV. This observation has several plausible
19 interpretations. One theory is that independent of the kind of institution, the
20 elements leading to SRGBV are more common in society. There is also a chance
21 that educational institutions, independent of who owns them, have comparable
22 cultures and customs that support SRGBV. Whatever the explanation, the finding
23 that there is no significant difference in the causes of SRGBV based on ownership
24 suggests that prevention efforts should focus on addressing the underlying causes
25 of SRGBV, regardless of the type of institution. This includes promoting healthy
26 relationships, teaching conflict resolution skills, and providing support services for
27 victims of SRGBV (Samakao & Manda, 2023).
28   Lastly, it was discovered that there was no discernible variation in the effects
29 of SRGBV in educational institutions according to ownership. This indicates that
30 victims of SRGBV are likely to face comparable bad outcomes, such as emotional
31 and physical harm, trouble in school, mental health issues, and social isolation,
32 regardless of the kind of institution. SRGBV may have particular repercussions
33 besides these broad ones depending on the kind of institution. For instance,
34 SRGBV may make it more probable for students attending private institutes of
35 education to have financial difficulties as they may need to take out loans to pay
36 for tuition and other expenses. Additionally, because public institutions are more
37 likely to have systems and processes in place for reporting and penalizing
38 offenders of SRGBV, students at public schools of education may also be more
39 likely to face legal repercussions. Regardless of the kind of institution, prevention
40 initiatives should concentrate on treating the root causes of SRGBV (von Meullen
41 & van der Waldt, 2022). This includes encouraging wholesome relationships,
42 imparting knowledge on resolving conflicts, and offering assistance to SRGBV
43 sufferers.
44

Conclusion and Recommendations

In conclusion, SRGBV on students is a serious problem with a wide range of causes and negative consequences. It is essential to take steps to prevent this violence from happening in the first place. Additionally, it is crucial to provide support services to individuals, especially girls who have been victims of school-based violence, so that they can recover from their experiences and build healthy, happy lives. Therefore, it was recommended that:

1. Government and Non-Government Organizations should organize public enlightenment programmes to educate the public (students, teachers, parents) on the evils and dangers associated with SRGBV on students.
2. Parents' Teachers' Association (P.T.A) should promote the teachers-parent relationship so as to draw remedies to sensitive students' problems that may lead to violence in the schools.
3. Government should enact strict laws against all forms of violence, especially those concerning females and minority students in educational institutions in order to ensure the attainment of the agenda of Education For All (E.F.A.).
4. The school guidance and counselling unit should organize orientation programmes for students on the importance of peaceful co-existence in school settings and society.
5. There should be more coverage of school-based violence) especially against females and other minority groups) education in the curriculum. And the need to accommodate and tolerate colleagues and other students within the school system should be encouraged among students.

Limitations of this Study

Participants' self-reported data was used in the study. This implies that the results might be skewed since SRGBV offenders might be more inclined to deny their involvement, and victims would be reluctant to disclose their experiences. One particular kind of higher education institution that was the subject of the investigation was the colleges of education. This implies that other institutions, such as universities and technical colleges, might not be able to use the findings. Notwithstanding these drawbacks, the research offers insightful information about the origins and effects of SRGBV in higher education. The results of the study can be utilized to create preventative and intervention plans that are more successful.

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