

**AN EXPLORATION OF THE EFFECT OF GENDER BASED  
VIOLENCE ON PERFORMANCE OF WOMEN IN SELECTED PUBLIC  
SECONDARY SCHOOLS OF LUSAKA DISTRICT**

**BY**

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I, Lt. Col. Evans Mwalungali, hereby declare that this piece of work is my own, and that all works of other persons used have been duly acknowledged and that the work has not been presented at the University or indeed any other institution for similar purposes.

Signature: .....

Date:.....

## **DEDICATION**

This work is dedicated to my wife and all family members for encouraging me to study and for their love, care, steady support and encouragement during the time the project was worked on.

**APPROVAL**

This dissertation by Lt. Col. Evans Mwalungali has been approved as partial fulfillment of the requirements of the award for the degree of a Master of Science in Peace Leadership and Conflict Studies.

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## **ABSTRACT**

The purpose of this study was to investigate how gender based violence affects the performance of women. The objectives of the study were to establish the kinds of Gender Based violence (GBV) women are subjected to; to establish the causes of gender based violence against women; to establish the effect of gender based violence on the performance of women and lastly to devise relevant strategies that can be used to eradicate gender based violence. The theory that guided the study is the violence against women theory and the feminist theory.

The study employed qualitative approach and the research method was a case study. The research instruments were questionnaires, semi structured interviews and focus group discussions.

The targeted population of the study comprised of female head teachers and female teachers from selected public secondary schools of Lusaka District.

The study revealed that gender based violence negatively affects the performance of women. The causes were lack of economic resources, increasing levels of poverty, cultural ideologies, and lack of legal protection, patriarchal structures and Gender inequality.

The study recommends that Government through the Ministry of General Education comes up with work place policies that will create an environment that allows women to work freely. Further the sensitization of men against the dangers of GBV should be encouraged at the work places.

## TABLE OF CONTENTS

<b>CHAPTER ONE.....</b>	<b>1</b>
1.0 Overview .....	1
1.1 Introduction.....	1
1.2 Background of the Study .....	2
1.3 Statement of the Problem.....	5
1.4 General Research Objective.....	5
1.5 Specific Research Objectives.....	5
1.6 General Research Question .....	6
1.7 Specific Research Questions.....	6
1.8 Significance of the Study .....	6
1.9 Definition of Key Terms. ....	7
1.10 Theoretical Framework.....	8
1.11 Conceptual Framework.....	10
1.13 Summary.....	10
<b>CHAPTER TWO.....</b>	<b>11</b>
<b>2.0 LITERATURE REVIEW: .....</b>	<b>11</b>
2.1 Overview.....	11
2.2 Gender Based violence.....	11
2.3 Types of Gender Based Violence.....	14



2.3.1 Sexual Violence.....	14
2.3.2 Physical violence.....	15
2.3.3 Emotional and Psychological violence.....	17
2.3.4 Social Economic Violence.....	20
2.4.0 Causes of Gender Based Violence.....	22
2.4.1. Lack of Economic Resources.....	22
2.4.2 Increasing Levels of Poverty.....	22
2.4.3 Cultural Ideologies.....	22
2.4.4. Lack of Legal protection.....	23
2.4.5. Patriarchal Structures and Gender Inequality.....	.23
2.4.6. Alcohol Consumption.....	25
2.5. Effects of GBV.....	25
2.5.1. Physical Effects of GBV.....	25
2.5.2. Psychological Effects of GBV.....	26
2.5.3. Social Effects of GBV.....	26
2.5.4. Economic Effects of GBV.....	27
2.6. Relevant Strategies of GBV.....	28
2.6.1.Women’s Economic Empowerment Activities.....	28
2.6.2. Commemoration of International women’s day and sixteen days of Activism....	28
2.6.3. Implementation of Legal Frameworks.....	29

2.6.4. Zambian Government Policy on GBV.....	30
2.7. Theories on GBV.....	34
2.8. Review of Related Studies.....	35
2.8.1. The Global Perspective.....	36
2.8.2 The African Perspective.....	36
2.8.3. The Zambian Perspective.....	37
2.9 Summary.....	37
<b>CHAPTER THREE.....</b>	<b>39</b>
<b>3.0 METHODOLOGY.....</b>	<b>39</b>
3.1 Overview.....	39
3.2 Research Design.....	39
3.3 Study Population.....	40
3.4 Study Location.....	40
3.5 Sample Size.....	40
3.6 Sampling Procedures.....	40
3.7 Research Instruments.....	40
3.8 Data Collection Presentation.....	41
3.10 Ethical considerations.....	42
3.11 Summary.....	43

<b>CHAPTER FOUR.....</b>	<b>44</b>
<b>PRESENTATION OF FINDINGS.....</b>	<b>44</b>
4.0 Overview.....	44
4.1 Demographics of Respondents.....	44
4.2 Presentations of Findings (Questionnaires).....	44
4.2.1 Objective 1 (kinds of GBV women are subjected to).....	44
4.2.2 Objective 2 (Causes of GBV & how they affect women’s performance).....	45
4.2.3 Objective 3(Effects of GBV on women’s performance).....	46
4.2.4 Objective 4 (Recommendations).....	46
4.3 Presentation of Findings (semi-Structured Interviews).....	47
4.3.1Objective 1( Kinds of GBV women are subjected to).....	.47
4.3.2 Objective 2 (Causes of GBV).....	48
4.3.3 Objective 3( Effects of GBV on Women’s performance).....	48
4.3.4 Objective 4 (Recommendations).....	.49
4.4 Presentation of Findings (Focus Group Discussions).....	49
4.4.1 Objective 1( Kinds of GBV women are subjected to).....	49
4.4.2 Objective 2( Causes of GBV).....	50
4.4.3 Objective3(Effects of GBV women’s performance).....	50
4.4.4 Objective 4 (Recommendations).....	50
4.5 Summary.....	51

<b>CHAPTER FIVE.....</b>	<b>52</b>
<b>DISCUSSION OF FINDINGS.....</b>	<b>52</b>
5.1 Overview.....	52
5.2 Objective 1 (Kinds of GBV Women are subjected to).....	53
5.3 Objective 2( Causes of GBV).....	55
5.4 Objective 3( Effects of GBV on Women performance).....	57
5.5 Objective 4(Recommendations).....	59
5.6 Summary.....	61
<b>CHAPTER SIX.....</b>	<b>62</b>
6.0 Overview.....	62
6.1 Conclusions of the Study.....	62
6.2 Recommendations of the study.....	62
6.3 Summary.....	64
References.....	65
<b>APPENDICES.....</b>	<b>71</b>
Appendix 1.....	71
Appendix 2.....	77
Appendix 3.....	78

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 OVERVIEW**

This introductory chapter gives the background to the study. The chapter also presents the problem of the study investigated, the objectives it will attempt to achieve and the research questions it plans to answer. The theory informing the study and a conceptual frame work showing the relationship between variables involved in the study are also part of this inductor chapter. A brief statement of the usefulness of the study, the limitations of the study will also be looked at and finally the definitions of the operational terms will conclude the first chapter.

### **1.1 INTRODUCTION**

In this particular study, interest has been drawn to the exploration of the impact of gender based violence on performance of women in selected public schools of Lusaka district. The rational of this study in based on the premise that eradicating Gender Based Violence (GBV) in selected public schools in Lusaka District could lead to improved performance by women in the schools.

Gender Based Violence (GBV) has been the experience of women worldwide which has affected their relationship in the homes, communities, places of work and largely their productivity in their various places of assignments (Amnesty International 2005) It has been reported that Gender Based Violence (GBV) categorized by the type, which can be physical, sexual or emotional. Physical violence is a type of abuse characterized by actions which include beating, killing, biting, burning, strangling, assault, using weapons such as guns, knives, shamboks, electric cables and razor blades. It also includes spouse battery of child and intimate partner. Sexual violence includes defilement (having carnal knowledge of a child below the age of 16 years) while incest is sex between two people who are related by blood for example, father and daughter or sister and brother. Rape is having sex without consent of the partners, insertion of objects into sexual organs exposing children to pornographic materials, sexual harassment at the work place, indecent assault against females.

Emotional violence is a subtle form of GBV which cannot be seen physically or identified through medical examination and include the following intimidation, depression of liberty, coercion, humiliation undermining self-esteem and threats which can be verbal or non-verbal. This is the most common GBV and in most cases, it goes unnoticed. In the recent past, reports of GBV in Zambia have shown more brutal forms. These range from physical, sexual psychological, emotional abuse and harmful traditional practices. Records at the Victim Support Unit (VSU) of Zambia Police Service have recorded an upward swing with 6,716 cases reported in 2008, 8,8382 in 2009, 8,467 in 2010, 11,914 in 2011, 12,924 in 2012, 10,217 in the first three quarters of 2013 and 12,998 in 2014 country wide, (Ministry of Gender, 2015). GBV is clearly not an isolated problem but rather, a widespread violation of Human Rights and has had serious implications on Zambia's development agenda that transcend geography, sex, class, culture, age, race, religion, political affiliation. (Ministry of Gender, 2011)

## **1.2 BACKGROUND OF THE STUDY**

Gender Based Violence (GBV) is a global health, human rights, and development issue that transcend geography, class, culture, age, race and religions and touches every community in every corner of the globe. Sometimes it is known as violence against women. Gender Based Violence is a problem that has become prevalent in the sub-Sahara African countries and Zambia is not an exception.

In Africa, Gender Based Violence seems more prevalent among the females than the males. This has been attributed to the male dominances model which is noted in the historically unequal power relations (social, economic, culture and political) between males and females in most African countries (Mac an Ghail, 1994:29) World Health Organization (2001) observer that GBV to a great extent limits female full participation in the economic, social and educational development in all parts of the world.

Global overview of gender based violence has revealed statistics on gender-based violence around the world which are alarming. According to a 2013 global review of available data, 35% of women worldwide have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence. However, some national violence studies show that

up to 70% of women have experienced physical and/ or sexual violence in their lifetime from an intimate partner. It is estimated that of all women killed in 2012, almost half were killed by intimate partners or family members (UN Women, 2014).

Worldwide, more than 700 million women alive today were married as children (below 18 years of age). More than one in three million were married before 15. Child brides are often unable to effectively negotiate safer sex, leaving themselves vulnerable to sexually transmitted infections, including HIV along with early pregnancy. The fact that girls are not physically mature enough to give birth, places both mothers and their babies at risk. Among the married girls, current and/or former intimate partners are the most commonly reported perpetrators of physical violence in all the countries with available data. Around 120 million girls worldwide have experienced forced intercourse or other forced sexual acts at some point in their lives (UN Women, 2014).

The African situation is also important to consider. Statistics also show that gender-based violence in the form of physical and sexual violence is highly prevalent in Africa; In South Africa, 7 percent of 15-19 year-olds had been assaulted in the past 12 months by a current or ex-partner; and 10 percent of 15-19 year olds were forced or persuaded to have sex against their will, according to a survey conducted in 1998.

In Kenya, a survey in 2003 found that 43% of 15-49 year old women reported having experienced some form of gender-based violence in their lifetime, with 29% reporting experience in the previous year; 16% of women reported having ever been sexually abused, and for 13%, this had happened in the previous year. In rural Ethiopia, a study by the World Health Organization in 2005 found that 49% of ever-partnered women had experienced physical violence by an intimate partner, rising to 59% who had experienced sexual violence. In rural Tanzania, a survey found that 47% of ever-partnered women had experienced physical violence by an intimate partner, while only 31% had ever experienced sexual violence (Population Council, 2008).

In Rwanda, a study demonstrated the wide spectrum of violence women experience: physical violence which was mainly described as beating; economic violence which was commonly related to poverty and lack of access to land; sexual violence where marital rape was the

common theme and psychological violence which was characterized by men resorting to abusive words and openly having extra marital affairs. Poverty, concern for children and dependence on male partners plays a huge role in women`s decisions to stay in violent relationships.

Women and male participants in the survey both recognized that women`s dependence on men is behind their choice to remain in an abusive situation. Many of the women described repeated attempts to leave an abusive relationship but would often return for the sake of their children while others did not even consider leaving (Nyiramutangwa, Mukiga and Abrahams, 2011).

Attitudes about gender based violence in Zambia have been observed to be mostly unfavorable. For instance, the Zambia Demographic Health Survey (DHS0 in 2001 to 2002 found that fifteen percent of Zambian women reported sexual violence in the context of an intimate partnership. Fewer than 25 percent of Zambian women interviewed believed that a married woman could refuse to have sex with her husband, even if he had shown infidelity and was infected with HIV, and only 11 percent thought that a woman could ask her husband to use a condom in these circumstances (National Action Plan on Gender-based violence, 2008).

According to a 2007 Zambia Demographic and Health Survey, 47% of women in Zambia have experienced physical violence since age 15-77% by a current/former husband/partner. One in five women has experienced sexual violence in their lives, 64% of which is perpetrated by an intimate partner. However, less than half 94650 of abused women and girls seek help for various personal, economic, and social concerns; especially fear of stigma (CARE, 2013).

Kishor and Johnson (2004) observed that in the Zambia, Demographic Health Survey data it is indicated that 27 percent of ever-married women reported being beaten by their spouse/partner in the past year; this rate reached 33percent of 15-19 year-olds and 35 percent of 20-24 year-olds. 59 percent of Zambian women had ever experienced any violence by anyone since the age of 15 years



### **1.3 STATEMENT OF THE PROBLEM**

Gender based violence is a reality at the global level, African level as well as at Zambian level (Ministry of Gender, 2011). This gender based violence has a negative effect on people that experience it, especially women; it lowers people's productivity. In the Zambian context not much has been done to explore the effect of gender based violence especially in relation to the productivity or performance of women in public secondary schools, particularly in Lusaka District. Therefore, this study intends to fill this gap by exploring the effect of gender based violence on the performance of women in selected public secondary schools of Lusaka District.

### **1.4 GENERAL RESEARCH OBJECTIVE**

To explore the effect of Gender Based Violence (GBV) on the performance of women in selected public secondary schools of Lusaka District.

### **1.5 SPECIFIC RESEARCH OBJECTIVES**

1.5.1 To establish the kinds of Gender Based Violence (GBV) women are subjected to in selected public secondary schools of Lusaka District.

1.5.2. To establish the causes of Gender Based Violence (GBV) against women in selected public secondary schools of Lusaka District.

1.5.3. To establish the effect of Gender Based Violence on the performance of women in selected public schools of Lusaka District.

1.5.4. To devise relevant strategies that can be used to eradicate Gender Based Violence (GBV) against women in selected public secondary schools of Lusaka District.

### **1.6 GENERAL RESEARCH QUESTION**

What are the effects of Gender Based Violence (GBV) on the performance of women in selected public secondary schools of Lusaka District?

## **1.7 SPECIFIC RESEARCH QUESTIONS**

1.7.1 What kinds of Gender Based Violence (GBV) are women subjected to in selected public secondary schools of Lusaka District?

1.7.2 What are the causes of Gender Based Violence (GBV) against women in selected public secondary schools of Lusaka District?

1.7.3 What are the effects of Gender Based Violence on the performance of women in selected public secondary schools of Lusaka District?

1.7.4 What relevant strategies that can be used to eradicate Gender Based Violence (GBV) against women in selected public secondary schools of Lusaka District?

## **1.8 SIGNIFICANCE OF THE STUDY**

This study is very significant because it aimed at establishing the kinds of Gender Based Violence (GBV) women are subjected to in selected public secondary schools of Lusaka District. The establishment of this information will consequently be used to reduce the incidence of gender based violence in Zambia.

Secondly, the study also sought to establish the causes of Gender Based Violence (GBV) against women in selected public secondary schools of Lusaka District.

The other significance of this study is that it aimed at establishing the effect of Gender Based Violence on the performance of women in selected public schools of Lusaka District.

The last but not the least significance of this study is that it would result in devising relevant strategies that can be used to eradicate Gender Based Violence (GBV) against women in selected public secondary schools of Lusaka District. Therefore, this study is very significant.

## **1.9 DEFINITION OF KEY TERMS**

a. **Gender:** is the term used to demote the social characteristics assigned to men and women. It also refers to power imbalances between men and women as well as access and control of research.

- b. **Gender Equality:** According to May (2002) Gender Equality means that women and men have equal conditions for realizing their full human Rights and potential to contribute to national, political, social and cultural development and benefits equally from the results.
- c. **Gender Equity:** This is the process of allocating resources, programs and decisions making fairly to both males and females without any discrimination on the basis of sex and addressing any imbalances in the benefits available to males and females.
- d. **Violence:** is a means of control and oppression that can include emotional, social or economic force, coercion or pressure, as well as physical harm. It includes physical assault or threatening someone with a weapon intimidation threats, persecution, deception or other forms of psychological or social pressure.
- e. **Gender Based Violence:** Refer to violations of fundamental Human Rights that perpetrate sex-stereotyped roles that deny human dignity and the self-determination if be individual and hamper Human development. They refer to physical, sexual and psychological harm that vein forces subordination and perpetuates over gender with power and control.
- f. **Physical abuse:** Such as beating, kicking or burning.
- g. **Sexual abuse:** such as rape or forcing someone to have sexual contact.
- h. **Gender Mainstreaming:** Is the public policy concept of assessing the different implication. For women and men of any planned policy action, including legislation and programs in all areas and levels.

## **1.10. THEORETICAL FRAMEWORK**

This study will be guided by one or two theories. These are:

### **1.10.1 VIOLENCE AGAINST WOMEN THEORY**

According to Garske (1996) theories of why violence against women occurs provide insight into the changes necessary to prevent and eradicate that violence. This theory holds that the majority of violence committed against women is committed by men. The theory also argues

that the root cause of woman abuse is the pervasive social system that posits male superiority over women as natural and preferred.

Furthermore, there exists a broad-based social belief that women are inferior and that it is their role to be subservient to men. We also acknowledge that this belief system of domination over” can be adopted by women as a framework for relations to men as well as their relationships with one other.

### **1.10.2. FEMINIST THEORY**

The Feminist Theory has been used to fight Gender Based Violence in all societies across the globe. Feminism is not only a discourse that involves various movements, theories and philosophies which are concerned with the issues of gender difference, but also advocates for equality of women, and campaigns for women’s rights and interests. According to Carole (1977), the history for feminism can be divided into three waves. The wave was in the nineteenth and early twenties centuries. The first wave looked at equal rights for women and men. This focused on legal issues, primarily on gaining women’s suffrage. The second wave was in the 1960s and 1970s and looked at every area of women’s experience, including family equality between women and men with demands for a woman’s right to determine her own identity and sexuality. It was also concerned with equal pay, equal education opportunities in work places, financial and legal independence and free 24-hour day care for children.

Theories of why violence against women occurs provide insight into the changes necessary to prevent and eradicate that violence. At Transforming Communities (TC), we start our analysis by men. This raises the question “Why do men batter women?” We believe that a root cause of woman abuse is the pervasive social belief system that posits male superiority over women are natural and preferred. Furthermore, there exists a broad-based social belief that women are inferior and that it is their role to be subservient to men. We also acknowledge that this belief system of “domination over” can be adopted by women as a framework for relationships to men as well as their relationships with one other. Because these beliefs pervade so much of our society and its institutions, eradicating violence against females will require changes at the most fundamental levels of society. These changes must eliminate policies and practices perpetuated by the male-dominated culture that sexualize women as objects, demean their

value, restrict their participation in decision making, dehumanize them with labels, control their rights over their own bodies, and marginalize and demean their presence.

Changing these underlying patriarchal beliefs and practices will lead to changes in social norms and behaviors, bringing positive benefits to both women and men, and all forms of relationships. At TC, we choose community mobilization strategies that reflect the values of safety, equality, and justice for women and girls. We seek to promote women's personal safety as a matter of public safety and as a basis for intimate relationships and recognize the roles of the social environment in changing beliefs and behaviors.

### **1.11 CONCEPTUAL FRAMEWORK**

The study on gender based violence was conceptualized in accordance to explanations given already explained theories. Therefore the violence against women theory, and the feminist theory have given guidance in understanding, the kinds of gender based violence, relevant strategies that can be used to eradicate gender based violence against women, effects of gender based violence and causes of gender based violence against women. The dependent variables which include causes of gender based violence, effects of gender based violence on performance of women in selected Secondary Schools of Lusaka District, and relevant strategies to eradicate gender based violence were conceptualized as a function of the independent variables.

GENDER BASED VIOLENCE-  
INDEPENDENT VARIABLE



CAUSES OF GBV-DEPENDANT  
VARIABLE



EFFECTS OF GBV IN SELECTED  
SCHOOLS-DEPENDANT VARIABLE



RELEVANT STRATEGIES TO  
ERADICATE GBV-DEPENDANT  
VARIABLE

## **1.12 SUMMARY**

The chapter was all about background, aim and significance of the study. It also comprised statement of the problem, objectives to the study, General Research Questions, definition of the key terms, Theoretical and conceptual framework together with Ethical consideration, and the conclusion. The next chapter will review literature on Gender Based Violence against women and how it affects their performance.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 OVERVIEW**

This chapter explores the relevant literature on the Gender Based Violence (GBV) against women as a barrier to their performance in selected public Secondary Schools of Lusaka District. The review starts with what Gender Based Violence is, it then looks at the kinds of Gender Based Violence, the causes, the effects and relevant strategies. The review also looks at the related studies at the Global perspective, African perspective and Zambian perspective. Finally the review will end with the summary.

#### **2.2 GENDER BASED VIOLENCE IN ZAMBIA**

Gender-based violence is a widespread problem in Zambia, and like in many other parts of the world, it is typically perpetrated by men. Zambia has one of the highest rates of intimate partner violence in the world (CARE, 2013). According to the Beijing + 10 shadow report produced by the Zambia Association for Research and Development and the Non-Governmental Organization Coordinating Council, violence against women and girls is rampant in Zambia, and includes battery and domestic violence, murder, sexual abuse and exploitation, rape, defilement, incest, forced prostitution, sexual harassment, sexual cleansing, assault. Other forms of violence include virginity testing, initiation practices, early/child marriage, property grabbing, widow inheritance and economic discrimination (National Action Plan on Gender-based Violence, 2008).

Physical and sexual violence are very common in Zambia. Sexual abuse of girls has been observed to be a crime fuelled by misconceptions about virgin cure for STIs and AIDs. Incest, though hidden, has been shown by Young Women Christian Association (YWCA) studies to be a pervasive problem in Zambian society (National Action Plan on Gender-based violence, 2008).

Gender Based Violence (GBV) is widely used as a synonym for violence against women, in order to highlight the gender inequality in which much violence is noted, (IGWG of USAIP,

2006). Traditionally, violence has more often been linked to boys and men than girls than girls and women presupposing that characterizes boys fundamental nature and an issue that distinguishes them from the girls (Smith & Sharp, 1995, Smith et al, 1999) GBV has been sighted to be one of the barriers to achieving gender equality in schools and it has implications for the performance of the women in schools. The violence and fear of violence severely limits female's participation in their various tasks in schools thereby hindering their performance.

Experienced by an estimated one third of women worldwide (UNICEF, 2009) Gender Based Violence (GBV) is a global affront to human rights, a public health crisis and a major barrier to development. Violence can happen to anyone, but some groups such as minority women, indigenous women, refuge women and children are especially vulnerable throughout the world to a range of violence. As public private and non-government organization sectors increasingly respond to GBV in Africa, it will be essential to address not only the consequences of GBV by attending to the needs of the survivor, but also its causes and contributing factors. As with many complex solid problems, GBV stems from and manifests itself at every level of society, from individual to social and in a wide array of forms, from private to public. Successful efforts will require coordinated, comprehensive, multi sectorial responses.

In Zambia, Gender Based Violence (GBV) is rampant (USAID, 2010). There is enormous need to address the increasing number of cases of GBV being reported in Zambia. A Zambian Demographic and Health Survey (ZDHS, 2007) found that almost half (47%) of all Zambian women have experienced physical violence since age of 15 by their current, former husband or partner. One in five (20%) Zambian women have experienced sexual violence in their lifetime by a current, former husband or partner or boyfriend (ZDHS, 2001).

Gender Based Violence (GBV) is a fairly new term. Historically, Gender Based Violence is articulated as violence against women and girl children because it has been understood as form of social control of women that is implicit in the political and social structure of patriarchy (Brown Mutler, 1975).



## **2.3 TYPES OF GENDER BASED VIOLENCE**

There are 5 types of Sexual and Gender-based violence; Sexual Violence, Physical Violence, Emotional and Psychological Violence, Harmful Traditional Practices and Socio-Economic Violence.

### **2.3.1 SEXUAL VIOLENCE**

The invasion of any part of the body of the victim or of the perpetrator with a sexual organ, or of the anal or genital opening of the victim with any object or any other part of the body by force, coercion, taking advantage of a coercive environment, or against a person incapable of giving genuine consent (International Criminal Court ).

### **CHILD SEXUAL ABUSE, DEFILEMENT AND INCEST**

Child sexual abuse or child molestation is a form of child abuse in which an adult or older adolescent uses a child for sexual stimulation. Forms of child sexual abuse include engaging in sexual activities with a child for sexual stimulation. Forms of child sexual abuse include engaging in sexual activities with a child ( whether by asking or pressuring, or by other means ), indecent exposure of the genitals, female nipples, child grooming, or using a child to produce child pornography. Child sexual abuse can occur in a variety of settings, including home, school, work ( or places where child labor is common). Child marriage is one of the main forms of child sexual abuse; UNICEF has stated that child marriage “ represents perhaps the most prevalent form of sexual abuse and exploitation of girls” The effects of sexual abuse can include depression, post-traumatic stress disorder, anxiety, complex post-traumatic stress disorder, propensity to further victimization in adulthood, and physical injury to the child, among other problems. Sexual abuse by a family member is a form of incest and can result in more serious and long –term psychological trauma, especially in the case of parental incest.

The global prevalence of child sexual abuse has been estimated at 19.7% for females and 7.9% for males. Most sexual abuse offenders are acquainted with their victims; approximately 30% are relatives of the child, most often fathers, uncles or cousins; around 60% are other acquaintances such as friends of the family, babysitters, or neighbors; strangers are the offenders in approximately 10% of child sexual abuse cases. Most child sexual abuse is

committed by men; women commit approximately 14% of offenses reported against boys and 6% of offenses reported against girls.

### **FORCED SODOMY OR ANAL RAPE**

Forced/coerced anal intercourse, usually male-to-male or male-to-female. Sodomy is generally anal and or oral between people or sexual activity between a person and a non-human animal (bestiality), but it may also mean any non-procreative sexual activity. Originally, the term sodomy, which is derived from the story of Sodom and Gomorrah in the Book of Genesis, was commonly restricted to anal sex. Sodomy laws in many countries criminalized the aforementioned behaviors. In the Western world, many of these laws have been overturned or are not routinely enforced. Sexual abuse Actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions. Sexual abuse, also referred to as molestation, is usually undesired sexual behavior by one person upon another. When force is immediate, of short duration, or infrequent, it is called sexual assault. The offender is referred to as a sexual abuser or (often pejoratively) molester. The term also covers any behavior by an adult or older adolescent towards a child to stimulate any of the involved sexually. The use of a child, or other individuals younger than the age of consent, for sexual stimulation is referred to as child sexual abuse or statutory rape (UNHCR, 2003).

### **SEXUAL EXPLOITATION**

Any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting momentarily, socially or politically from the sexual exploitation of another; Sexual exploitation is one of the purposes of trafficking in persons (performing in a sexual manner, forced undressing and/or nakedness, coerced marriage, forced childbearing, engagement in pornography or prostitution, sexual extortion for the granting of goods, services, assistance benefits, sexual slavery )( UNHCR,2005).

### **SEXUAL HARASSMENT**

Any unwelcome, usually repeated and unreciprocated sexual advance, unsolicited sexual attention, demand for sexual access or favors, sexual innuendo or other verbal or physical

conduct of a sexual nature, display or pornographic material, when it interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment (UNHCR,2005).

## **SEXUAL VIOLENCE AS A WEAPON OF WAR AND TORTURE**

According to (Amnesty International Publication-2004) Crimes against humanity of a sexual nature, including rape, sexual slavery, forced abortion or sterilization or any other forms to prevent birth, forced pregnancy, forced delivery, and forced child rearing, among others. Sexual violence as a form of torture is defined as any act or threat of a sexual nature by which severe mental or physical pain or suffering is caused to obtain information, confession of punishment from the victim or third person, intimidate her or a third person or to destroy, in whole or in part, a national, ethnic, racial or religious group (UNHCR,2005).

### **2.3.2 PHYSICAL VIOLENCE**

#### **PHYSICAL ASSAULT**

Physical abuse is any intentional act causing injury or trauma to another person or animal by way of bodily contact. In most cases, children are the victims of physical abuse, but adults can also be victims, as in cases of domestic violence or workplace aggression. Alternative terms sometimes used include physical assault or physical violence, and may also include sexual abuse. Physical abuse may involve more than one abuser, and more than one victim.

Physical abuse means any non-accidental act or behavior causing injury, trauma, or other physical suffering or bodily harm. Abusive acts toward children can often result from parents' attempts at child discipline through excessive corporal punishment. A number of causes of physical abuse against children have been identified, the most common of which, according to Mash and Wolfe, being: many abusive and neglectful parents have had little exposure to positive parental models and supports there is often a greater degree of stress in the family environment. Information-processing disturbances may cause maltreating parents to misperceive or mislabel their child's behavior, which leads to inappropriate responses. There is often a lack of awareness or understanding of developmentally appropriate expectations.

Physically abused children are at risk for later interpersonal problems involving aggressive behavior, and adolescents are at a much greater risk for substance abuse. In addition, symptoms of depression, emotional distress, and suicidal ideation are also common features of people who have been physically abused. Studies have also shown that children with a history of physical abuse may meet DSM-IV-TR criteria for posttraumatic stress disorder (PTSD). As many as one-third of children who experience physical abuse are also at risk to become abusive as adults.

Researchers have pointed to other potential psycho-biological effects of child physical abuse on parenting, when abused children become adults. These recent findings may, at least in part, be carried forward by epigenetic changes that impact the regulation of stress physiology. Many other potentially important consequences of childhood physical abuse on adolescent and adult physical and mental health and development have been documented via the Adverse Childhood Experiences (ACE).studies(Amnesty International Publication,2004).

## **HUMAN TRAFFICKING AND SLAVERY**

Human trafficking is the trade of humans, most commonly for the purpose of forced labor, sexual slavery, or commercial sexual exploitation for the trafficker or others. This may encompass providing a spouse in the context of forced marriage or the extraction of organs or tissues, including for surrogacy and ova removal. Human trafficking can occur within a country or trans-nationally. Human trafficking is a crime against the person because of the violation of the victim's rights of movement through coercion and because of their commercial exploitation. Human trafficking is the trade in people, especially women and children, and does not necessarily involve the movement of the person from one place to another. According to the International Labor Organization (ILO), forced labor alone (one component of human trafficking) generates an estimated \$150 billion in profits per annum as of 2014. In 2012, the I.L.O. estimated that 21 million victims are trapped in modern-day slavery. Of these, 14.2 million (68%) were exploited for labor, 4.5 million (22%) were sexually exploited, and 2.2 million (10%) were exploited in state-imposed forced labor

Human trafficking is thought to be one of the fastest-growing activities of trans-national criminal organizations. Human trafficking is condemned as a violation of human rights by

international conventions. In addition, human trafficking is thought to be one of the fastest-growing activities of trans-national criminal organizations. Human trafficking is condemned as a violation of human rights by international conventions. In addition, human trafficking is subject to a directive in the European Union (UNHCR,2005).

### **2.3.3 EMOTIONAL AND PSYCHOLOGICAL VIOLENCE**

#### **ABUSE/HUMILIATION**

Non-sexual verbal abuse that is insulting, degrading, demeaning; compelling the victim/survivor to engage in humiliating acts, whether in public or private; denying basic expenses for family survival. Humiliation is the abasement of pride, which creates mortification or leads to a state of being humbled or reduced to lowliness or submission. It is an emotion felt by a person whose social status, either by force or willingly, has just decreased. It can be brought about through intimidation, physical or mental mistreatment or trickery, or by embarrassment if a person is revealed to have committed a socially or legally unacceptable act. Whereas humility can be sought alone as a means to de-emphasize the ego, humiliation must involve other person(s), though not necessarily directly or willingly. Sometimes humiliation is a by-product of institutional prejudices, as when racism, sexism, or ageism, or is built right into the structure of our laws, or is part of the unquestioned practices of a workplace. Humiliation is currently an active research topic, and is now seen as an important – and complex – core dynamic in human relationships, having implications at intrapersonal, interpersonal, institutional and international levels (UNHCR,2004).

#### **PSYCHOLOGICAL EFFECTS**

A person who suffers from severe humiliation could experience major depressions, suicidal states, and severe anxiety states such as post-traumatic stress disorder. The loss of status, like losing a job or being labeled as a liar or discredited unfairly, could cause people inability to behave normally in their communities. Humiliated individuals could be provoked and crave for revenge, and some people could feel worthless, hopeless and helpless, creating suicidal thoughts if justice is not met. It also can lead to new insights, activism and a new kinship with marginalized groups. Feelings of humiliation can produce 'humiliated fury which, when

turned inward can result in apathy and depression, and when turned outward can give rise to paranoia, sadistic behavior and fantasies of revenge. Klein explains, "When it is outwardly directed, humiliated fury unfortunately creates additional victims, often including innocent bystanders. When it is inwardly directed, the resulting self-hate renders victims incapable of meeting their own needs, let alone having energy available to love and care for others." He goes on to say, "In either case, those who are consumed by humiliated fury are absorbed in themselves or their cause, wrapped in wounded pride..."

A study by researchers at the University of Michigan revealed that "the same regions of the brain that become active in response to painful sensory experiences are activated during intense experiences of social rejection." In other words, humiliation and isolation are experienced as intensely as physical pain (UNHCR,2004).

## **HARMFUL TRADITIONAL PRACTICES**

Female genital mutilation (FGM), also known as female genital cutting and female circumcision, is the ritual cutting or removal of some or all of the external female genitalia. The practice is found in Africa, Asia and the Middle East, and within communities from countries in which FGM is common. UNICEF estimated in 2016 that 200 million women living today in 30 countries—27 African countries, Indonesia, Iraqi Kurdistan and Yemen—have undergone the procedures. Typically carried out by a traditional circumciser using a blade, FGM is conducted from days after birth to puberty and beyond. In half the countries for which national figures are available, most girls are cut before the age of five. Procedures differ according to the country or ethnic group. They include removal of the clitoral hood and clitoral glans; removal of the inner labia; and removal of the inner and outer labia and closure of the vulva. In this last procedure, known as infibulation, a small hole is left for the passage of urine and menstrual fluid; the vagina is opened for intercourse and opened further for childbirth.

The practice is rooted in gender inequality, attempts to control women's sexuality, and ideas about purity, modesty and beauty. It is usually initiated and carried out by women, who see it as a source of honor, and who fear that failing to have their daughters and granddaughters cut will expose the girls to social exclusion. Health effects depend on the procedure. They can

include recurrent infections, difficulty urinating and passing menstrual flow, chronic pain, the development of cysts, an inability to get pregnant, complications during childbirth, and fatal bleeding. There are no known health benefits.

There have been international efforts since the 1970s to persuade practitioners to abandon FGM, and it has been outlawed or restricted in most of the countries in which it occurs, although the laws are poorly enforced. Since 2010 the United Nations has called upon healthcare providers to stop performing all forms of the procedure, including infibulation after childbirth and symbolic "nicking" of the clitoral hood. The opposition to the practice is not without its critics, particularly among anthropologists, who have raised difficult questions about cultural relativism and the universality of human rights (UNHCR,2005).

## **EARLY MARRIAGE**

Child marriage is a formal marriage or informal union entered into by an individual before reaching a certain age, specified by some global organizations as high as the age of 18. The legally prescribed marriageable age in some jurisdictions is below 18 years, especially in the case of girls; and even when the age is set at 18 years, many jurisdictions permit earlier marriage with parental consent or in special circumstances, such as teenage pregnancy. In certain countries, even when the legal marriage age is 18, cultural traditions take priority over legislative law. Child marriage affects both boys and girls, though the overwhelming majority of those affected are girls, most of who are in poor socioeconomic situations.

Child marriage is related to child betrothal, and it includes civil cohabitation and court approved early marriages after teenage pregnancy. In many cases, only one marriage-partner is a child, usually the female. Causes of child marriages include poverty, bride price, dowry, cultural traditions, laws that allow child marriages, religious and social pressures, regional customs, fear of remaining unmarried, illiteracy, and perceived inability of women to work for money.

Child marriages were common throughout history for a variety of reasons, including poverty, insecurity, as well as for political and financial reasons. Today, child marriage is still fairly widespread, particularly in developing countries, such as parts of Africa, South

Asia, Southeast Asia, West Asia, Latin America, and Oceania. However even in developing countries such as the United States legal exceptions mean that 25 US states have no minimum age requirement. The incidence of child marriage has been falling in most parts of the world. The countries with the highest observed rates of child marriages below the age of 18 are Niger, Chad, Mali, Bangladesh, Guinea and the Central African Republic, with a rate above 60%. Niger, Chad, Bangladesh, Mali and Ethiopia were the countries with child marriage rates greater than 20% below the age of 15, according to 2003-2009 surveys (UNHCR, 2004)

### **HONOUR KILLING AND MAIMING**

Maiming or murdering a woman or a girl as a punishment for acts considered inappropriate with regards to her gender, and which are believed to bring shame on the family or community for example, pouring acid on a young woman's face as punishment for bringing shame to the family for attempting to marry someone not chosen by the family), or to preserve the honor of the family (that is, as a redemption for an offence committed by a male member of the family) (UNHCR, 2005).

### **2.3.4 SOCIO-ECONOMIC VIOLENCE**

#### **DISCRIMINATION AND/OR DENIAL OF OPPORTUNITIES, SERVICES**

Exclusion, denial of access to education, health assistance or remunerated employment; denial of property rights. Discrimination is treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which the person is perceived to belong rather than on individual attributes. This includes treatment of an individual or group, based on their actual or perceived membership in a certain group or social category, "in a way that is worse than the way people are usually treated" It involves the group's initial reaction or interaction going on to influence the individual's actual behavior towards the group leader or the group, restricting members of one group from opportunities or privileges that are available to another group, leading to the exclusion of the individual or entities based on logical or irrational decision making.



Discriminatory traditions, policies, ideas, practices and laws exist in many countries and institutions in every part of the world, including in territories where discrimination is generally looked down upon. In some places, controversial attempts such as quotas have been used to benefit those who are believed to be current or past victims of discrimination—but they have sometimes been called reverse discrimination. In the US, a government policy known as affirmative action was instituted to encourage employers and universities to seek out and accept groups such as African Americans and women, who have been subject to discrimination for a long time (Amnesty International Publication,2004).

### **SOCIAL EXCLUSION/OSTRACISM BASED ON SEXUAL ORIENTATION**

Denial of access to services or social benefits, prevention of the exercise and enjoyment of civil, social, economic, cultural and political rights, imposition of criminal penalties, discriminatory practices or physical and psychological harm and tolerance of discriminatory practices, public or private hostility to homosexuals, transsexuals or transvestites (UNHCR,2004).

### **OBSTRUCTIVE.LEGISLATIVE.PRACTICE**

Prevention of the exercise and enjoyment of civil, social, economic, cultural and political rights by women. The term “gender-based violence” refers to violence that targets individuals or groups on the basis of their gender. The United Nations’ Office of the High Commissioner for Human Rights’ Committee on the Elimination of Discrimination against Women (CEDAW) defines it as “violence that is directed against a woman because she is a woman or that affects women disproportionately”, in its General Recommendation 19.

This includes acts that inflict physical, mental or sexual harm or suffering, the threat of such acts, coercion and other deprivations of liberty. Together with “sexual violence” and “violence against women”, “gender-based violence” is used interchangeably.

This does not mean that all acts against a woman are gender-based violence, or that all victims of gender-based violence are female. The surrounding circumstances where men are victim of sexual violence could be a man being harassed, beaten or killed because they do not conform to view of masculinity, which are accepted by the society (UNHCR, 2005).

## **2.4 CAUSES OF GENDER BASED VIOLENCE**

### **2.4.1 LACK OF ECONOMIC RESOURCES**

Lack of economic resources underpins women's vulnerability to violence and their difficulty in extricating themselves (World Bank, 1993). The link between violence and lack of economic resources and dependency is circular. The threat and fear of violence keeps women from seeking employment, and compels them to accept low-paid, home – based exploitative labour (Schuler, 1996). Due to economic independence, women have no power to escape from violent relationships. Macro economic policies such as structural adjustment programs, globalization and the growing inequalities have created increased levels of violence in several regions like Latin America, Africa and Asia (UNICEF, 1999).

### **2.4.2 INCREASING LEVELS OF POVERTY**

Increasing levels of poverty, unemployment, hardship, income inequality, and alcohol abuse have led to increased violence in the society in general (WHO, 1997). These factors act indirectly to raise women's vulnerability by encouraging more risk taking behavior, more alcohol and drug abuse, breakdown of social support networks and the economic dependence of women on their partners (UNICEF, 1999).

### **2.4.3 CULTURAL IDEOLOGIES**

Cultural ideologies both in industrialized and developing countries provide legitimacy for violence against women in certain circumstances (Dutton, 1994). Religious and historical traditions in the past have sanctioned the chastising and beating of wives (Heisse, 1996). Male control of family wealth inevitably places decisions making authority in male hands. Women sexuality is tied to the concept of family honor in many societies. Traditional norms in these societies allow the killing of errant daughters, sisters and wives suspected to defile the family with forbidden sex, marrying or divorcing without the consent of the family (Indira, 1995).

### **2.4.4 LACK OF LEGAL PROTECTION**

Lack of legal protection, particularly within the sanctity of the home is a strong factor that perpetuates violence against women (WHO, 1996). In many countries domestic violence is

exacerbated by legislation, law enforcement and judicial systems that do not recognize domestic violence is a crime (Sen, 1996). Investigations by Human Rights watch, (1995) have found that in cases of domestic violence, law enforcement officials frequently reinforce the barterer's attempts to control and demean their victims. Even though several countries now have laws that condemn domestic violence, when committed against a woman in an intimate relationship, these attacks are more often tolerated as the norm than prosecuted as laws (UNICEF, 1999).

#### **2.4.5 PATRIARCHAL STRUCTURES AND GENDER INEQUALITY**

Gender based violence is supported or re-enforced by gender norms and values that put women in a subordinate position to men (Campbell, 1985). This cuts across all social classes, religion and education levels. While there are still variations by race, class, geography or region that need to be explained, unequal gender relations have been identified by feminists and other scholars as a cornerstone of domestic and sexual violence against women (Monk, 1970).

The specific cultural context plays an important role in defining the mechanisms through which gender inequality and other factors affect violence. Heise (1998), reviewed existing research and summarized some of the factors related to violence and organized them according to the levels of an ecological model. Many of the factors identified are closely related to norms and values around gender and social equity. For example, at the level of the family, male dominance and male control of wealth appear important, while at the macro social level, it is notions of male entitlement/ownership of women, masculinity linked to aggression and dominance, rigid gender roles, and acceptance of interpersonal violence as a means of resolving conflict (Heise, 1998). The National Research Council review (1996) in the U.S.A. states that several studies support the fact that men raised in patriarchal family structures in which traditional gender roles are encouraged are more likely to become violent adults, to rape women acquaintances, and to batter their intimate partners than men raised in more egalitarian homes (National Academy of Science, 1996). Schuler and colleagues, studying violence against women in Bangladesh, point out that although most violence by men against women in Bangladesh occurs in the home, it does not originate or persist only

within the home. Rather violence is one element in a system that subordinates women through social norms that guide their place and conduct (Schuler et al, 1996). Their research pointed out that violence is most frequent when women transgress or challenge the roles traditionally ascribed to them by society. A study in an urban poor population in Mexico City similarly found that gender violence and the disorders related to it are embedded in their social relations, particularly with male partners (Finkler, 1997). Finkler describes how traditional ideologies reinforce women's economic dependence on men, and notions about their domestic role and social inferiority, and how these ideologies are further transmitted through biomedical practice. While both men and women in the lower socio-economic strata are exposed to many forms of hardship and denigration, the power given to men by the prevailing ideologies and the use of physical violence against women generate what Finkler calls "life's lesions" in women (Finkler, 1997).

Cross-cultural anthropological and ethnographic studies of gender violence, such as that of Levinson (1989) and the review of 14 cultures by Counts, Brown and Campbell (1992), also identify the role of social and cultural mores, including those around gender relations, in the acceptance and promotion of violence. Counts et al found that the presence and severity of wife beating ranged from very frequent to almost non-existent, although physical chastisement of wives was tolerated and even considered necessary in most societies. Cultures with a concept of masculinity associated with dominance, toughness or male honor also were found to have higher overall levels of violence against women (Campbell, 1985). Cultural norms around violence, gender and sexual relationships are not only manifested at the individual level, but are also re-enforced or not by the family, the community and the broader social context, including the media. Dobash & Dobash (1992) have shown how historically husbands' domination over wives, including the use of violence, has been sanctioned by cultural beliefs. In many settings violence is considered normal and a prerogative of men or husbands. The socialization of boys and girls often reflects related cultural norms and values. Males are encouraged to be aggressive and sexually active, while girls are taught to resist sexual activity. Disturbing data from several countries show that girls often experience the first sexual act by force or they accept it out of fear of violence (Wood & Jewkes, 1997). This highlights the need to address social norms and attitudes that promote unequal gender and

sexual relationships, starting with children and adolescents. It is important to understand how these social norms that condone and legitimize gender violence, contribute to high levels of violence, in order to devise interventions against them.

#### **2.4.6 ALCOHOL CONSUMPTION**

Alcohol merits some mention since research has consistently found heavy drinking patterns related to intimate partner and sexual violence (National Research Council, 1996). It is true that many people may drink without engaging in violent behavior and many battering incidents and sexual assaults occur in the absence of alcohol; however some evidence exists that violent men who abuse alcohol are violent more frequently and inflict more serious injuries on their partners than do men without alcohol problems (Frieze & Browne, 1989 in Heisse, 1998.) Addressing violence in alcohol dependence treatment programs can be useful potentially to help reduce the incidences of partner abuse.

#### **2.5 EFFECTS OF GBV**

The effects of GBV are not only long lasting and costly, but it also holds negative implications for the individual and society (Hwenha, 2014; Van Beelen & Osakue, 2006). These effects can be physical, psychological, social, or economical (Van and Osakue, 2006)

##### **2.5.1. PHYSICAL EFFECTS OF GBV**

Physical effects of sexual violence and intimate partner violence include injury, the adoption of risk behaviours (such as unhealthy eating habits and substance abuse), unintended pregnancy, abortion or infanticide, unwanted children, and even death (Pilchta, 2004; Seedat, Stein and Forde, 2005). However GBV also holds negative implications for the HIV/AIDS epidemic plaguing South Africa (Jewkes, Dunkle, Nduna, and Shai, 2010). It is estimated that 280 000 children aged younger than 15 years are living with the infection (UNAIDS, 2008) and that South Africa has the highest number of children living with HIV (David, et al., 2012). A direct consequence of sexual violence perpetrated against children is the contraction of HIV (David, Ncetakalo, Pezi and Zungu, 2012). The most recent Human Sciences Research Council (HSRC) study has found that women have a higher prevalence rate than men (Shisana, et.al, 2014). Further, research has shown that women who experience intimate

partner violence (IPV) are at a greater risk of contracting Sexually Transmitted Infection (STI's) and HIV/AIDS than those who do not (Jewkes et al., 2010). Women and children are vulnerable not only to gender based violence but often as a direct consequence contract HIV.

### **2.5.2 PSYCHOLOGICAL EFFECTS**

Psychological trauma is also known to result from GBV (Van Beelen & Osakue, 2006). After an experience of violence, individuals are left feeling vulnerable, helpless, and out of control in a world that is no longer predictable (Hamber & Lewis, 1997). The sense of vulnerability largely leads to the development of varied clinical problems e.g., depression, Post-Traumatic Stress Disorder (PTSD), feelings of anxiety, symptoms of paranoia, and even thoughts of suicide (Hamber & Lewis, 1997; Mechanic, Weaver, & Resick, 2008). A study conducted by Mathews, Abrahams and Jewkes (2013) corroborated the aforementioned argument (Mathews et al., 2013). The study explored the mental health needs of 50 girls (between the ages of 8 to 17) from Cape Town who had been victims of sexual assault (Mathews et al., 2013). The study indicated that almost half of the children met the clinical criteria for anxiety, and two-thirds met the criteria for full symptoms of PTSD (Mathews, et al., 2013).

### **2.5.3 SOCIAL EFFECTS OF GBV**

Van Beelen and Osakue (2006) state that the survivors of GBV are frequently confronted with social rejection and stigmatization. There is a myth perpetuated by various communities in South Africa that female victims of male violence deserve the abuse they have been subjected to because 'it is something they did' that provoked the act of violence against them (Vander Hoven, 2001). Unfortunately, victims commonly endorse these messages of self-blame and interpret the violence to be their fault as they were responsible for choosing the wrong partner (J.M Prochaska & J O Prochaska, 2002). Victims may subsequently be overwhelmed by feelings of guilt, embarrassment, and choose to remain silent about the abuse and not seek legal intervention because they believe it is their own doings that resulted in the victimization (Bendall, 2010; Nasikye & Shackleton, 2010; Singh, 2009).

GBV, particularly intimate partner violence, may also impact the social development and well-being of children (Cunningham et al., 1998). For example, individuals (most likely, boy

children) who were exposed to domestic violence in their childhood are more likely to become perpetrators of domestic violence later in life (Cunningham et al., 1998). In a study that investigated men in Cape Town who were violent towards their partners, it was argued that men who witnessed or experienced abuse in childhood years viewed violence as normal and acceptable (Abraham & Jewkes, 2005). Likewise, women might also grow into helpless victims of men's violence because they have constantly seen their mother, and other female relatives assume this role (Mufune, 2005). Additionally, exposure to GBV might also place significant strain on the educational success of children (Wilson, 2008). In Wilson's (2008) argument that critically discusses gender based violence in South African schools, it is suggested that girls are disproportionately victims of physical and sexual violence perpetrated against them by male classmates and even teachers. Subsequently, a number of these girls leave school as a result of their experience with sexual violence (Wilson, 2008).

#### **2.5.4 ECONOMIC EFFECTS OF GBV**

Violence is one of the most expensive health problems globally (Dalal, 2008). GBV is severely crippling economic development in South Africa (Lau, 2009). On the one hand, the victims, relatives, friends, and employers are saddled with huge medical expenses because of the severity of injuries (Dalal & Dawad, 2011). On the other hand, government, through the South African Police Services and the justice system, also carry the financial strains on GBV through the prosecution and rehabilitation of perpetrators (Hwenha, 2014). A study carried out by Dalal and Dawad (2011) from the Health Economics and AIDS Research Division (HEARD) at the University of KwaZulu-Natal, highlighted that the annual cost of violence against women in South Africa is at estimated R105 billion (Dalal & Dawad, 2011). The foregoing total costs encompassed only health costs and not added costs, such as the cost of treatment and support for abused women, and prosecution and rehabilitation of perpetrators (Dalal & Dawad, 2011). Thorpe (2014) estimates that the state will spend at least R311 051 687.58 during the 2013/2014 financial year on services to victims of GBV.

## **2.6 RELEVANT STRATEGIES THAT CAN BE USED TO REDUCE GENDER BASED VIOLENCE**

Efforts to increase women's economic empowerment that enhance women's bargaining power and ability have been made over the years. These include strengthening women's entrepreneurship and employment opportunities, improving women's access to land and property rights, promoting equal sharing of unpaid care work between women and men and encouraging universal access to quality education. While such efforts can contribute to increased violence against women in the short term due to gender ideals linking masculinity to the provider role, increasing women's economic empowerment is still crucial to longer term prevention of Gender Based Violence.

### **2.6.1 WOMEN'S ECONOMIC EMPOWERMENT ACTIVITIES**

Women's economic empowerment interventions which also address gender norms and reach couples and communities can reduce such risks. Furthermore, there is need to increase sexual and preventing GBV given the close relationship between the two. Such efforts include promotion and protection of women's right to have control and decide freely over matters related to their sexuality, including sexual and reproductive health, family planning, and possibilities of HIV/AIDS prevention. Most of the unions have in place the sexual harassment policy in order to develop a code of practice on the handling of sexual harassment cases. This policy provides an environment that is free if any form of unfair discrimination or harassment. This includes any acts or threats that interfere with the performance of any women on account of gender, race, sexual orientation, ethnic, social origin, age, religion or disability.

### **2.6.2 COMMEMORATION OF INTERNATIONAL WOMENS DAY AND SIXTEEN DAYS OF ACTVISM**

Commemoration of International Women's Day and sixteen days activism against Gender Based Violence are used as a platform to speak against violence at the public schools. This is done yearly so that the women in public schools are given a chance to raise their voices and demand for polices on workplace violence to be put in action. The key objective is to generate greater awareness of the negative impact of violence on the development of working women.



The government working with other stakeholders should put in place safe reporting procedures for victims of violence and ensure that they are people well trained to receive and handle such case in the public schools in addition the disciplinary procedures in schools should be made such that they deal with the issue of Gender Based Violence (GBV).

### **2.6.3. IMPLEMENTATION OF LEGAL FRAMEWORKS**

The government should make it law that all work places, departments abide by this. Another aspect that can help to reduce Gender Based Violence (GBV) is encouraging make staff across the organization and different levels to become ambassadors against Gender Based Violence (GBV). Since men are the culprits of Gender Based Violence (GBV), they should be brought on board to help fight the vice. They should also be deliberate programmes to support and implement leadership and mentoring initiatives to encourage and support female employees to undertake leadership positions in the organization as well as in Trade Unions.

This will encourage women to voice out the issues on Gender Based Violence at work places. The reports of GBV in Zambia have shown more brutal forms. They range from physical sexual, psychological, emotional abuse and harmful traditional practices. Records at the Victim Support Unit (VSU) of Zambia Police Services have recorded an upward swing with 6,716 cases reported in 2008, 8,382 in 2009, 8,467 in 2010, 11, 914 in 2011, 12,924 in 2012, 10,217 in the first three quarters of 2013 and 12,998 in 2014 country wide. GBV is clearly not an isolated problem but rather a widespread violence of human rights and has had serious implications on Zambia's development agenda that transcend geography, sex, clan, culture, age, race, religion, political affiliation.

There are also several laws or legal frameworks which are being implemented, which currently embody acts of violence and harassment towards women and girls in Zambia. These include:

- The republican constitution, chapter one of the Law of Zambia.
- The Anti -Gender Based Violence Act No. 1 of 2011.
- The penal code chapter 87 of the Laws of Zambia.
- The Penal code (Amendment) No. 15 of 2005

- The criminal procedure code chapter 88 of Laws of Zambia.
- The Education Act No. of 2011.
- Anti- Human trafficking Act No. 11 of 2008.
- The marriage Act chapter 50
- Matrimonial causes Act No. 20 of 2007.
- Legitimacy Act chapter 52 of the Laws of Zambia.
- Affiliation and maintenance Act of chapter 64 of the Laws of Zambia.

The employment Act chapter 268 of the Laws of Zambia. These laws are adequate to address the acts of violence and harassment and some as deferent to would be offenders as they provide for protection, prevention, rehabilitation and empowerment. For example the sexual offences carry a penalty of a minimum sentence of 15 years. To help expedite Gender Based Violence (GBV) cases the Zambia government launched the Fast Track Courts. The establishment of the victim friendly courts for survivors of GBV has branded Zambia a pioneering nation in the fight against the scourge in the Southern Africa Region. The Fast Track Courts are aimed at increasing access to justice for victims and alleged perpetrators while by dealing with the cases specially. They will also reduce the time alleged perpetrators are detained before their cases are heard. The two courts are equipped to be user friendly with improved technology to make processing of documents quicker. They are fitted with equipment which allows protection for victims from intimidations and from facing their alleged perpetrators. The courts are also designed to ensure an accused person receives a fair trial. More than 30 magistrates prosecutors and investigators underwent training prior to the launch of the two Fast Track Courts.

#### **2.6.4. GOVERNMENT POLICY ON GENDER BASED VIOLENCE**

Zambia ratified the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 1985. At international level, it has ratified a number of conventions, including the International Covenant on Economic, Social and Cultural Rights (ICESCR) and the Convention on the Rights of the Child S. O. C. Mwaba (CRC). At regional level, Zambia is a State party to the African Charter on Human and Peoples' Rights. Article 18(3) of the Charter provides that States shall ensure the elimination of all forms of discrimination against

women “as stipulated in international declarations and conventions.” Zambia is also a signatory to the 1998 Addendum on the Prevention and Eradication of Violence against Women and Children which now forms part of the Declaration on Gender and Development by the Southern African Development Community (SADC). SADC heads of State, in the Declaration, committed themselves to certain measures including; enacting and enforcing legislation aimed at the prevention and punishment of violence against women and children; providing information, protective and health services to women and children affected by violence; gathering data, inclusive of statistics, on the incidence of violence against women and children; and introducing gender-sensitive training programmes for law enforcement officials and the judiciary (OMCT, 2002).

To fulfill obligations outlined in such treaties and agreements, Zambia has established many key institutions, including the Gender in Development Division (GIDD), the Human Rights Commission (HRC) and the Police Victim Support (VSU). In the year 2000, Zambia adopted a National Gender Policy, which identified Gender-based violence as a priority area of concern (National Action Plan on Gender-based Violence, 2008).

Zambia is also party to the Millenium Declaration of 2000. The Declaration acknowledges that in order to achieve the Millenium Development goals, it is necessary to “combat all forms of violence against women and to implement the Convention on the Elimination of All Forms of Discrimination against Women.” Gender-based violence has been observed to negatively impact the achievement of the Millennium Development Goals (MDGs) in the sense that Gender-based violence is a cross-cutting priority in all eight of the MDGs, and that it has a direct impact in realizing six of the eight goals (National Action Plan on Gender-based Violence, 2008).

In 2008, the Gender in Development Division in Zambia developed a National Action Plan on Gender-based Violence (NAP- GBV) for 2008 to 2013. It was developed to facilitate the implementation of recommendations made in several national policies, plans of actions and reports developed earlier, such as the National Gender Policy and Implementation Plan, the National Action Plan for the Reduction of HIV/AIDS among women and girls, and others.

The NAP-GBV anticipated an outcome of an efficient, effective coordinated effort leading to the elimination of GBV in Zambia (National Action Plan on Gender-based Violence, 2008).

Efforts have also been made by the Zambian government in the country's legal framework to deal with Gender-based violence. The Zambian Constitution encompasses many rights; including those prohibiting discrimination on the basis of gender. The Penal Code “prohibits sexual violence, rape, incest, defilement, neglect and/or desertion of children, coercion, discrimination and other associated abuses” (National Action Plan on Gender-based Violence, 2008, p.11).

In 2011, the Parliament of Zambia enacted the Anti-Gender-based violence. The Act is meant to provide for the protection of victims of gender-based violence, and to provide guidance on how to deal with matters connected with GBV, among other things. Definitions of gender-based violence in the act are not different from those in international frameworks. For instance, according to the Act, gender based violence means any physical, mental, social or economic abuse against a person because of that person's gender. According to the Act, gender-based violence includes “violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to the person, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life, and actual or threatened physical, mental, social or economic abuse that occurs in a domestic relationship” (Anti-Gender-based Violence Act, 2011, p.6).

Overall, the Zambian government has been active in the fight against GBV. On 25th November, 2014, for instance, Zambia joined the rest of the world in conducting the campaign ‘the 16 Days of Activism against Gender-based Violence (Online editor, 2014).

There have, however, been some hindrances in the effective implementation of government policies on gender-based violence. For instance, Zambia has a dual legal system based on both statutory and customary laws. Whereas statutory laws provide for more equality for women, the day to day life of the majority of the Zambian population is governed by the local courts that administer customary law, which is primarily based on male power, authority and domination over women (National Action Plan on Gender-based Violence, 2008). It has also been observed that the Anti-Gender-based violence Act does not have clauses on the

criminalization of perpetrators. There have been some problems with Victim Support Units (VSU). They are usually not situated in police posts within the reach of the majority of the population. VSU officers have limited training in addressing various types of violence against women and children, and interview offices may not be private (National Action Plan on Gender-based Violence, 2008). Community mobilization information and behavior change modification has been limited, especially in rural areas (National Action Plan on Gender-based Violence, 2008).

Despite limitations in government policy, Non-governmental Organizations (NGOs) in Zambia have also been instrumental in the fight against gender-based violence. One such active organization is the Young Women's Christian Association which has several programs that aim to empower women with legal and human rights information in order to enable them confront violence and abuse directed toward them. It also offers psychosocial counseling, social and legal advice. It runs a number of Drop-In-Centres throughout the country (National Action Plan on Gender-based Violence, 2008).

Cooperative for Assistance and Relief Everywhere (CARE), an international humanitarian NGO has also been active in Zambia. From 2005 to 2011, CARE led the development of a "one-stop" model of comprehensive support services for survivors of gender-based violence (GBV) in Zambia. For the first time in Zambia, survivors could access medical, psychological and legal support under one roof at Coordinated Response Centers (CRCs). Due to such efforts there are a number of One-stop centres in many districts of Zambia today (CARE, 2013). Zambia has also received support from other international agencies. For instance, UNFPA and UNICEF have been engaged in multisectorial capacity building in Solwezi, where they have trained Victim Support Unit Officers, Health Care Providers, Magistrates, and Local Court Judges (National Action Plan on Gender-based Violence, 2008). Support for the Zambian government in the fight against GBV has also been given by other countries. For instance The U.S government donated forensic equipment which detects evidence of rape or defilement and Police Officers have been trained in using the equipment (Siwawa,2014).

Efforts to curb Gender-Based Violence continue, though they are sometimes hampered by cultural beliefs resulting in an avoidance to report cases. For instance, the then defense

Minister in Zambia in 2013 commented in a newspaper that when a man beats his wife it is a sign of love, and that it was acceptable in Zambian culture (Zambia Online, 2013). In the authors' opinion, such careless statements may encourage other men to practice GBV and many women to maintain their situation of being abused if such statements can be made by high ranking Government Officers who may act as role models to many men in a violence prone society such as Zambia.

## **2.7 THEORIES ON GENDER BASED VIOLENCE**

### **THE PSYCHOANALYTIC APPROACH BY SIGMUND FREUD**

Occurrences of sexual abuse can be explained through Freud's Psychoanalytic theory derived from his clinical work with female clients, often at the hands of their fathers. This theory caused an outrage in conservative 19<sup>th</sup> century so much that Freud abandoned this seduction theory. This is evidence to what Freud said in his introductory lectures psychoanalysis:

*'I was driven to recognize in the end that these*

*Reports (of sexual abuse) were untrue and so*

*Came to understand that the hysterical symptoms*

*Are derived from fantasies and not from real occurrences.'*

Freud diverted his seduction theory (psychic) to his classic theories of psycho-sexual development in which he highlighted the influence of the "penis-envy" and the "Oedipus complex." Freud went on to say that children pass through some sexual attraction to their parents; boys get attracted their mothers while the girls to their fathers. He argued that the inability to resolve sexual conflicts in the psycho-sexual stage of development can give rise to the psychic change he observed in his clients who had reported childhood sexual abuse. He developed this theory so as to deny the reality of childhood sexual and incest.

Freud went further to explain that sexual assault or incest among the offenders results from the unresolved Oedipus complex in the boys who give rise to feelings of sexual inadequacy and the need to be sexually dominant. Therefore, Freud believed that the male adult sex

offenders are pathologically disturbed and sexually perverted as a result of poor psycho-sexual development which is planned as a failure in his mother's parenting.

Freud added on to say that incest is something that is entirely caused by the girls who fails to meet her sexual feelings for the mothers and then seduces her father who is passive and entices him to have sex with her which he cannot refuse but act upon. Such acts between the parents and children are viewed as natural rather than abuse and places the responsibility clearly on the child or in this case the girl child as the "victim." Therefore, the psychoanalytic model attempt to deny the reality of childhood sexual abuse and incest and in proven cases placed the blame firmly on the girl child or the mother.

To a certain extent what Freud says is a true reflection of what happens/ happening in most homes; women and girls are viewed as a weaker sex, misunderstood and abused. There is no connecting between a woman concentrating on house chores and a man sexually abusing her own daughter. It should be a matter of principle for a male to always view his own daughter as someone to nurture for the betterment of society in that she will be one day a sister, wife, or a mother to somebody. The women too should view their sons as fathers for tomorrow so that both the daughters and sons in homes will be secured and protected from acts of abuse. It is advisable that men and women grow their courage by sorting out anxieties/issues within themselves to avoid transferring their challenges on innocent children especially girls in homes.

### **PERSONALITY THEORY OF DEVELOPMENT BY SIGMUND FREUD**

In addition to his psychoanalysis theory derived from his hysteria patient Anna, Freud also came up with a theory of personality development in which he grouped the theory into three levels namely; conscious, preconscious (subconscious) and the unconscious. He believed that most of what we experience in our lives like emotions, beliefs, feelings and impulses are not available to us but are embedded in the unconscious level while everything we are aware of is stored in our conscious. The preconscious is the part of us that we can access if we are prompted to do so, but is not our active conscious. Anything that can be easily be remembered is made conscious, the memories you are not at the moment thinking about but can readily be brought to mind (Western, 1999).

According to Freud, the unconscious mind makes the large part of people's personality. Freud came up with his personality structure by looking at very special object called the organism. The organism is special in that it acts to survive and reproduce and is guided by its needs, hunger, thirsty, the avoidance of pain and sex. He came up with Id, Ego and Superego as components which influence an organism.

## **2.8 REVIEW OF RELATED STUDIES**

### **2.8.1 GLOBAL PERSPECTIVES**

A 2013 analysis conducted by WHO based on existing data from over 80 countries, found that worldwide, almost one third (30%) of all women who have been in a relationship have experienced physical or sexual violence by their intimate partner. The prevalence estimates range from 23.2% in high income countries and 24.6% the Western Pacific Region to 37% in the WHO Eastern Mediterranean region. Furthermore globally as many as 38% of all murders of women are committed by intimate partners. In addition to intimate partner violence, globally 7% of women report having been sexually assaulted by someone other than a partner, although the data for this is more limited.

The difference between my study and the global perspective is that the above was done in over 80 countries while as my research was done in the selected Secondary Schools of Lusaka District. Furthermore, the study above focused mainly on intimate partner violence. While as my study dissected gender based violence by looking at the kinds, effects, causes and strategies that can be used to eradicate gender based violence.

### **2.8.2 AFRICAN PERSPECTIVE**

African countries have some of the highest levels of physical and sexual violence against women in the world. According to (WHOM 2013) 45.6% of women in Africa experienced physical and sexual violence, compared to 35% globally.

The difference between my study and the African perspective of gender based violence is that the above study was done in African countries while as my research was done in the selected Secondary Schools of Lusaka District. Furthermore the above study focused on physical and



sexual violence while as my study examined emotional and psychological violence, harmful traditional practices and social economic violence.

### **2.8.3 ZAMBIAN PERSPECTIVE**

Gender Based Violence. A situation in Chadiza, Chibombo, Mansa and Mazabuka.

This study was carried in 2005 under the sponsorship of Plan Norway funded by NORAD. Zambia's project on Gender equality and protection whose purpose was to establish the prevalence, causes and consequences of gender based violence (GBV) against women. The main goal of the project was to empower girls and women for equal opportunity and participation in all sectors of development including education, health and employment. Furthermore, it aimed at identifying and addressing the structural causes of poverty and deprivation noted in drawing support from the community and the law enforcement agencies like the victim support Unit (VSU) from the Zambia Police.

The difference between this study and my study is that this study was conducted in Chadiza, Chibombo, Mazabuka and Mansa while as my study was done in Lusaka District where GBV is very prevalent. Furthermore, this study looked at the prevalence causes and consequences of Gender Based Violence however my study examined also the effects and strategies to eradicate Gender Based Violence.

### **2.9 SUMMARY**

The review of literature has shown that several studies on the issue of Gender Based Violence and how it affects productivity of women have been undertaken. The studies reveal that GBV does exist in Zambia. As such it is an issue that needs to be addressed if women who are most affected have to not only participate in national development but also enjoy their human rights. The review has also shown that the root problem of Gender Based Violence lays in the gendered nature of society. This is where society places a higher value on male than females. In addition the unequal relations of power make women vulnerable to violence. According to (UNICEF, 1999) increasing levels of poverty raises women's vulnerability by encouraging more risk taking behavior, breakdown of social support networks and the economic dependence of women on their partners.

The review has also shown that providing strategies at family, community and national levels are important steps to combating Gender Based Violence. Literature has also shown the kinds, effects of Gender Based Violence and how to address them. The literature has also revealed that there is still a lot of work to be done to review and strengthen the legal and policy environment for women. Very few women have access to the law and do not have a clear understanding of the law and their rights.

Having looked at various works on the subject matter, the review indicates that despite the massive companies on the subject, there is no much works done on the effects of Gender Based Violence on the performance of women in selected public Secondary Schools of Lusaka District. In this regard, this research will look at Gender Based Violence and how it affects performance of women in selected public Secondary Schools. This will help establish the root causes of Gender Based Violence and recommend more ways to fight the scourge.

The next chapter will look at the methodology that was used in actual data collection.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 OVERVIEW**

This chapter discusses the methods, processes and the actual stages that were used for the objectives of this study to be accomplished. It is about the research design, population of the study, sample size and sampling procedures. It is further about the subject of the research instruments, data collection procedures, data analysis and ethical consideration. The chapter will further end with a summary.

#### **3.2 RESEARCH DESIGN**

This was a qualitative case study. A case study should always give details of persons, groups or circumstances that are studied. It is seen by many scholars as an in depth investigation of an individual group, institutions or phenomenon. Case studies are typical many cases of most case studies that are based on the premise that a case can be found. Case studies are many, and they are subdivided into subcategories, case study being one of them. This study is important because it does answer the cause and effect of questions. We have to bear in mind that the general objectives this study is to explore the effect of Gender Based Violence on the performance of women in Secondary Schools. What is collected from this research will be utilized to provide a general picture of what does occur on the ground. What is going to be found will be from the actual generalization, and we do not forget the fact that case studies are valid and they would be valid for all cases, from this study the findings will be generalized to reflect the current situations that are found in the country. The effects of Gender Based Violence can hence be rectified for the women's performance in schools. Qualitative studies are easy to carry, and are representative of a large portion as they not involve bigger areas with qualitative, it can look at a selective area than a bigger area of the data which has to be achieved.

### **3.3 STUDY POPULATION**

This study targeted female teachers and Head teachers (all female). The female teachers were important in this study because they are the ones that are affected by the concept of Gender Based Violence (GBV). It does affect them as they are the ones that are directly affected, and this will give more data to the research. The female teachers and the Head teachers are the best positioned as they are the ones that are directly affected by the concept. Both respondents were equally important to the study as they provide an insight on the causes of Gender Based Violence on women's (teachers)' performance.

### **3.4 STUDY LOCATION**

The study was carried out in five (05) selected Secondary Schools of Lusaka District in Chilenje and Kabulonga Zones.

### **3.5 SAMPLE SIZE**

The study population is represented by all 31 Secondary Schools in Lusaka District. The study was limited to five (5) Secondary Schools. The location was convenient for the researcher, and they were accessible to the researcher. As stipulated above, the sample was five (05) Secondary Schools, and from these Secondary Schools 40 respondents (female teachers) and five (5) female teachers were selected, hence the sample size was forty (40) participants.

### **3.6 SAMPLING PROCEDURES**

The process of choosing participants who will take part in the research is known as sampling. The study utilized purposive and random sampling, therefore five (5) selected schools were sampled in which thirty-five (35) female teachers, and five (5) female Head teachers. In all, random sampling was used.

### **3.7 RESEARCH INSTRUMENTS**

The study used questionnaires, semi structured interviews and focus group discussions for various reasons. Questionnaires help in meeting the respondents as they are able to be reached as well as giving a sense of privacy of the participants. Semi-structured interviews were used

to capture the much needed data from the female Head teachers as they are not many. There is a lot soliciting for data when using semi structured interviews focus group discussions were used so as to get some information which may not have been captured in the questionnaires.

### **3.8 DATA COLLECTION PROCEDURES**

Interview guides and focus group discussion were used in order to collect primary data. The general and specific objectives of the research were addressed by the researcher doing a pilot data collection to make sure that all the research instruments were valid to collect the data. To go into the field for data, the researcher got an introductory letter to the respondents. Permission too, was got from the five (5) Head teachers of the five (5) secondary Schools. After all the processes, the researcher preceded with the research instruments.

Further, a total of 30 questionnaires were given to the female teachers, and five (5) semi-structured interviews were administered to the five (5) Head teacher from the five (5) selected Secondary Schools. Five (5) of the female teachers participated in the focus group discussion bringing the total number of respondents of the study to forty (40) participants. There was need to discuss when the questionnaires would be collected from the respondents after they were given to them. Interview guides and appointments were made and given to the Head teachers and the female teacher, and time was agreed upon. For focus group discussion, prior arrangements were made. Secondary data was obtained from journals, records and files.

### **3.9 DATA ANALYSIS**

Data analysis usually comes after the collection of primary data through proper viewing and analyzing of the qualitative data by the huge data got from the field streaming of study. The results were provided giving the most important characteristics of what was found. Thematic analysis was used to analyze the qualitative data according to each theme which was developed. With the help of Microsoft excel, the random sampling and the coded data from the questionnaires was preceded using the computer software Statistical Package for Social Scientists (SPSS 16.0) the chi-square test for independence, regression and correlation too was used. This software assisted in having the data presented in tables and graphs. Computers elsewhere are important in large size sampling and a number of variables.

In addition, the final thing was the issue of mapping and interpretation. This involved the analysis of the key characteristics as shown in the themes and sub themes. The analysis was a guide to the researchers in his interpretation of data. It must be understood that qualitative analysis deals with objectives. Qualitative analysis deals “defining concepts, mapping, ranging and nature of phenomena, creating typologies, finding associations, providing explanations, and developing strategies” (Ritchie and Spencer, 1994:186). Whatever is done in qualitative analysis regarding concepts, technologies and associations stand for the participants, findings by the researcher will reflect the true opinions attitudes, beliefs and values that the respondents stand for.

### **3.10 ETHICAL CONSIDERATIONS**

Rodgers, C (1998:69) talks about ethics “as the way of doing that which is right and wrong with regards to morality and legality. “ Research participants, any researcher and colleagues should be treated ethically. The set of principles about how researchers and research organizations should conduct themselves. We have to have ethical concerns whenever conducting a social research. As social researches are carried out, there is need to uphold ethical concerns as failure to do so can lead to moral predicament. This is sometimes not easy to resolve. The interests and well being of research participants should not be harmed when one does educational research and other social researches. It is needless to harm researcher participants. The harm usually comes in when individuals or groups studied experience anxiety, stress, guilt and damage to their self-esteem during data to resolve. The interests and collection and the period of doing the interpretations made through the data provided by the research.

All those whose views were misinterpreted, ethical considerations were taken into serious thoughts to protect their views. It was borne in mind that research ethics is supposed to be a sophisticated business conducted with the highest standards of moral and ethical considerations. And hence, any research approach or data collection techniques involve ethical issues on the part of both the researcher and the participants. The study did take care of ethical consideration. For example, no research participant in a study should be of some

benefits to the research participants, and for this reason the study itself was source of benefits to the research participants that were involved.

In this research therefore respect of the privacy of individuals, and the confidentiality of the information the participants gave was restored. Those who could not take part in the study, the declination were respected, and no unauthorized individuals well allowed having access to the particulars of the research participants.

### **3.11 SUMMARY**

The chapter was all about the Methodology utilized to collect and analyze the information. It also emphasized why it is a case study, and what a case study is all about. The study population, the location, sample size and procedures have been talked about as well as the instruments and data collection methods used has been elaborated. The chapter, too, dealt with the data analysis techniques and ethical considerations. The next chapter deals with the findings of the study.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.0 OVERVIEW

The chapter views demographics of respondents and presentation of the findings from the study. The findings were based on questionnaires, semi-structured interviews and focus groups discussion. Questionnaires were given to the female teachers, semi structured interviews to the Head teachers and the focus group discussion to the female teacher.

#### 4.1 DEMOGRAPHICS OF RESPONDENTS

This section provides demographics of the respondents of this study. Background information of the participants was requested before questionnaires were completed as well the semi-structured interviews were done added to the focus group discussion. Mostly women were interviewed.

Table 4.1.1 Demographic of respondents

RESPONDENTS	MALE	FEMALE
Teachers	0	35
Head teacher	0	5
TOTAL	0	40

Table 4.1.2 Respondents Work Experience

	YEARS IN SERVICE	YEARS IN SERVICE	YEARS IN SERVICE
RESPONDENTS	0-5	6-10	10 AND ABOVE
HEADTEACHER	0	1	4
TEACHERS	20	5	10
TOTAL	20	6	14



## **4.2 PRESENTATION OF FINDINGS (QUESTIONNAIRES)**

These were the findings presented by the researcher. The findings came from the questionnaires conducted with the thirty (30) participants of the study. The findings are provided as regards to the main themes together with major and sub-categories were emanating from the data. The sub-categories were meant to indicate the main themes of major categories of the research findings and in relation to the objectives.

### **4.2.1 OBJECTIVE ONE (KINDS OF GENDER BASED VIOLENCE (GBV) WOMEN ARE SUBJECTED TO)**

#### **4.2.1.1 KINDS OF GBV**

According to the findings, out of the 30 female teacher participants, six (6) pointed out that sexual violence was one of them and these had to do with child sexual abuse, defilement and incest as well as forced sodomy and rape. There is also attempted rape or attempted or forced sodomy or rape. Sexual violence also carried sexual abuse, sexual exploitation, forced prostitution, sexual harassment, sexual violence as a weapon of war and torture.

Four (4) of the women participants said that the other kind of violence was physical violence which comprises physical assault, trafficking and slavery.

Further, five (5) of them said that the next type was that to do with emotional and psychological violence that consists of abuse and humiliation, as well as confinement. In addition, seven (7) of the women stated that one of the kinds had to do with harmful traditional practices. These had to do with female genital mutilation (FGM), early marriage, forced marriage, honor killing and maiming, infanticide or neglect as well as denial of education of girls or women. Eight (08) of them articulated that the other type was socio-economic violence which is made of discrimination or denial of opportunities and services, social exclusion or ostracism on sexual orientation and sexual violence.

The types of Gender Based Violence as they were said by the 30 women participants are represented by 20%, 13.3%, 16.6%, 23.3% and 26.8%.

## **4.2.2 OBJECTIVE TWO (CAUSES OF GENDER BASED VIOLENCE GBV AND HOW THEY AFFECT WOMEN’S PERFORMANCE)**

### **4.2.2.1 CAUSES OF GBV**

The findings were that out of the 30 participants, most of the agreed that there were a lot of causes for Gender Based Violence. Three (3) said that lack of economic resources caused Gender Based Violence. Eight (08) said increased levels of poverty were the main causes of Gender Based Violence. Two (2) of them admitted that cultural ideologies was the major cause. Five (5) stated that lack of legal protection was the main cause whereas four (04) stipulated that patriarchal structures and gender inequality was the major cause. Eight (08) said that the main cause was alcohol. The head teacher in line with the above said that *“Gender Inequality was the major cause of Gender Based Violence”*

## **4.2.3 OBJECTIVE THREE (EFFECT OF GENDER BASED VIOLENCE ON PERFORMANCE OF WOMEN)**

4.2.3.1 Out of the thirty (30) women that were offered questionnaires. It was found out that indeed Gender Based Violence had an effect on the performance of women. Nine (9) said that Gender Based violence had an effect on the performance of women physically. Ten (10) said the effect had to do with the psychological effects whereas six (6) talked about the social effects and five (5) said that Gender Based Violence had some economic effect.

One teacher had this to say in line with the above:

*“A teacher who experiences Gender Based Violence will be affected psychologically and this will affect their performance”*

### **4.2.3.2 EXTENT OF THE EFFECT OF GBV ON WOMEN’S PERFORMANCE.**

The findings from the study on the question of the extent to which Gender Based Violence affects women’s performance, it was found out that out of the 30 teachers: twenty nine (29) said that the effect was too high, six (6) stated the extent of effect was on average whereas four (4) said the effect was very low or minimal.

A teacher said the following:

*“Gender Based Violence has a negative effect on women’s performance in schools”*

#### **4.2.4 OBJECTIVE FOUR (RECOMMENDATIONS)**

The findings from the study showed that in the 30 participants (female teachers) in the study eight (8) suggested that activity to do with women empowerment should be encouraged. Seven (7) suggested that the commemoration of international women day and the sixteen days of activism should be enhanced. Nine (9) of them said that the implementation of the legal frameworks should be made law by government to which all work places, departments must abide with. Six (6) however said that it was significant that the government policy on Gender based Violence must be strengthened. The above were the suggestions by the 30 participants of the women.

The following were some of the exact words on the recommendations by the teachers so that problem of the effect of Gender Based Violence on women can be reduced, and the exact strategies improved:

One teacher had this to say in line with the above:

*“It is significant women should be regarded as equal  
Participants in developmental matters. Sensitization  
Of the whole community in relation to GBV must  
Be made clearly to everyone in our country.”*

Another teacher said the following:

*“It is the role of every Zambian to propagate the  
Recognition of every person being equal in the eyes  
Of God. When this is done, no one will harm another person.”*

### **4.3 PRESENTATION OF FINDINGS (SEMI-STRUCTURED INTERVIEWS)**

These findings were got from the conducted with five (5) Head teachers.

#### **4.3.1 OBJECTIVE ONE (KINDS OF GENDER BASED VIOLENCE WOMEN ARE SUBJECTED TO)**

##### **4.3.1.1 TYPES OF GBV**

The findings should that there were a lot of types of Gender Based Violence which really affect the performance of women in Secondary Schools. It was stated by the five (5) Head teachers that the types had to with sexual violence, physical violence, emotional and psychological, harmful traditional practices and socio-economic violence. The participants had specific word for the types of Gender Based Violence and these were the exact word of one.

Head teacher who said:

*“There are many types of Gender Based Violence. As*

*Women, we are not unexceptional. The types are those to do*

*With how we relate with each other. One of them being socio-*

*Economic violence”.*

#### **4.3.2 OBJECTIVE TWO (CAUSES OF GENDER BASED VIOLENCE ON WOMEN)**

##### **4.3.2.1 CAUSES OF GBV**

All the five (5) participants in the semi-structured interviews confirmed that there were causes of Gender Based Violence (GBV), and these had to do with lack of economic resources, increasing levels of poverty, cultural ideologies, lack of legal protection and patriarchal structures and gender inequality. But three (3) of the respondents said that the main cause had to do with the increasing levels of poverty and cultural ideologies. The two (2) emphasized

lack of economic resources, lack of legal protection as well as patriarchal structures and gender inequality.

One headteacher said that

*“ cultural ideologies plays a big role in promoting Gender Based Violence ”*

### **4.3.3 OBJECTIVE THREE: (EFFECTS OF GENDER BASED VIOLENCE ON WOMEN PERFORMANCE)**

#### **4.3.3.1 EFFECT OF GBV**

Out of the five (5) female Head teachers two (2) said that the effect of Gender Based Violence (GBV) had to do with social and psychological effects. The two (2) said they were most to do with social. One teacher had this to say:

*“The social norms contributed greatly to Gender Based Violence and it is important that the relevant Government Departments looks at this issue critically”*

Another headteacher said in line with the above:

*“a lot of sensitization work needs to be done at the school level so that the men who are the perpetrators are made aware of the dangers of Gender Based Violence”*

#### **4.3.3.2 THE EXTENT OF THE EFFECT OF GBV ON WOMEN’S PERFORMANCE**

The findings from the study on the question of the extent to which Gender Based Violence (GBV) affects women’s performance. Three of the Head teachers said that the extent was high. Two of them said that the extent of the effect was average, and nil said that nothing regarding the extent of the effect of Gender Based Violence.

### **4.3.4 OBJECTIVE FOUR (RECOMMENDATIONS)**

The finds from the study showed that out of the five (5) participants (female Head teachers); one (1) suggested that the activities dealing with women empowerment can reduce Gender

Based Violence. Another one suggested the commemoration of international women day and the sixteen days of activism. Two (2) of them suggested implementation of the legal framework and the fifth (5) one suggested the government policy on Gender Based Violence. The above were the suggestions by the five (5) Head teachers. The following were the word on the recommendations by the five (5) female school Head teachers:

Head teachers said:

*“There is need for the government to ensure Those women at all levels are protected.”*

Another said:

*“It is significant for women to behave solemnly so That they too are not affected by issues of GBV.”*

#### **4.4 FOCUS GROUP DISCUSSION**

##### **4.4.1 OBJECTIVE ONE (KINDS OF GENDER BASED VIOLENCE WOMEN ARE SUBJECTED TO)**

###### **4.4.1.1 TYPES OF GBV**

The findings were from focus group discussion .The respondents were five female teachers. It Was found out that the causes had to do with sexual ,physical, emotional and psychological, harmful traditional practices and social economical violence. Four (4) agreed that The above exist but one (1) said the violence was mostly caused by women.

##### **4.4.2 OBJECTIVE TWO (CAUSES OF GENDER BASED VIOLENCE ON WOMEN)**

###### **4.4.2.1 CAUSES OF GBV**

These were found to be lack of economic resources and increased levels of poverty by the three (3) whereas the two (2) teachers said it was caused by cultural ideologies and lack of legal protection as well as patriarchal structures and inequality.

### **4.4.3 OBJECTIVE THREE: (EFFECTS OF GENDER BASED VIOLENCE ON WOMEN PERFORMANCE)**

#### **4.4.3.1 EFFECTS OF GBV**

These were outlined by the 5 teachers as that to do with the physical, psychological social and economic ones. No one refuted.

#### **4.4.3.2 EXTENT OF THE EFFECT OF GBV ON WOMEN PERFORMANCE**

All the five (5) involved in the focus group discussion agreed that the effects were most high, sometimes average and even low in some cases.

### **4.4.4 OBJECTIVE FOUR (RECOMMENDATIONS)**

The findings from the study revealed out of 5 teachers as participants in the study all of them suggested women empowerment, commemoration of international women's day, implementation of the legal framework and government policy on GBV.

Some words were spoken by some teachers and one of them said:

*“There is need to enhance all the polices that promote*

*The protection of women from being harassed by the men folk.”*

Another teacher had this to say:

*“Women are also human and need their rights to recognized”.*

## **4.5 SUMMARY**

The chapter at the findings from the study. It began with the demography of the respondents which included female teachers and female Head teachers. The findings were divided according to the research instruments like the questionnaires, semi-structured interviews and focus group discussions, and they were put according to the objectives of the study. The chapter that follows is going to look at the discussions of the findings from the study.

## **CHAPTER FIVE**

### **DISCUSSIONS OF FINDINGS**

#### **5.1 OVERVIEW**

The chapter is about the discussions of findings of the study as at they were got from the field. It discusses the findings of the study regarding all the fundamentals that were under investigation. The presentation is based on all the data that was collected through questionnaires of the thirty 9300 teachers, semi structure interviews of the five (5) Head teacher and focus discussion of the other five 905) female teachers. From the discussions, it will be noted that most of the responses and statistics presented is based on the response of the thirty five 9300 teachers and the five (5) Head teachers. The teachers and the Head teachers made the respondents of the study. The data collection came through the response of the participants. As such the researcher was able to make conclusions about the phenomenon observed. The findings were analyzed in relation to the research objectives and they were related to the literature review of the study. The three objectives that the researcher used to gather the relevant information was to:-

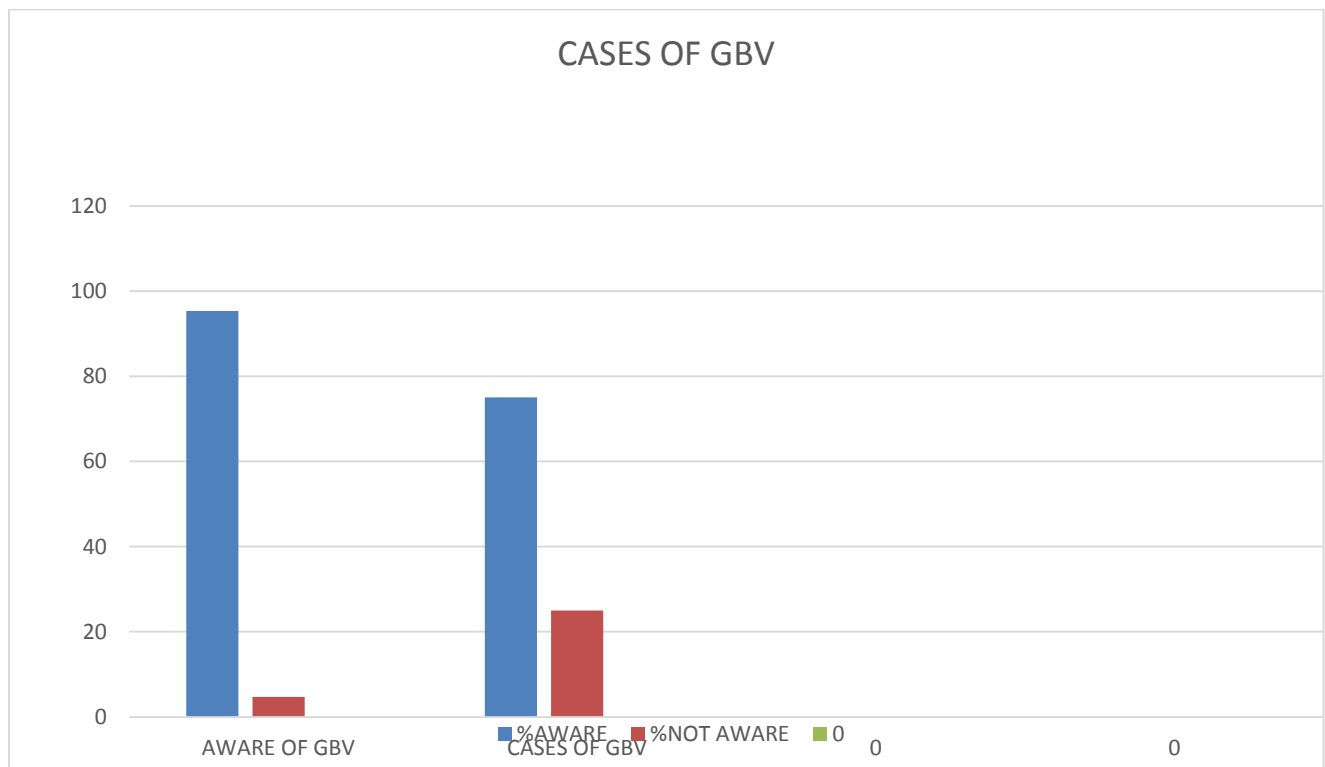
1. Establish the kinds of gender-Based violence (GBV) women are subjected too in selected public Secondary Schools of Lusaka District.
2. Establish the causes of Gender-Based violence (GBV) against women in selected public schools of Lusaka District.
3. Establish the effect of Gender-Based violence (GBV) on the performance of women in selected public schools of Lusaka District.
4. Devise relevant strategies that can be used to eradicate Gender-Based violence (GBV) against women in selected public secondary schools of Lusaka District.



## 5.2. OBJECTIVE ONE (KINDS OF GENDER BASED VIOLENCE WOMEN ARE SUBJECTED TO)

### 5.2.1. CASES OF GBV

The findings of the study revealed that out of the 40 participants, 37 participants said they were aware of cases of GBV in their schools. This represented 95.3 percent. Only 3 participants said that there were no cases of GBV in their school. This represented a total of 4.7 percent. When it came to cases of women Gender-Based violence 26 participants in the study out of 40 were aware of this, and this represented 75% and 14 respondents said there were not aware of the violence against women and this represented 25%. From the findings it can be alluded that in public secondary schools cases of GBV were being recognized happening while those of women being violated were not many. Gender-Based violence was having a higher magnitude depending on the types of GBV.



## TYPES OF GBV

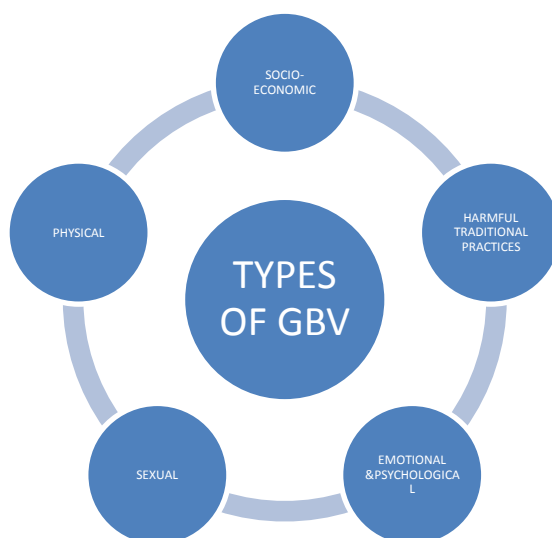


Figure 5.2.2: Types of GBV

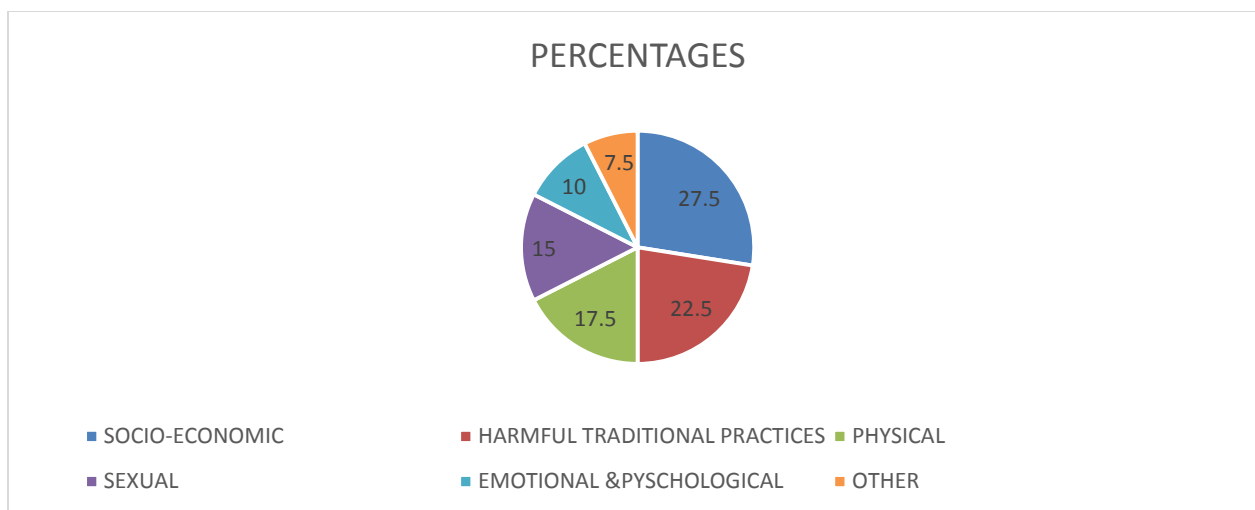
On the type of Gender-Based violence in selected secondary schools of Lusaka District, the study revealed that the types were sexual, physical emotional and psychological, harmful traditional practices and socio-economic violence. According to the findings out of the 40 participants who said they were aware of the cases of GBV 6 pointed out sexual, 7 pointed out physical, 4 talked about emotional and 3 said other violence psychological, 9 pointed out harmful traditional practices and 11 pointed out socio economic violence. The represented percentages of 15%, 17.5%, 10% 7.5% of the other violence's, 22.5% and 27.5%. The types of violence to do with harmful traditional practices and socio-economic types and the physical violence were the common types of violence that affected the performance of women in selected public secondary schools in Lusaka District. Apart from the questionnaires the focuses group discussion findings revealed that there were other types of gender-based violence. The revelation of 27.5% for harmful traditional practices and 27.5% for socio-economic violence shows that these were types of violence that affected the performance of women in secondary schools.

And these we in line with the United Nation (1993) which said that ``Gender-Based Violence against women was due to the socio-economic types of violence, and the harmful traditional

practices in which women found themselves in and this eroded them of their rights, and among others there were issues of physical, sexual and psychological violence.’’

FIGURE 5.2.3 TYPES OF VIOLENCE BASED ON THE RESPONSES FROM THE FEMALE TEACHERS AND THE FEMALE

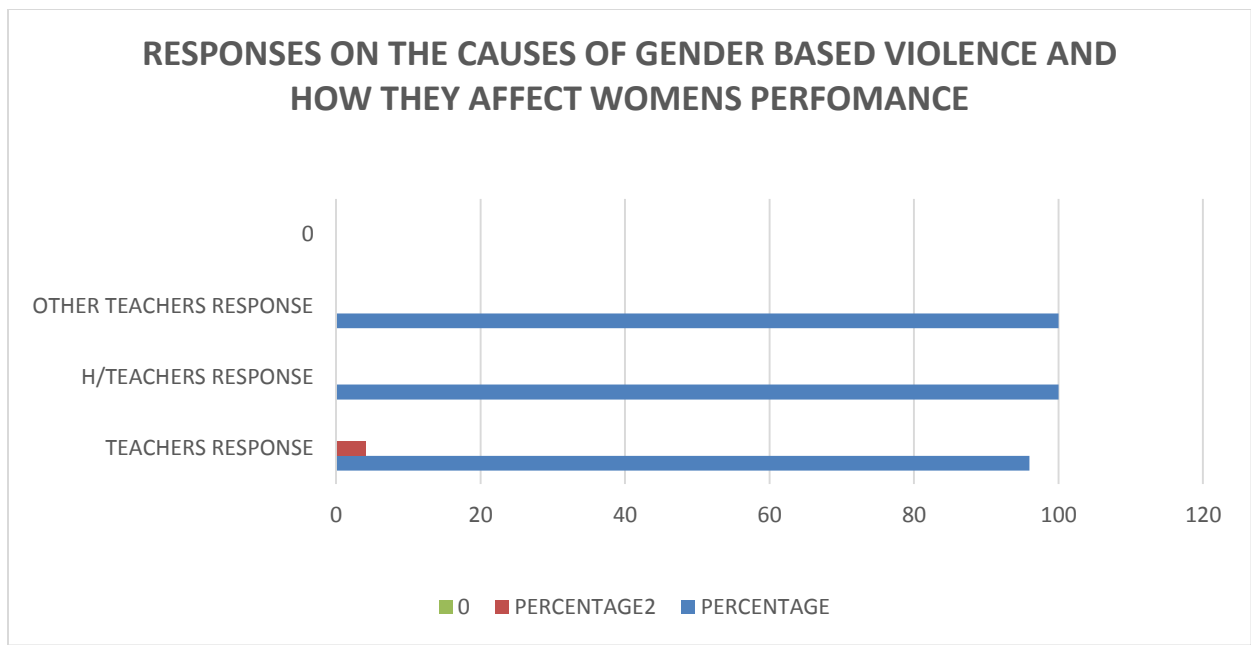
FEMALE HEADTEACHERS AND FEMALE TEACHERS RESPONSES



### 5.3 OBJECTIVE TWO (CAUSES OF GENDER BASED VIOLENCE ON WOMEN)

#### 5.3.1 CAUSES OF GENDER-BASED VIOLENCE (GBV) ON FIGURE WOMEN'S PERFORMANCE.

5.3.2. Shows the causes of Gender-Based violence (GBV) and the responses of the female teachers (Questionnaires), the female Head Teachers (Semi-structured) interviews) and the other teachers (Focus group discussion) as illustrated below.



**Figure 5.3.3 causes of Gender-Based violence**

According to the findings from the study, out of the 40 participants, 37 agreed that there were causes of GBV and these led to the poor performance of women`s performance and three did not give out the fact that there were causes of GBV. Among the causes were lack of economic resources, increasing levels of poverty, Cultural ideologies lack of legal protection and patriarchal structures and Gender inequality. The Head teachers and the other teachers said the causes were many and were at 100% each, and the rest of the teachers were at 96% and 4% were not in full agreement of the notion.

**TABLE 5.3.1.2 BELOW SHOWS RESPONSES GIVEN AND THESE WERE THE YES AND NO ANSWERED AS SHOWN FROM THE FIGURE 5.2.1. ABOVE.**

<b>PARTICIPANTS</b>	<b>YES</b>	<b>NO</b>
<b>TEACHERS RESPONSE</b>	29	1
<b>H/TEACHER RESPONSE</b>	5	0
<b>G/ TEACHER RESPONSE</b>	5	0
<b>TOTAL</b>	39	1
<b>TOTAL PERCENTAGE</b>	97.5	2.5

## 5.4 OBJECTIVE THREE: (EFFECTS OF GENDER BASED VIOLENCE ON WOMEN PERFORMANCE)

5.4.1 Effects of Gender-Based violence on women`s performance. Out of the 40 women in the study it was found out that indeed gender based violence had some effect on women`s performance in selected public secondary schools. 30 were of the view that GBV had an effect on the performance of women and this was in a bad way yet 2 said it affected them in a good way. The rest also who were 8 said the effect was done in a bad way.

**Figure 5.4.1.** Therefore shows the types of responses by percentage regarding the type of the three groups of participants.

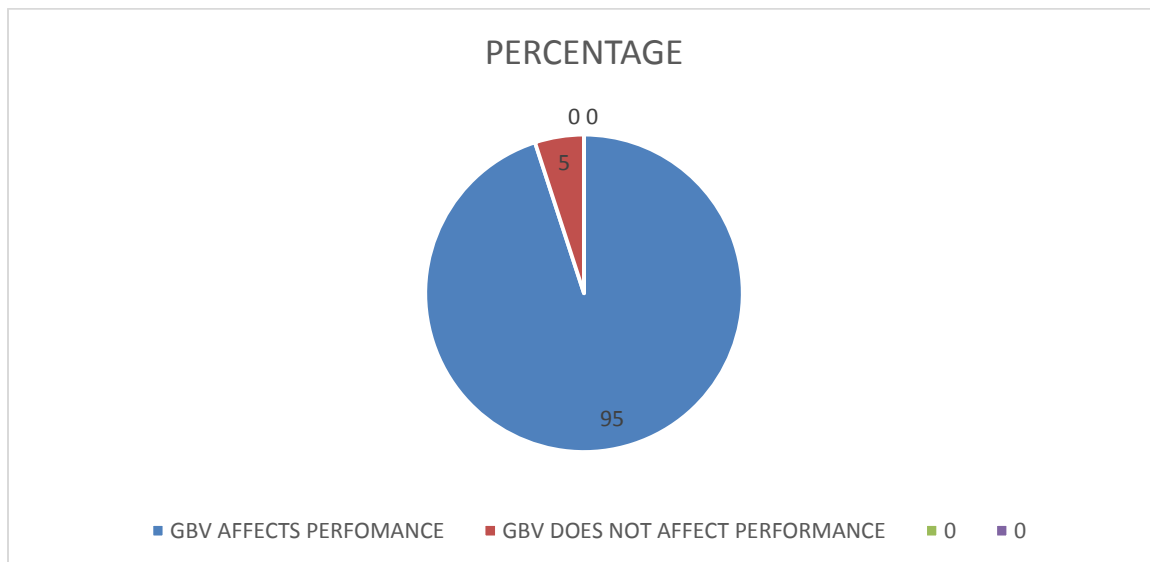


Figure 5.4.1 shows that out of the 40 respondents 95% said that Gender-Based Violence affected the performance of women in a bad way, and 5% said this could either affect the women in a good way. These included the physical, psychological, social and the economical effects.

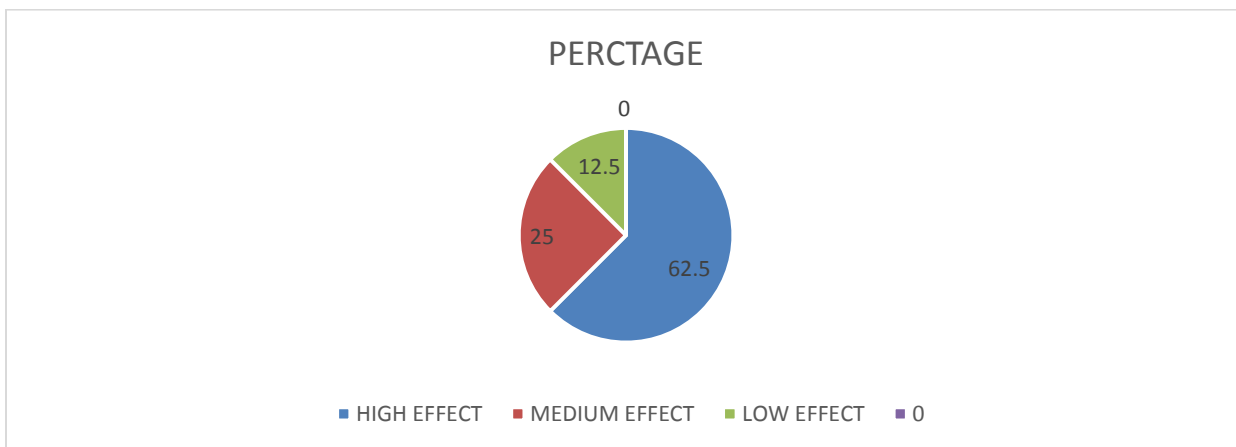
**FIGURE 5.4.1.2.** SHOWS THE RESPONSE OF THE TEACHERS, HEAD TEACHERS AND THE OTHER TEACHERS ON THE EFFECT OF GBV BY PERCENTAGE .

PARTICIPANTS	NO EFFECT	NEGATIVE EFFECTS
TEACHERS	0	30
HEADTEACHERS	2	0
OTHER TEACHERS	0	8
TOTAL	2	38
TOTAL PERCENTAGE	5%	95%

Figure 5.4.1.2 Shows the responses on the effect of Gender-Based violence on performance of women in selected public secondary schools. Results show that 95% of the respondents indicated that GBV affected women negatively while only 5% indicated that there was no effect.

Figure 5.4.1.3 shows the extent of the of GBV on women performance. The findings show that Out of the 40 participants, 25 said the extent was high, and 10 said it was on average yet 5 stated that it was sometimes low in certain parts of the country. The findings therefore represented the percentages of 62.5%, 25% and 12.5% respectively.

**FIGURE 5.4.1.3** BELOW ILLUSTRATES SHOWS THE VARIOUS RESPONSES GIVEN BY THE THREE GROUPS OF RESPONDENTS WHO INCLUDED THE TEACHERS, THE HEAD TEACHERS AND THE OTHER TEACHERS.



In figure 5.4.1.3 the highest percentage was that of 62.5% represent the respond sets who said the effect was high, 25% for those who said it was on average and 12.5% for those who said it was low.

FIGURE 5.4.1.4. BELOW SHOWS THE THREE TYPES OF RESPONDENTS AND THE RESPONSES THAT WERE GIVEN REGARDING THE EXTENT OF THE EFFECT OF GBV ON THE PERFORMANCE OF WOMEN IN SELECTED PUBLIC SECONDARY SCHOOLS IN LUSAKA DISTRICT.

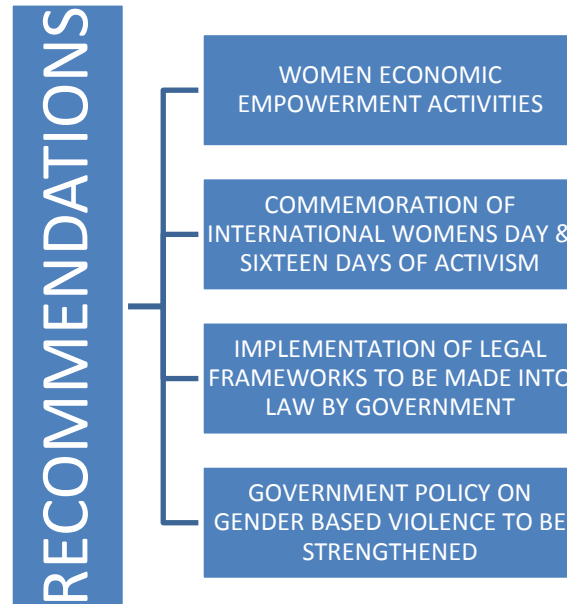
PARTICIPANTS	HIGH	AVERAGE	LOW
TEACHERS	25	0	0
HEAD TEACHER	0	5	0
OTHER TEACHERS	0	5	5
TOTAL	25	10	5
TOTAL IN PERCENTAGE	62.5%	25%	12.5%

Figure 5.4.1.4 Illustrates that 62.5% responded that Gender Based Violence (GBV) did have a higher extent to which women`s performance is affected. 10 responded that it was on average whereas at 25% and 5 replied that it was low and represented by 12.5% 5.4 solutions and recommendations.

The responses from the participants of the study indicated that the strategies that could be put in place to rectify the problem poor female teacher performance. It is important that activities to do with women empowerment should be encouraged. The commemoration of International women`s Day and the sixteen days of activism have to be enhanced, and the implementation of legal framework have been made law by Government so that all institutions should abide with it. The Government policy on Gender-Based Violence had to be strengthened.

## 5.5 RELEVANT STRATEGIES,POLICIES AND RECOMENDATION

**FIGURE 5.5.1.1 SUMMARIZES THE BEHAVIORAL POLICIES/STRATEGIES AS SEEN BELOW**



**FIGURE 5.5.1.1 SOLUTIONS AND RECOMMENDATIONS**

**FIGURE 5.5.1.2. RESPONSES ON RECOMMENDATIONS.**

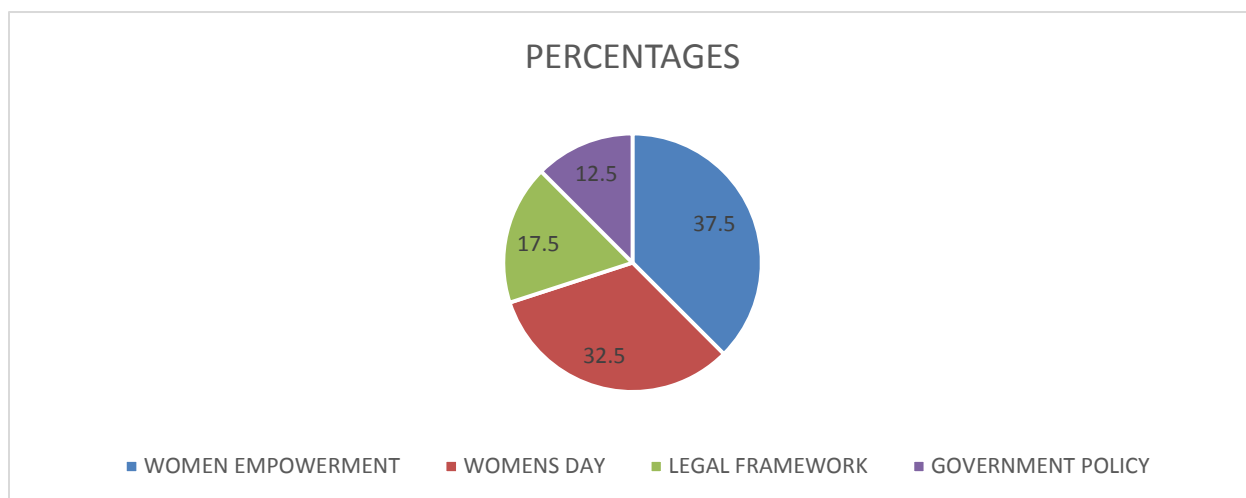
The findings revealed that out of the 40 participants in the study suggested that there is need to uphold the women empowerment activities and always commemorate the International Women Day and the sixteen day of activism whereas 7 said that the implementation of the legal framework have to be made in law and 5 opened up and stated that the Government policy should always be strengthened regarding Gender-Based Violence.



**FIGURE 5.5.1.2. REPOSES ON RECOMMENDATIONS**

1	Recommendations women economic empowerment activities to be enhanced	10	0	5	15	37.5%
2	Commemoration of International Women`s Day and Sixteen Days activism to enhanced	8	3	2	13	32.5%
3	Implementation of legal frameworks to be made into law by Government	2	3	2	7	17.5%
4	Government policy on Gender-Based Violence to be strengthened	3	1	1	5	12.5%

FIGURE 5.5.1.2. BELOW SUMMARIZES THE RECOMMENDATIONS BY PERCENTAGE.



According to figure 5.5.1.2, 37.5% represents number 1, 32.5% stands for 2, 17.5% represents number 3 and 12.5% number 4.

Figure 5.5.1.2. Therefore represents the summary of response of recommendations how to rectify Gender-Based Violence on the performance of women in secondary schools.

## **5.6 SUMMARY**

The above chapter concentrated on the presentation of the findings and discussions of the study. The study had talked about the four objectives of the research, the kinds of gender based violence (GBV), cases of gender based violence, the causes of GBV, the effect of GBV and strategies to mitigate GBV and all these were represented in tables, figures and charts, and the need to prevent GBV.

The next chapter is on conclusion and recommendations of the study.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.0. OVERVIEW**

The chapter below presents the conclusions and the recommendations of the study. It is a summary of the findings of the study and gives the recommendations based on the findings which can mitigate the problem of women`s poor performance in selected secondary schools of Lusaka District and the whole country at large. It outlines areas of further research.

#### **6.1. CONCLUSIONS OF THE STUDY**

In line with the general objectives of the study which was to explore the effect of Gender-Violence (GBV) on the performance of women in selected public secondary schools of Lusaka District.

In relation to objective number one which was establish the kinds of Gender-Based types violence (GBV) the following are the of Gender-Based Violence which are sexual, physical, emotional and psychological, harmful traditional practices and socio-economic violence. The causes of GBV are lack of economic resources, increasing levels of poverty, cultural ideologies, lack of legal resource protection and patriarchal structures and Gender inequality. The effects are physical, psychological, social and economic effects. These have to be known by all the policy makers, and those given to implement them. And based on the types these do exist, and the causes can lead to are number of problems to women and this has most brought about negative effects on the women, and this affected their performance at public school (secondary) levels. The study revealed that in fact, women are the most affected for various social, economic, physical and culture reasons which makes them being engulfed in such circumstances.

#### **6.2. RECOMMENDATIONS OF THE STUDY**

With regards to the findings of the study, it has been noted the effect of GBV on women in public secondary schools, and the remedy for what woman go through must be found before the situation becomes more detrimental or even gets out of hand.

Based on the findings of the research that is stipulated above there are a number of recommendations that can be outlined. Firstly Government through the Ministry of General Education should put up policies that can uphold women rights but to extremely. The policies should protect women as they are physically weak than men. Further, the policies must be monitored upon their being introduced. Direct supervision to the implementers must be monitored strongly. The rest of the recommendations are as follows:-

After having looked at chapter One (01) through to the Fifth (05) chapter, it is very important to make some recommendations in relation to the findings of the research so that many stakeholders as well as the policy makers can make better conclusions regarding the same phenomenon. The research also comprehends why the research was formulated, and this is mainly to make other people find value, usage and utilization in the research report. The research report hence has conclusively addressed the topic under discussion and filled in the gap of what women go through due to Gender Based Violence. The following are the recommendations:

- The policy makers in the area of National Gender through the gender communication strategy should put in place measures that will effectively deal with the challenges that the government and many other bodies face in this area so that gender Based Violence is mitigated or even wiped out
- There is need for the government to conduct massive sanitization to the public on the importance of realizing each other as equal partners in development not man and woman to rivalries. The sensitization programs should be conducted through radio, television and community involvement programmes in local languages to help the residents understand the badness of Gender Based Violence.
- There is need for the government to make a commitment to mainstream gender in all its development programmes including the mass media so as to attain equality and equity.
- Social institutions that guide that functions of society should be sensitized by government so as to reduce the understand that women are subordinates to men.

- The community participation through the bottom up approach should be encouraged and the existing women groups like religious ones, trade and professional associations should be involved to enable them discuss the strategies to erode Gender Based violence.
- There is need for society to facilitate an attitudinal change toward the social
- Economical, political and religious relationships of men and women in society by 2030.
- The community through religious organization must encourage the equal treatment of both men and women so as to reduce gender imbalances.
- There must be lobbying and advocacy regarding issues of gender and development through cabinet's office.
- There must be facilitation of quality, consistency and sustainability of gender messages to positively shape the mind set of planes and programmers for the sake of gender mainstreaming.
- More allocation of resources to the Ministry of Gender must be done by government in order for a lot more logistics be met in dealing with gender issues.
- There should be monitoring by the government regarding gender issues especially by those dealing with gender matters.
- From the religious point of view there is need to treat each other equally but nothing that we are one in the eyes of God hence doing harm to each other is against our religious norms and values.

### **6.3. SUMMARY**

The chapter was based on the conclusions and recommendations based on findings of the study that explored the Effect of Gender-Based Violence on the Performance of Women in selected public secondary schools in Lusaka District.

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**APPENDICES**

**APPENDIX 1**

**THE UNIVERSITY OF ZAMBIA**

**AND ZIMBABWE OPN UNIVERSITY**

**MASTER OF SCIENCE IN PEACE, LEADERSHIP**

**AND CONFLICT STUDIES**

An exploration of the impact of gender based violence on performance of women in public schools in Lusaka District.

**STRUCTURED QUESTIONNAIRES**

Questionnaire Identification number: .....

Name of School: .....

Introduction:

My name is ..... I am a postgraduate student from the University of Zambia. I am currently gathering information relating to the impact of gender based violence on performance of women in public schools in Lusaka District.

The information that you provide is to be used purely for academic purposes; that is, for my thesis / dissertation report writing which is a requirement for the award of the Master of Science in Peace Leadership and Conflict Studies of the University of Zambia. Therefore, the information you will provide will be treated with utmost confidentiality and your name will not be published nor the information provided attributed to you.

DATE OF INTERVIEW: .....

NAME OF INTERVIEWER: .....

**SECTION A:**

**RESPONDENT'S BACKGROUND INFORMATION**

1.What is your age? Tick where applicable:

20-29 years	
30-39 years	
40-49 years	
50-60 years	

2.What kind of a family constellation do you come from? Tick where applicable:

Upper class	
Middle class	
Lower Class	

3.What is your role in the school? Explain your duty.

Teaching	
Administration	
Other	

4.What is the type of your school's ownership? Tick where applicable:

Government	
Grant-Aided	
Private	

5.What is the type of your school: Tick where applicable:

Boarding	
Day School	

6. What is the type of your school: Tick where applicable:

Single Sex	
Co-education	

7. Do you know what is meant by Gender-Based Violence?

Yes	
No	

8. Do you think Gender-Based Violence occurs in your school?

Yes	
No	

9. Do you have Gender-Based Violence lessons in your school?

Yes	
No	

10. How did you come to know about Gender-Based School?

Media	
Home	
School	
Church	
Friends	
Other	

**SECTION B:**

**IMPACT OF GENDER BASED VIOLENCE ON PERFORMANCE**

1. Do you understand what it means to have a person’s performance affected by Gender-Based Violence?

Yes	
No	

2. Which age do you think have their performance mostly affected by Gender-Based Violence?

Youths	
Adults	
Both	

3. Do you think gender based violence can affect a person’s performance at work, school, etc.?

Yes	
No	

4. In what ways can the performance of a person who has suffered Gender-Based Violence be affected?

Lack of concentration	
Lack of self-esteem	
Absenteeism from duty	
Others specify	

5. Do you know anyone who has been a victim of Gender-Based Violence?

Yes	
No	

6. Do you think everyone who suffered from Gender-Based Violence can have their performance affected?

Yes	
No	

7. Have you ever suffered any Gender-Based Violence?

Yes	
No	

8. If your answer in question 1 is yes, has this violence affected your performance in any way?

Yes	
No	

9. How was your performance affected?



Lacked of concentration	
Lacked of self-esteem	
Was absent from duty	
Others specify	

10. Do you think the impact of gender based violence on the performance of women is significant enough to talk about?

Yes	
No	

**THANK YOU FOR YOUR TIME AND CO-OPERATION**

## **APENDIX 2**

### **SEMI STRUCTURED INTERVIEW GUIDE FOR FEMALE HEAD TEACHERS.**

This semi structured interview guide is part of a study to **assign** to effects of Gender Based Violence on the Performance of Women in selected Public Secondary Schools of Lusaka District.

The main purpose of the questionnaire is to solicit information connected to the kinds of GBV, Causes, Effects and Strategies of Gender Based Violence on the performance of women...

The information shall be used purely for academic purposes and shall be treated with the strict confidentiality. Therefore, you are kindly asked to give honest answers to all questions.

1. What is the name of your school?
2. What is your position at this school?
3. For how long have you been in the system?
4. For how long have you been in this school?
5. What is your highest level of academic achievement?
6. Do you experiences cases of GBV at this school?
7. What are kinds of Gender Based Violence cases at this school?
8. What are some of the causes of gender based violence?
9. What is the effect of Gender Based Violence on the performance of women?
10. What content does Gender Based Violence affect women`s performance?
11. What are some of the Recommendations to address the issues of Gender Based Violence in schools?

### APPENDIX 3

#### FOCUS GROUP DISCUSSION

##### SELF INFORMATION

My name is **Evans Mwalungali**, I am from UNZA and Zimbabwe Open University persuing a master's degree programme. I am currently doing a research on Gender Based Violence. I would like to know you. Please introduce yourselves.

During this discussion you will use number for identification.

##### SECTION A: KINDS OF GENDER BASED VIOLENCE

	QUESTIONS	PROBES
a.	What are the kinds of Gender Based Violence?	What are the kinds of Gender Based Violence in this school? How common are these kinds? How frequent are the cases?
b.	What are the causes of Gender Based Violence?	What do you think are the causes of Gender Based Violence in your school? Mention the causes in your school
c.	What are four effects of GBV?	What are the effects of gender based violence in your school? Explain briefly the effects.
d.	What are the strategies to eradicate GBV?	What are strategies in your school if any that help to reduce Gender Based Violence?
e.	What strategies must be employed to reduce Gender Based Violence?	What do you think should be done at school level to help reduce Gender Based Violence?