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PARENTS' AND TEACHERS' KNOWLEDGE AND ATTITUDE ON GBV IN PRIMARY SCHOOLS IN THREE GEO POLITICAL ZONES, NIGERIA

BY

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Abstract

Gender-based violence is a pervasive global issue affecting numerous countries, Nigeria included. Sadly, instances of gender-based violence have been reported among pupils across Nigeria's 36 states, underscoring the need for urgent attention from the adults closest to them: parents and teachers. This study aimed to bridge the noticeable gap in understanding by investigating parents' and teachers' awareness and attitudes regarding Gender-Based Violence (GBV) in primary schools, focusing on three geopolitical zones in Nigeria. Employing a descriptive survey research design, the study randomly selected 1200 parents and 600 teachers from the North-Central, South-West, and South-South zones. Two meticulously developed questionnaires, one for assessing parents' knowledge and attitudes towards GBV and the other for evaluating teachers' understanding and perspectives, were used as research instruments, having undergone thorough validation and reliability checks. The analysis of demographic information relied on descriptive statistics such as mean, standard deviation, and percentage. Notably, the study found that parents' awareness of School-Related Gender-Based Violence (SRGBV) was notably deficient, with a prevalent negative attitude toward SRGBV. Additionally, it was discovered that teachers had a limited awareness of

the occurrence of GBV in primary schools (M = 1.68; SD = 1.24). Based on these findings, it is evident that a comprehensive strategy to address GBV in primary schools must involve focused efforts to raise awareness and education among both parents and teachers. Concerted efforts are required to enhance knowledge and foster positive attitudes, thereby creating a safer and more supportive environment for the pupils. It is imperative that schools and communities implement robust educational programs and policies to combat GBV effectively, safeguarding the well-being of the younger generation.

Keywords: Gender-based violence, Primary schools, Teachers, Parents

Introduction

Over the past few decades, gender-based violence has increasingly come to be recognized as a serious problem at the international level, not only for women but also for the attainment of equality, development and peace. Gender Based Violence (GBV) is classified, defined, and measured in diverse ways. Broadly, there is consensus that the concept includes any physical, sexual, or emotional abuse perpetrated against an individual based on their gender or gender identity. The boundaries of these categories are blurred, for example, emotional abuse may include physical destruction of property (Karakurt & Silver, 2013).

Gender-based violence reflects the existing asymmetry in the power relations between men and women and that perpetuates the subordination and devaluation of the female as opposed to the male. It exists within the framework of the patriarchy as a symbolic system that engenders an array of day-to-day practices which deny women their rights and reproduce the existing imbalance and inequity between the sexes. The difference between this kind of violence and other forms of aggression and coercion lies in the fact that in this case the risk factor or source of vulnerability is the mere fact of being a woman.

According to United States Agency for International Development (2013), GBV is described as “violence that is directed at an individual based on his or her biological sex, gender identity, or perceived adherence to socially defined norms of masculinity and femininity. It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, whether occurring in public or private life. GBV can include female infanticide; child sexual abuse; sex trafficking and forced labor; sexual coercion and abuse; neglect; domestic violence; elder abuse; and harmful traditional practices such as early and forced marriage; 'honor' killings; and female genital mutilation/cutting (FGM/C).” Women and girls are most at risk and most affected by GBV (USAID 2013).

Gender-based violence (GBV) refers to violence directed towards an individual or group based on their gender. Gender-based violence was traditionally conceptualized as violence by men against women but is now increasingly taken to include a wider range of hostilities based on sexual identity and sexual orientation, including certain forms of violence against men who do not embody the dominant forms of masculinity (Collins, 2013). Occurrences of gender-based violence are rarely disclosed and many women and gender minorities keep their victimization concealed. The better acquainted a victim is with her/his perpetrator the less likely she/he is to disclose her experiences to others. Gender-based violence includes a broad spectrum of interactions, from verbal harassment and institutional discrimination to enslavement and murder. This continuum includes but is not limited to: acts of physical, sexual, emotional, verbal, economic and psychological violence by intimate partners or family members; sexual assault (including sexual assaults on children, stranger rape, acquaintance rape, marital rape and any unwanted touching, kissing or other sexual acts); sexual harassment and intimidation, and forced prostitution. Work on gender-based violence often focuses on one of three broad and widely overlapping areas: sexual assault, intimate partner violence, and sexual harassment (Collins, 2013).

Consequently, the terms “violence against women” and “gender-based violence” are often used interchangeably. However, boys and men can also experience GBV. GBV can be perpetrated by a variety of factors, including intimate partners (referred to as intimate partner violence (IPV]), family members, and other community members (Lopez-Neira, Patel, Parkin, Danezis, Tanczer, 2019 & World Health Organization, 2013). GBV is associated with long-lasting direct and indirect health consequences, including mental health disorders, injuries, central nervous system symptoms, gastrointestinal symptoms, and suppression of the immune system, and even death, Lopez-Neira, Patel, Parkin, Danezis, Tanczer (2019) as well as adverse social and economic outcomes. GBV is a common experience for women around the world, with estimates suggesting that one in three women experience some form of physical or sexual GBV in their lifetime, primarily from an intimate partner (WHO 2013).

According to UNESCO as cited in Brookings (2022), school-related gender-based violence (SRGBV) involves acts or threats of sexual, physical, or psychological violence occurring within and around school, perpetrated because of gender norms and stereotypes, and facilitated by unenforced and unequal power dynamics. These acts or threats not only have detrimental effects on the academic outcomes of their victims but also more specifically, hinder a country's human, social, psychological, and economic

development in addition to obstructing the government's poverty alleviation and peace building efforts (Brookings, 2022). According to the National Demographic and Health Survey (NDHS) as cited by the United Nations Fund for Population Activities (UNFPA 2022) Gender based violence range from forced and early marriages to the physical, mental or sexual assault on a woman, nearly 3 in 10 Nigerian women have experienced physical violence by age 15. The incidence of Gender Based Violence (GBV) is growing astronomical with the activities of the insurgency in the Northeast (UNFPA 2022). According to United States Agency for International Development (2013), GBV is described as "violence that is directed at an individual based on his or her biological sex, gender identity, or perceived adherence to socially defined norms of masculinity and femininity. It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, whether occurring in public or private life. GBV can include female infanticide; child sexual abuse; sex trafficking and forced labor; sexual coercion and abuse; neglect; domestic violence; elder abuse; and harmful traditional practices such as early and forced marriage; 'honor' killings; and female genital mutilation". Women and girls are most at risk and most affected by GBV (USAID 2013).

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lack of exposure to the prevalence and implications of GBV. Insufficient knowledge can lead to an inability to recognize warning signs, support victims, or actively contribute to preventive measures. Therefore, initiatives that focus on increasing parental awareness, education, and communication regarding GBV are essential to address this gap.

The study reveals a prevalent negative attitude among parents toward SRGBV. Negative attitudes might arise from misconceptions, cultural biases, or societal stigmas surrounding discussions about GBV. Such attitudes can potentially contribute to the normalization of violence, reluctance to report incidents, or inadequate support for victims. It is crucial to implement interventions aimed at addressing and altering these negative attitudes through targeted awareness campaigns, education programs, and community engagement initiatives. Creating a culture of zero tolerance for violence and fostering empathy and support for victims can help shift these attitudes positively. The research indicates that teachers have a limited awareness of the occurrence of GBV in primary schools. Teachers' attitudes and dispositions play a vital role in creating a safe and supportive learning environment. Their awareness, empathy, and proactive approach toward addressing GBV incidents are critical in preventing and managing such cases effectively. Inadequate awareness and disposition among teachers can hinder the identification and intervention in GBV cases, leading to underreporting and the perpetuation of a harmful environment. To address this, comprehensive training programs, workshops, and continuous professional development for teachers are necessary. These initiatives can enhance their understanding of GBV, equip them with appropriate intervention strategies, and empower them to create a safe and supportive environment for their students. Addressing the gaps in parents' knowledge and attitudes, as well as enhancing teachers' awareness and disposition, is crucial in combating GBV in primary schools. Collaborative efforts between schools, communities, and relevant stakeholders are essential to implement comprehensive educational programs, awareness campaigns, and policy frameworks that promote a culture of safety, respect, and support for all children.

Kogi State is a place in Northern Nigeria, where gender-based violence is very common. According to the Flash Angle International (2022), the Kogi State Government, has reinstated its commitment to end gender-based violence in the state; Kogi State Correspondent, reports that the State Commissioner for Woman Affairs and Social Development, Hajia Fatima Kabir Buba, gave the assurance in Lokoja, during a road show organized to mark the 2021 day of Activism and Campaign against Gender

Based Violence. The Kogi state government has also promised to ensure complete eradication of any form of violence against children through the implementation of UN action plan for peace and security of children (Blueprint News, 2018). In Kogi State, studies have indicated that children suffer Gender Based violence. For instance, a study of Gender Based violence in Kogi State reported a significant rate of physical abuse against children to be 26% (Tenuche, 2011). These physical forms of abuse include pushing, shoving, choking and stabbing. Research has demonstrated that children exposed to Gender Based Violence are vulnerable to a series of health problems such as Sexually Transmitted Diseases (STDs) and HIV- AIDS (Iliyasu 2013; Rizvi, Khan & Shaikh, 2014). It, therefore, calls for concern in getting solutions to the problems of gender-based violence in Kogi State. This numerous effects of GBV make it of general concern to all relevant stakeholders, to raise awareness on it and reduce it to the lowest level if not totally eradicate it.

Research Questions

1. What is the level of parents' knowledge of SRGBV
2. What is the Parents' Attitude towards SRGBV
3. What is teachers' knowledge of SRGBV before the use of the training guide (GRP)?
4. What are teachers' attitudes and disposition towards SRGBV before the use of the training guide (GRP)?

Methodology

This study employed a descriptive survey research design method, the instruments were triangulated to collect both qualitative and quantitative data. The population of this study comprised all teachers and parents of primary school pupils in three geopolitical zones, namely south west, south south and north central Geo political zones. Multistage sampling technique was used in selecting the sample size. Two states were purposefully selected from each geopolitical zone, Delta and River states from south south, Ekiti and Osun states from the southwest, while Benue and Kogi States were selected from North Central, the selected states shared similarity with other state in the geo political zones. 942 Parents, and 488 teachers were randomly sampled. Two instruments were design to elicit information from paremts and teachers. The instruments were validated and a pilot study was conducted to test he ealiabities of the instruments and address all likely issues during he main study.

Results

Demographic Data

Table 1.0 Parents Respondents' distribution by State

State	Frequency	Percentage
Benue	123	13.1
Delta	137	14.5
Ekiti	164	17.4
Kogi	202	21.4
Osun	200	21.2
Rivers	116	12.3
Total	942	100

Table 1 shows respondents' distribution by State. 123 (13.1%) of the respondents were chosen from Benue State, 137 (14.5%) from Delta State, 164 (17.4%) from Ekiti State, 202 (21.4%) from Kogi State, 200 (21.2%) from Osun State and 116 (12.3%) were selected from Rivers state. Table 2 shows respondents' distribution by their Local Government areas. It shows that 52 (5.5%) are from Port Harcourt, 64 (6.8%) are from Obio/Akpor, 137 (14.5%) are from Oshimili South, 37 (3.9%) are from Egbedore, 129 (13.7%) are from Olorunda, 34 (3.6%) are from Osogbo, 55 (5.8%) are from Ado, 37 (3.9%) are from Ido Osi, 72 (7.6%) are from Ikere, 162 (17.2%) are from Lokoja, Ajaokuta has 40 (4.2%) of the respondents while Makurdi has 123 (13.1%) of the respondents.

Table 4: Parents respondents' distribution based on gender

Gender	Frequency	Percentage
Male	362	38.4
Female	580	61.6
Total	942	100

Table 4 shows respondents' distribution based on their gender. The result shows that 362 (38.4%) of the respondents are male while 580 (61.6%) are female. Therefore, higher percentage of the respondents are female

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Table 7: Demographic data of teachers respondents

STATE			LGA			Type of School			Gender			Class Taught			Educ. qualification			Yrs. Of Work Exprience		
	Freq	%		Freq	%		Freq	%		Freq	%		Freq	%		Freq	%		Freq	%
Rivers	75	15.4	Portharcourt	15	3.1	public	304	62.3	male	115	23.6	basic 2	136	27.9	NCE	156	32.0	1 - 5	127	26.0
Delta	73	15.0	Obio/Akpor	60	12.3	Private	184	37.7	female	373	76.4	basic 3	106	21.7	B Ed	166	34.0	6-10	155	31.8
Osun	76	15.6	Oshimili South	73	15.0	Total	488	100.0	Total	488	100.0	basic 4	111	22.7	B Sc	97	19.9	11-15	96	19.7
Ekiti	96	19.7	Egbedore	10	2.0							basic 5	74	15.2	M Ed/Ph D	24	4.9	16-20	52	10.6
Benue	67	13.7	olorunda	54	11.1							basic 6	61	12.5	Others	45	9.2	21-25	28	5.7
Kogi	101	20.7	osogbo	12	2.5							Total	488	100.0	Total	488	100.0	26-30	16	3.3
Total	488	100.0	Ado	40	8.2							basic 2	136	27.9				31-35	14	2.9
			Ido osi	18	3.7							basic 3	106	21.7						
			Ikere	38	7.8							basic 4	111	22.7						
			Lokoja	81	16.6							basic 5	74	15.2						
			Ajaokuta	20	4.1															
			Makurdi	67	13.7															
			Total	488	100.0															

Table 7 shows that six states of Nigeria were involved in the study with the following frequencies and percentages of teacher respondents. 15.4% (75) teachers were from River state; 15.0% (73) from Delta State; 15.6% (76) from Osun State; 19.7% (96) from Ekiti State; 13.7% (67) from Benue State and 20.7% (101) were from Kogi making a total of four hundred and eighty-eight (488) teachers of primary schools that took part in the study. Twelve local government area of the Nation Nigeria as shown in Table 1 were involved in the study, 62.3% (304) of the teachers were from public schools while 37.7% (184) were from private schools. 23,6% (115) of the teacher respondents were male while 76.4% (373) were female showing that there are more female in the primary schools than male. Furthermore, 27,9% (136) of the teachers that participated in the research teaches basic 2, 21.7% (106) for basic 3, 22.7% (111) teaches basic 4, 15.2% (74) for basic 5 and 12.5% (61) teaches basic 6. The table also revealed the educational qualifications of the teachers that participated in the study:32% (156) of the teachers had NCE, 34% (166) had B.Ed, 19.9% (97) had B.Sc, 4.9% (25) had M.Ed/PhD and 9.2% (45) had other type of certificates differ from the aforementioned. Majority of the teachers 31.8% (155) had spent between 6 to 10 years in teaching service. Only very few 2.9% (14) had spent between 31 to 35 years in service

Answering of Research Questions

Research Question 1: What is the level of parents' knowledge of SRGBV

Table 8: The level of parents' knowledge of SRGBV

ITEMS	Very High	High	Low	Very Low	No idea	Mean	SD
I am aware that gender-based violence occurs among primary school pupils.	82 (14.3%)	163 (28.3%)	100 (17.4%)	134 (23.3%)	96 (16.7%)	2.09	1.310
I am aware that boys are at risk of being abused	109 (19.0%)	135 (23.5%)	144 (25.0%)	114 (19.8%)	73 (12.7%)	2.24	1.296
I am aware that girls are at risk of being abused	0 (0.00)	79 (15.5%)	82 (16.1%)	141 (27.7%)	207 (40.7%)	1.13	1.070
I am aware that pupils who are called hurtful names at school are victims of gender-based violence	101 (17.6%)	82 (14.3%)	104 (18.1%)	160 (27.9%)	127 (22.1%)	1.79	1.409
I am aware that violence is a problem.	40 (7.0%)	59 (10.3%)	41 (7.2%)	144 (25.2%)	287 (50.3%)	0.97	1.253
I know of children who have been bullied	113 (20.0%)	108 (19.1%)	101 (17.8%)	123 (21.7%)	121 (21.4%)	1.93	1.426
Children who bully others are sometimes victims of bullying themselves	76 (13.4%)	91 (16.0%)	123 (21.6%)	158 (27.8%)	121 (21.3%)	1.72	1.312
I am aware that children are at risk of sexual abuse in schools.	49 (8.6%)	112 (19.8%)	98 (17.3%)	152 (26.8%)	156 (27.5%)	1.53	1.292
I am aware that children are safe from abuse in their homes.	72 (12.6%)	134 (23.5%)	173 (30.4%)	128 (22.5%)	63 (11.1%)	2.04	1.197
I am aware that children are safe from abuse in their schools.	77 (13.5%)	144 (25.2%)	147 (25.7%)	139 (24.3%)	64 (11.2%)	2.08	1.212
WA = 1.75							

Table 8 shows that parent's knowledge of SRGBV is low (WA = 1.75). The result further shows parents knowledge as follows: Violence is a problem (M= 0.97, SD= 1.253); I am aware that girls are at risk of being abused (M = 1.13, SD= 1.070); think children are at risk to sexual abuse in schools (M = 1.53, SD= 1.292); Children who bully others are sometimes victims of bullying themselves (M =1.72, SD= 1.312); I am aware of gender based violence among primary school pupils (M = 2.09, SD= 1.310); Pupils who are called hurtful names at school are victims of gender based violence (M = 1.79, SD= 1.409); I know of children who have been bullied (M =1.93, SD= 1.426); I am aware that boys are at risk of being abused (M = 2.24, SD= 1.296); children are safe from abuse in their homes (M = 2.04, SD= 1.197);and children are safe from abuse in their schools (M = 2.08, SD= 1.212);.

Research Question 2: What is the Parents' Attitude towards SRGBV

Table 9: The parents' attitude towards SRGBV

Item #	Questions	Responses				Mean	SD
		Never	Seldom	Often	Always		
1	Parents are expected to protect only girls from GBV	314 (34.3%)	106 (11.6%)	120 (13.1%)	375 (41.0%)	2.61	1.321
2	I protect the image of my family members or friends when GBV occurs	172 (18.7%)	152 (16.5%)	154 (16.7%)	442 (48.0%)	2.94	1. 180
3.	Parents are expected to protect only boys from GBV	409 (44.7%)	122 (13.3%)	151 (16.5%)	232 (25.4%)	2.23	1.257
4	All pupils in school should be treated equally and protected from GBV.	68 (7.3%)	97 (10.5%)	148 (16.0%)	614 (66.2%)	3.41	0.945
5	GBV is a sensitive issue that requires all hands on the desk	83 (9.0%)	116 (12.5%)	189 (20.4%)	537 (58.1%)	3.28	0.995
6	I will rather report an abuser to the police than handle it by myself	120 (13.0%)	114 (12.3%)	234 (25.3%)	458 (49.5%)	3.11	1.061
7	I will rather report an abuser to the school authority than handle it by myself	123 (13.3%)	134 (14.5%)	205 (22.1%)	464 (50.1%)	3.09	1.082
8	I will beat a child that engages in sexual activity rather than counsel	355 (38.3%)	178 (19.2%)	161 (17.4%)	232 (25.1%)	2.29	1.215
9	Do you think young children are safe from abuse in their schools?	363 (39.1%)	219 (23.6%)	176 (19.0%)	170 (18.3%)	2.16	1.135
10	I will rather let the teacher correct a bully than punish such a child for correction	214 (23.1%)	171 (18.5%)	227 (24.5%)	313 (33.8%)	2.69	1.164
11	Girls should continue in school even when they are pregnant?	479 (51.7%)	139 (15.0%)	137 (14.8%)	171 (18.5%)	2.00	1.185
12	A father should tolerate violence from the mother in order to keep the family together	512 (55.4%)	130 (14.1%)	103 (11.1%)	180 (19.5%)	1.95	1.201
13	A mother should tolerate violence from the father in order to keep the family together	482 (52.4%)	145 (15.8%)	114 (12.4%)	178 (19.4%)	1.99	1. 194
14	The father should have more say than the mother in making family decisions	205 (22.4%)	166 (18.1%)	269 (29.4%)	276 (30.1%)	2.67	1.128
15	It is better for girls to be quiet and shy even when violated	566 (61.7%)	120 (13.1%)	101 (11.0%)	130 (14.2%)	1.78	1.116
16	It is not acceptable for boys to cry when violated	497 (54.4%)	171 (18.7%)	121 (13.2%)	125 (13.7%)	1.86	1.098
	WA = 2.50						

Table 9 shows that parents have a negative attitude towards SRGBV (WA = 2.50). The result further shows that: parents are expected to protect only girls from GBV (M = 2.61, SD = 1.321);protecting the image of family members or friends when GBV occurs (M = 2.94, SD = 1.180);parents are expected to protect only boys from GBV (M = 2.23, SD = 1.257); All pupils in schools should be treated equally and protected from GBV (M = 3.41, SD = 0.945); GBV is a sensitive issue that requires all hands on the desk (M = 3.28, SD = 0.995); rather report an abuser to the police than handle it myself (M =3.11, SD = 1.061); will rather report an abuser to the school authority than handle it myself (M =3.09, SD = 1.082); will beat a child that engages in sexual activity rather than counsel (M = 2.29, SD = 1.215); think young

children are safe from abuse in their schools (M = 2.16, SD = 1.135); will rather let the teacher correct a bully than punish such a child for correction (M = 2.69, SD = 1.164); The father should have more say than the mother in making family decisions (M =2.67, SD = 1.128); It is not acceptable for boys to cry when violated (M = 1.86, SD = 1.098); Girls should continue in school even when they are pregnant (M = 2.00, SD = 1.185); A father should tolerate violence from the mother in order to keep the family together (M = 1.95, SD = 1.201); A mother should tolerate violence from the father in order to keep the family together (M = 1.99, SD = 1.194); and it is better for girls to be quiet and shy even when violated (M = 1.78, SD = 1.116).

Research Question 3: What is teachers' knowledge of SRGBV before the use of the training guide (GRP)?

The information collected on the knowledge of teachers on GBV were coded as follows: No idea- 0, Very low- 1, Low- 2, High- 3, Very High-4. Analysis was then carried out. The result is presented under table 2

Table 10: Knowledge of Teachers on Prevalence of GBV in Nigerian Primary Schools

S/N	ITEMS	Very High	High	Low	Very low	No Idea	Mean	Std. Dev.
1	I am aware gender based violence occurs among primary school pupils.	52 10.7%	112 23.0%	121 24.7%	114 23.4	89 18.2	1.84	1.26
2	I am aware that boys are at risk of being abused	53 10.9%	129 26.4%	130 26.6%	119 24.4%	57 11.7%	2.00	1.19
3	I am aware that girls are at risk of being abused	27 5.5%	60 12.3%	78 16.0%	136 27.9%	187 38.3%	1.19	1.23
4	I am aware that pupils who are called hurtful names at school are victims of gender-based violence	62 12.7%	79 16.2%	96 19.7	144 29..5	107 21.9	1.68	1.32
5	I am aware violence is a problem.	18 3.7%	43 8.8%	52 10.7%	114 23.3%	261 53.5%	.86	1.14
6	I know of pupils in my school who have been bullied.	170 34.8%	126 25.8%	81 16.6%	59 12.1%	52 10.7%	2.62	1.35

7	I am aware that pupils who bully others are sometimes victims of bullying themselves	68 13.9%	71 14.5%	102 20.9%	149 30.5%	98 20.1%	1.71	1.32
8	I am aware that pupils in my school are at risk of sexual abuse	159 32.6%	122 25.0%	82 16.8%	68 13.9%	57 11.7%	2.52	1.37
9	I am aware that the school is doing enough to protect pupils from GBV	27 5.5%	51 10.5%	66 13.5%	126 25.8%	21 44.7% 8	1.06	1.22
10	I am aware that the parents are doing enough to protect their children from GBV	26 5.3%	64 13.1%	110 22.5%	151 30.9%	137 28.1%	1.37	1.17
11	I am aware that parents are conscious of GBV occurring among pupils	28 5.7%	56 11.5%	153 31.3%	146 29.9%	21.5 21.5%	1.50	1.12
12	I am aware that pupils are safe from abuse in their homes	65 13.3%	98 20.1%	137 28.0%	133 27.3%	55 11.3%	1.97	1.21
13	I am aware that pupils are safe from abuse in their schools	38 7.8%	63 12.9%	126 25.8%	139 28.5%	122 25.0%	1.49	1.22

Table 10 shows the level of teachers' awareness of the prevalence of GBV in schools. 33.7% (164) of them rated their awareness of GBV" High" while 48.1% (235) rated "low" and 18.2% (89) of them do not have any idea of GBV occurring among primary schools. In fact, 53.5% (261) of teachers do not know that violence is a problem. Furthermore, the response of teachers about their knowledge of children being at risk of sexual abuse in schools, (11.7%) has no idea about it.16% and 18.4% of teachers are relatively aware that schools and parents respectively are not doing enough to protect pupils from GBV. Generally, awareness of teachers on the occurrence of GBV in primary schools is low (M = 1.68; SD = 1.24)

Research Question 4: What are teachers' attitudes and disposition towards SRGBV before the use of the training guide (GRP)?

Relevant teachers' response on the research question is shown in table 11

Table 11: Teachers Attitude and Dispositions towards Gender Based Violence in Primary Schools

S/N	Questions	Responses					
		Strongly Disagree	Disagree	Agree	Strongly Agree	MEAN	STD DEV
1	I should ignore pupils that are involved in GBV acts like bullying, name calling and sexual harassment.	280 57.4%	142 29.1%	42 8.6%	24 4.9	3.40	.83
2	Teachers are expected to protect only girls from GBV.	190 38.9%	208 42.6	62 12.7 %	28 5.7%	3.16	.84
3	Pupils of both genders are at risk of GBV, therefore, prompt response should be given to their reports	29 5.9%	57 11.7%	146 29.9 %	256 52.5%	3.28	.91
4	When GBV occurs in the school, all teachers should stand up to the case	29 5.9%	48 9.8%	156 32.0 %	255 52.3%	3.30	. 88
5	Teachers are expected to protect only boys from GBV	202 41.4%	193 39.5%	64 13.1 %	29 5.9%	3.18	.86
6	Parents should also attend to any form of GBV experienced by their children in school	29 5.9%	53 10.9%	173 35.5 %	233 47.7%	3.24	.88
7	All pupils in school should be treated equally and protected from GBV	28 5.7%	36 7.4%	109 22.3 %	315 64.5%	3.45	.87
8	GBV is a sensitive issue that requires all hands-on desk	22 4.5%	46 9.5%	137 28.1 %	283 58.0%	3.39	.86
9	Disciplinary committee should be available to attend to GBV issues in individual schools	21 4.3%	41 8.4%	162 33.2 %	264 54.1%	3.37	.82
10	Teachers should encourage pupils to report any form of GBV at home or in school	21 4.3%	34 6.9%	163 33.4 %	270 55.3%	3.39	.80
11	Teachers should protect themselves when GBV is perpetrated by any staff	65 13.3%	76 15.5%	191 39.1 %	156 32.0%	2.90	.99
12	Pupils should be protected from GBV, from their colleagues and teachers	22 4.5%	34 7.0%	173 35.5 %	259 53.1%	3.37	.81
13	I will rather report an abuser to the police than handle it by myself	31 6.4%	101 20.7%	205 42.0	151 30.9%	2.01	.87
14	I will rather report an abuser to the school authority than handle it by	27 5.5%	60 12.3%	173 35.5	228 46.7%	1.75	.86

I will rather report an abuser to the police than handle it by myself	31 6.4%	101 20.7%	205 42.0	151 30.9%	2.01	.87
I will rather report an abuser to the school authority than handle it by myself	27 5.5%	60 12.3%	173 35.5%	228 46.7%	1.75	.86
Pupils are entitled to use the internet even if they watch pictures and movies of people engaged in sexually related acts	248 50.8%	117 24.0%	80 16.4%	43 8.8%	3.19	.99
I will rather let the parent correct a bully than punishing such child for correction	104 21.3%	222 45.5%	104 21.3%	58 11.9%	2.23	.92
I will beat a child that engages in sexual activity rather than counsel	120 24.6%	210 43.0%	112 28.0%	46 9.4%	2.85	.90
Girls should continue in school even when they are pregnant?	134 27.5%	161 33.0%	130 26.6%	63 12.9%	2.25	.99
	Not at all	**A little**	**Often**			
Teachers listen when pupils come to them with their problems	28 5.7%	103 21.1%	357 71.9%		2.67	.58
Teachers act when pupils report violence	23 4.7%	101 20.7%	364 74.6%		2.69	.55
GRAND TOTAL					2.95	.85

Table 11 shows the attitude of teachers to the report of pupils on GBV. 93.0% of teachers often listen to pupils and 86.5% does not ignore them whenever they come with report on GBV while 95.3% of them act on the report of violence against pupils. This shows that 2.3% of the teachers who listen does not act on the report of GBV. 84.3% of the teachers agree to the fact that all teachers should stand up to the case and that GBV is a sensitive issue that require all hands to be on deck. Generally, majority of the teachers has a positive attitude towards resolving the problem of GBV among primary school pupils with M = 2.95, SD =.85. Nonetheless 82.2% of the teachers will rather report an abuse to the school authority than handling it by themselves and 72.9% of them prefer to report such to the police than handling it themselves

Discussion, Conclusion and Recommendation

This study shows that parents knowledge as follows; parents sees violence as a problem, they are aware that girls are at risk of being abused, they also think children are at risk of sexual abuse in schools, parents opined that children who bully others are sometimes victims of bullying themselves, they am aware of gender based violence among primary school pupils. Parents knowledge equally shows that pupils who are called hurtful names at school are victims of gender based violence, they know of children who have been bullied and are aware that boys are at risk of being abused too. They also expressed that; Children are safe from abuse in their homes; and children are safe from abuse in their schools.

The result further shows that: parents are expected to protect only girls from GBV; protecting the image of family members or friends when GBV occurs; parents are expected to protect only boys from GBV; All pupils in schools should be treated equally and protected from GBV; GBV is a sensitive issue that requires all hands on the desk; rather report an abuser to the police than handle it myself; will rather report an abuser to the school authority than handle it myself; will beat a child that engages in sexual activity rather than counsel; think young children are safe from abuse in their schools; will rather let the teacher correct a bully than punish such a child for correction; The father should have more say than the mother in making family decisions; It is not acceptable for boys to cry when violated; Girls should continue in school even when they are pregnant; A father should tolerate violence from the mother in order to keep the family together; A mother should tolerate violence from the father in order to keep the family together; and It is better for girls to be quiet and shy even when violated.

33.7% (164) of them rated their awareness of GBV" High" while 48.1% (235) rated "low" and 18.2% (89) of them do not have any idea of GBV occurring among primary schools. In fact, 53.5% (261) of teachers do not know that violence is a problem. Furthermore, the response of teachers about their knowledge of children being at risk of sexual abuse in schools, (11.7%) has no idea about it.16% and 18.4% of teachers are relatively aware that schools and parents respectively are not doing enough to protect pupils from GBV. Generally, awareness of teachers on the occurrence of GBV in primary schools is low (M = 1.68; SD = 1.24).

93.0% of teachers often listen to pupils and 86.5% does not ignore them whenever they come with report on GBV while 95.3% of them act on the report of violence against pupils. This shows that 2.3% of the teachers who listen does not act on the report of GBV. 84.3% of the teachers agree to the fact that all teachers should stand up to the case and that GBV is a sensitive issue that require all hands to be on deck. Generally, majority of the teachers has a positive attitude towards resolving the problem of GBV among primary school pupils with M = 2.95, SD =.85. Nonetheless 82.2% of the teachers will rather report an abuse to the school authority than handling it by themselves and 72.9% of them prefer to report such to the police than handling it themselves.

This study therefore make he following recommendation:

1. More researches sould be conducted on GBV in primary and early childhood
2. Workshops, seminar and training on GBV for teachers and parents should be put in place
3. Advocacy on GBV should be increase around the country
4. Invstigation on the pobile cuases of GBV and solutions should be carried out

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