

**GENDER BASED VIOLENCE AGAINST FEMALE STUDENTS AND THE  
ROLE OF RELIGIOUS INSTITUTIONS IN EASTERN ETHIOPIA  
PUBLIC UNIVERSITIES**

**MA THESIS**

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**Gender Based Violence against Female Students and the Role of Religious  
Institutions in Eastern Ethiopia Public Universities**

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## **DEDICATION**

I dedicated this thesis to my beloved families especially my mother Emahoy Degsew Birhanu and my elder brother Ato Shiferaw Addis for nursing me with affection and for their great contribution in the success of my life.

## STATEMENT OF THE AUTHOR

First I declare that this is my own work and that all sources and materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for MA degree at Haramaya University postgraduate program library to be made available to borrowers under rules of the library.

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## **ABBREVIATIONS AND ACRONYMS**

AA	Addis Ababa
ACRL	African Council of Religious Leaders
BDU	Bahir Dar University
CBE	College of Business and Economics
CCI	College of Computing and Informatics
CEBS	College of Education and Behavioral Sciences
CET	College of Engineering and Technology
CHMS	College of Medicine and Health Sciences
CNCS	College of Natural and Computational Sciences
CoA	College of Agriculture
COAES	College of Agriculture and Environmental Science
CoALS	College of Agriculture and Life Sciences
CoL	College of Law
CSSH	College of Social Sciences and Humanities
CVM	College of Veterinary Medicine
DDU	Dire Dawa University
DEVAW	Declaration on the Elimination of Violence against Women
EOTC	Ethiopian Orthodox Tewahido Church
GBV	Gender Based Violence
HU	Haramaya University
IoT	Institution of Technology
ISAC	Inter Agency Standing Committee
JJU	Jigjiga University
OAU	Organization of African Unity
PTSD	Posttraumatic Stress Disorder
UN	United Nations



UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VaW	Violence against Women
WHO	World Health Organization

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## **Gender Based Violence against Female Students and the Role of Religious Institutions in Eastern Ethiopia Public Universities**

### **ABSTRACT**

*The main purpose of this study was to identify the cause of gender based violence against female students and the roles played by religious institutions in Eastern Ethiopian public universities. Descriptive survey research design was employed. The target population of the study was all graduating class regular female and male students of Haramaya, Dire Dawa and Jigjiga Universities. The researcher used simple random sampling technique to select colleges in the universities; stratified random sampling technique to take the number of students involved in the study from the selected colleges in these universities. Accordingly, a total of 395 students were taken as participants of the study. Questionnaire and interview were used as instruments to gather data. The quantitative data were analyzed through SPSS version 20. The qualitative data collected from interviewees were analyzed by thematic analysis method. The results of the study revealed that the status of GBV in the study areas were 79.4% of psychological, 68.7% of sexual and 57.1% of physical violence. In the present study psychological and sexual violence against female students were the common type of GBV. As Kruskal Wallis mean rank order test, watching pornographic film ( $n=217.07$ ) is greater than in DDU than two. However, what makes chewing chat (204.39) and negative attitude towards female students ( $n= 204.32$ ) are greater than in HU than the two universities. But multi-sexual partners ( $n=225.85$ ) and watching pornographic film ( $n=210.19$ ) are greater than in JJU. The majority (76%) of female respondents watched pornographic films. About 62.3% of female respondents were experienced chewing chat. From the total respondents 85.4% used alcohol. Among those watching pornographic film, smoking shisha and chewing chat were the major causes of GBV in the study areas. Watching pornographic film, chewing chat and drinking alcohol were significantly and independently associated with being female students among the present study areas. Eastern Ethiopian public Universities should create awareness and give training to their students about substance use related factors associated with GBV. Eastern Ethiopian public Universities administration should improve the security in the campus compounds to control substances abuse inside the campuses and take the necessary measures to minimize incidents of GBV in the campus compounds.*



# 1. INTRODUCTION

This part of the Thesis mainly deals with the eight components of the introduction namely the background of the study, statement of the problem, research questions, objective of the study, significant of the study, delimitation and limitation of the study and operational definition of key terms respectively.

## 1.1. Background of the Study

Gender Based Violence (GBV) refers to violence that targets individuals or groups on the basis of their gender. It is one of the most widespread human right abuses in the world. It affects all races, age, religious, and national boundaries (WHO, 2001). GBV is a universal reality existing in all societies regardless of class and culture. It would be difficult to find one woman, whom at one time or the other in her lifetime because she was a woman (Marijke, *et al.*, 2007).

GBV in educational contexts was first recognized as a problem in institutional settings when feminist activists in the 1970s were trying to address the unwanted sexual attention faced by women in the workplace. The workplace was also the site for the first studies conducted on sexual harassment (Sunnari, *et al.*, 2003). The discussion of the study was broadened to cover other institutional environments, including education. Up until the mid-1990s, there was a paucity of research on school-related GBV in developing countries. Evidence to the contrary was made most painfully obvious in July 1991, when 19 schoolgirls died and 71 others were raped at the hands of male schoolmates in a Kenyan Catholic Secondary School (Omale, 2000).

There are numerous GBV related studies in Ethiopia. Terefe and Mengistu (1997) found that girls were the major victims of violence, resulting in low female enrolment rates and high female drop-out rates in secondary schools. Melak (2012) had found out that in BDU incidents of GBV were prevalent in that around 68% of female respondents reported to have been humiliated and embarrassed because of their gender, 69% experienced violation of liberty and, 34% have acknowledged that males have been given priority over women.

Similarly, Andualem *et al.* (2015) reported that in Mizan-Tepi University, 66.3% female students reported to have been sexually harassed since they have joined the university.

Moreover, Alemayehu (2011) found that in Eastern Ethiopia, 68% of the young women were victimized by at least one instance of sexual violence. Specifically, 52% of the young women have experienced at least one instance of sexual offence. 56% of them had sexual assault, 25% by sexual coercion, and 15% of them had sexual aggression.

Related to these the religious institutions (Orthodox, Islam, Protestant and Catholic) had a role to reduce these problems of GBV. Religiosity is an environmental factor that reduces young people's involvement in a host of risky behaviors (Kliewer and Murrelle, 2007). It is a personal belief in God/Allah and an indication of the degree of youth's internalization of their religious faith (Pearce, *et al.*, 2003). Most religious groups discourage involvement in risky behaviors, premarital sex and dating violence (Howard, *et al.*, 2003). Religious youth are more likely to delay sexual intercourse to a later age than secular youth (Rostosky, *et al.*, 2004) and are more likely to refuse unsafe sexual intercourse (McCree, *et al.*, 2003).

Since regular religious service attendance was also found as a protective factor against health compromising behaviors (Scott, *et al.*, 2006) and young people who regularly attend religious services are less likely to perpetrate and experience dating violence than those who do not attend regularly (Howard *et al.*, 2003). In addition, the scriptures call upon husbands to love their wives as they love their own bodies. Likewise, the image is of a bird that has two wings one representing the man and one representing the woman (Herstad, 2009). Interrelated to these Alemayehu (2012), recommended that "a research is needed to determine the mechanism by which religiousness serves as a protective factor"; in order to establish the temporal/existing link between risky and protective factors to sexual violence perpetration and victimization; longitudinal studies are needed and such investigations are sorely lacking in Ethiopia and other African countries". However, the Eastern Ethiopian public universities lacked these roles of religious institutions. Based on this and Alemayehu's recommendation, the researcher becomes interested to assess the role of religious institutions in the current study areas.

Therefore, the current research attempted to identify the causes of GBV against female University students in Eastern Ethiopian Public Universities and discuss the role of religious institutions in preventing/mitigating GBV in university compounds.

## **1.2. Statement of the Problem**

Though international human rights outlaw GBV, the practice of GBV is still common in all walks of life. In this contemporary time, GBV has transcended the domestic confines and being committed in different institutions including universities. To such end, sexual violence on girls in colleges and campuses has been the central concern of western feminists since the reinvigoration movement of the 1960 (Luke, 2009). In the same vein, Collins *et al.* (2009) acknowledge that one of the greatest ethical challenges for academics in South African Universities is the increasing rate of GBV committed against female students.

In Ethiopian context, Bizu *et al.* (2009) conducted a study on depressive symptoms among female college students experiencing GBV in 2006 in Hawassa, in Ethiopia. The study revealed that among 1,102 female college students, much more than 31.2% of them reported to have experienced depressive symptoms as a result of GBV. The outcome of the research was in line with what researchers of the field have provided about the connection between GBV and the resulting posttraumatic stress syndrome, depression, anxiety, and low self-esteem (Bizu *et al.*, 2009). But Bizu *et al.*, (2009) didn't identified the causes of GBV in that areas. The study provides that the existence of GBV in universities was aligned with previous researches. Moreover, WHO (2005), report stated that in Ethiopia the prevalence of GBV was among the highest major problems in the world.

In addition, in Bahir Dar University, GBV against female students, also confirmed that 69% of female and 68% of male respondents believed that absence of the enforcement of existing laws is the cause of GBV. In addition, 62% of female and 78% of male respondents acknowledged that consumption of drug or alcohol, society's out look towards girls and women were considered a cause by 72.2% and 56% female and male respondents, respectively (Melak, 2012). However, he

didn't indicate about watch pornographic film, multi-sexual partner, and the role of religious institutions.

Moreover, Alemayehu (2012) stated that in Eastern Ethiopian secondary school female students were affected by multiple sexual partners, the frequent watching of pornography film, and use of alcohol or other soft drugs (Chat or shisha) are factors associated with higher levels of sexual violence victimization. The overall rates of victimization is high in that group, with 68% of the youngwomen studied having experienced at least one instance of sexual violence victimization. Having multiple sexual partners, frequent watch pornography film and substance use were the strongest risky factors for sexual violence perpetration. However, Alemayehu didn't indicate the available work of the concerned bodies. In other studies the research conducted on sexual experience and their correlates among Jigjiga University students who were related to sexual practice 63% of those over one third of respondents 34.9% reported that who ever drank alcohol and 70% of those who chewed chat had sexual intercourse (Alelign *et al.*, 2014). In addition to these, problems of risky sexual behaviors was common among students of jigjiga university, a need for identification of problems and implementations of effective prevention programs was recommended by (Alelign *et al.*, 2014).

Similarly, according to Andualem (2014) the prevalence of substance use among Haramaya University students were high, which indicated that 41.7% of students drunk alcohol, 30.3% chew chat, 11.3% smoked cigarette and 3.9% of students used illicit drugs at least once in their lifetime. The study also show that the majority of the students were engaged in unsafe and risky sexual practices. About 65.8% of sexually active students' had one of the risky sexual behaviours. The use of chat, alcohol and tobacco products is significantly and independently associated with risky sexual behavior among Haramaya University students. However, Adualem didn't indicate the status of watch pornographic film, peer factors, negative attitude towards female students, multi sexual partners and he didn't studied the available work of stakeholders to reduce GBV against female students. Moreover, Haramaya University administration should improve the security in the campus compounds to control the use of substances inside the campuses and take the necessary measures to minimize and prevent sexual activities in the campus compounds was recommended by Andualem (2014).

Therefore, the researcher have great interesnt to conductingGBV Gender Based Violence against Female Students and the Role of Religious Institutions in Eastern Ethiopian Public Universities. In addition to this,the researcher believes that this paper aims is filling the above gaps in the context of these study areas; the paper may be articulated for the first time in a full picture on the issue of GBV against female students and the roles played by religious institutions in Eastern Ethiopian public universities.

### **1.3. Research Questions**

This research attempts to give response for the following research questions:

1. What is the status of gender based violence committed against graduating class female students in HU, DDU and JJU?
2. What are the causes of gender based violence against graduating class female students in Eastern Ethiopia Universities?
3. What are the roles played by religious institutions in reducing gender based violence in HU, DDU and JJU?
4. What has to be done to alleviate the problem of gender baesd violence?

### **1.4. Objective of the Study**

This section of the study discusses about both general and specific objective of the study.

#### **1.4.1. General objective**

The general objective of this study is to identifycauses of gender based violence against on graduating class female students and the role of religious institutions.

### **1.4.2. Specific objectives**

Specifically, the specific objectives of the study were to

- Assess the status of psychological, sexual and physical types gender based violence committed against graduating class female students in HU, DDU and JJU;
- Identify the causes of gender based violence against graduating class female students in HU, DDU and JJU;
- Pinpoint the roles played by religious institutions in reducing gender based violence in HU, DDU and JJU.
- Provide alternative solutions to alleviate the problem of gender based violence in these Universities.

### **1.5. Significance of the Study**

The study has the following significances: creating awareness about the issue of GBV in higher education institutions with specific reference to HU, DDU and JJU; creating self confidence to reduce individual factors of risky behaviors and multiple relationship related factors; helps the interventions of religious institution to reduce GBV against female students in higher educational institutions; helps the application of human rights instruments in handle violations of the rights of university students especially for girls and women; enhance the effective implementation of university legislations and the incorporation of women's human rights in university legislations; serve as a springboard in formulate educational policies and strategies in higher education institutions; and helps stimulate further research in the area.

### **1.6. Delimitation of the Study**

The study was confined to graduating class students of HU, DDU and JJU. The study was confined to this group of students because they are assumed to be more familiar for university life than the others. To make the study in-depth, the researcher used only graduating class female students

becauseas Andualem (2014) indicated that in Haramaya university those third year students were more likely to use substances than others.

### 1.7. Limitation of the Study

The majorproblems encountered the researcher in the course of conducting this research work were the following:

Shortage of time due to regular student's vacation time, exit exam of law students, field work of Veterinary medicine students and regular office and field work of interviewees. Furthermore, unwillingness of a few respondents to fill in the questionnaire and return it on the time. Nevertheless, the researcher has done all the possible efforts and the study has become to reality.

### 1.8. Operational Definition of Key Terms

- **Gender based violence** is a violence against female students based on their gender.
- **Physical Violence** in this study is the deliberate use of physical force with the potential for causing physical injury or harm.
- **Psychological violence** in this study, is verbal harassments, teasing or degrading, humiliating, threatening, insulting, isolating, yelling, and depriving of access, stalking violence of female students which were acted by male students, teachers and other stakeholders in the universities.
- **Religious institutions** in this study is an institution that is done all the time by religious leaders and followers, it includes Orthodox Church, Mosque, Protestant Church and Catholic Church.
- **Sexual Violence** in this study is a sexual act committed against female students without her consent or in a situation that she can not defend herself.
- **Victimed female students** in this study is students who have faced psychological, sexual and physical violence.
- **Non victimed female students** in this study is students who didn't affected psychologically, sexually and physically.

## 2. REVIEW OF RELATED LITERATURE

This chapter is devoted to consider a review of the related literature on causes of GBV that affect graduating class University female students' in their lifetime. The literature review also considers the merit of population based services provision in comparison with institutional support mechanism. First concept of GBV, second GBV in educational context, third Types of GBV, fourth. causes of GBV, fifth roles played by religious institutions what religious communities can do to minimize GBV and what can religious communities do to promote education.

### 2.1. The Concept of Gender Based Violence

The concept of GBV points to violence perpetrated on the basis of particular constructions of gender, and it is well established that men are the major perpetrators of such violence both against women and against other men (Kenway and Fitzclarence, 1997). GBV is a global phenomenon that knows no geographical, cultural, social, ethnic, or other boundaries. It occurs across all societies and represents a brutal violation of human rights, the worst manifestation of gender-based discrimination and a major obstacle to the achievement of gender equality. It is tolerated and sustained by social institutions, including the school. It is a serious obstacle to the right to education and learning, with implications for the ways that people understand and enact their social lives and exercise their citizenship (Fina, *L. et al.*, 2014).

GBV is one of the most widespread but least recognized human rights abuses in the world. It refers to any harm perpetrated against a person's will on the basis of gender the socially ascribed differences between males and females. A recent study by UN, women reveals that as many as seven in 10 women in the world report having experienced physical, psychological and/or sexual violence at some point in their lifetime. Women and girls continue to be the main targets of GBV because, throughout the world, social norms perpetuate second-class status for women and place restraints on their social power. At the same time, men and boys are encouraged to exercise power in society and to be prepared to use violent means as necessary violence (CARE, 2013).



## **2.2. Gender Based Violence in Educational Contexts**

GBV was first recognized as a problem in institutional settings when feminist activists in the 1970s were trying to address the unwanted sexual attention faced by women in the workplace (Lee, *et al.*, 1996). Up until the mid-1990s, there was a paucity of research on school-related GBV in developing countries. This was not because the problem was confined to developed or western countries. Evidence to the contrary was made most painfully obvious in July 1991, when 19 schoolgirls died and 71 others were raped at the hands of male schoolmates in a Kenyan Catholic secondary school (Omale, 2000). Attention to GBV in schools increased on the African continent after this incidence. Hallam (1994) published an investigative study on violence against Women (VaW) in African schools and institutions of higher education, documenting available information on the subject.

## **2.3. Types of Gender Based Violence**

According to article 2 of the Declaration on the Elimination of Violence against Women (DEVAW) and Recommendation 19 of the Committee has identified different forms of violence against women which can be grouped to in the following four major categories'' sexual, physical , psychological and socio-economic violence. However, to limit the scope of the present study it is focused only on three types of GBV; psychological, sexual and physical violence. Because violence against women is rooted in gender inequality (Jewkes and Abrahams, 2002), GBV has become an internationally accepted way to refer to psychological, sexual and physical violence against women.

### **2.3.1. Psychological violence**

Psychological violence is one of the trickiest forms of violence to substantiate. It often co-exists with other forms of violence. Psychological violence abuse entails harassment or exploitation with the intent to degrade demoralizes someone on the basis of his/her sex. Female students experience psychological violence and abuse from both peers and teachers through verbal

harassment, teasing, or degrading and cruel punishment. Teachers may use non-physical punishment that belittles, humiliates, denigrates scapegoats, threatens, scares, or ridicules children. Constant criticisms of an unjustified nature, refusal to praise, unclear boundaries, and unpredictable behavior eventually take their toll on young people. Observing violence against others can have a psychological affect on students, causing them to feel afraid or helpless (IASC, 2013).

### **2.3.2. Sexual violence**

Sexual violence is caused by multiple factors (Abbey, *et al.*, 2001). It refers to any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the survivor, in any setting, including but not limited to home and work" (Krug *et al.*, 2002). Sexual violence perpetration is any act of unwanted sexual behavior ranging from unwanted verbal comments that means making unwanted sexual expressions, jokes, discussions through unwanted bodily contacts that means fondling, kissing, petting to sexual intercourse perpetrated by a man on a woman.

Sexual offense (verbal pressure for unwanted sexual activities) is perpetrating or experiencing unwanted verbal manipulation or psychological pressure to engage in any unwanted sexual activity that does not include sexual intercourse, sexual coercion (sexual intercourse through the use of verbal pressure) it refers to perpetrating or experiencing sexual intercourse through the use of verbal manipulation/psychological pressure, Sexual Assault (physical pressure for unwanted sexual activities) refers to perpetrating or experiencing unwanted sensitive body contacts (e.g., fondling, kissing, and petting), with the exception of sexual intercourse, through the use of physical means and sexual aggression sexual aggression is perpetrating or experiencing sexual intercourse through the use of physical force. These categories are based on the nature of the sexual act itself (Alemayehu, 2011).

Hellen (2010) investigated that female students' harassment at the philosophy and sociology departments at the Addis Ababa University. The result of the study shows that sexual violence

against female students in that selected colleges were among the highest. Moreover, Hellen has showed the views and opinions of different groups of the university, and more importantly identified some perpetrators in Hellen's finding as male students, male administrative staff, male instructors, female instructors and others. Among perpetrators, male students committed 52% of the sexual harassment, 31% of the female respondents experienced sexual harassment in those two departments at AAU and out of which insult constitutes 74% of all sexual harassments in the campus. The finding of that researcher indicated that about 56% victimized respondents didn't report the case to the concerned body rather they tried to forget and learn from it, to worsen the situation 40% of male instructors are ignorant of the problem.

### **2.3.3. Physical violence**

The intentional use of physical force with the potential to cause death, disability, injury or harm; physical violence is the easiest form of violence to identify because usually there are physical findings to match it. Physical violence perpetrated by students or teachers, and it tends to occur as a pattern of behavior rather than an isolated incident. It is any behavioral violence includes actual, attempted or threatened, physical assault or battering; slavery and slave-like practices, wife battering and assault, female infanticide, child assault by teachers are some of the examples of physical violence. The most widespread form of GBV is physical abuse of a woman by present or former intimate male partner. Studies from a wide variety of countries show that, one quarter to more than half of women report such abuse, and 40% of all female homicide victims are killed by their intimate partners in the United Kingdom (Johnson, 2004).

In Ethiopia, 49% of women have ever experienced physical violence by an intimate partner, rising to 59% ever experiencing sexual violence (WHO, 2005). Physical violence is a rare occasion in Bahir Dar University. Hence, 29.9% of respondents have been pressurized and terrorized through force, 4.1% faced battering, slapping and, beating occurred 14.4% of respondents were experienced these problems (Melak, 2012). However, causes of GBV against graduating female student and the role of Ethiopian religion in eastern Ethiopian public universities specifically HU, DDU and JJU are not addressed.

## **2.4. Causes of Gender-Based Violence**

The root causes of GBV most often lie within the attitudes of the society towards practices of gender discrimination, which often place women in a subordinate position in relation to men. Theory of Social Psychology of Violence in the midst of recent events that have again raised the call for answers to why such brutal and unfathomable acts of violence continue to occur in a civilized society; social causes need to be examined.

According to theory of violence; various patriarchal theories have been advanced mostly, but not exclusively by feminist social and behavioral scientists who argue that violence is used by men to control women to suppress the latter's rebellion and resistance of male domination, and to enforce the differential status of men and women that have traditionally been translated into laws and customs in order to serve the collective interests of men. These theories argue both in the past and present, but less so today. That the unequal distribution of power between the sexes has resulted in societies that have been dominated by men so that most women occupy subordinate positions of power, increasing their vulnerability to violence, especially within the family (Martin, 1976; Dobash and Dobash, 1992). So, the causes of GBV are many and varied depending on the types of violence.

The causes of GBV are individual factors (attitudes, risky behavior such as alcohol drinking, cigarette smoking, shisha smoking and watching pornographic film and relationship factors like peer relation factors and multiple sexual partners that have already had primed potential perpetrators for violent reactions, are especially fertile grounds for GBV in Ethiopia (Smith, A. K. 2008).

### **2.4.1. Attitudes**

Attitudes is the root causes of GBV most often lie within the attitudes of the society towards practices of gender discrimination, which often place women in a subordinate position in relation to men. A tolerant attitude toward sexual permissiveness and male supremacy in sexual

relationships among young women may also increase their vulnerability to sexual violence victimization (Lacasse & Mendelson, 2007). Having a positive attitude towards sexual violence typically co-occurs with having traditional and stereotypic attitude towards women, dating, and sexual behaviors (Abbey, *et al.*, 2001). Young women who are tolerant of traditional and stereotypic male supremacy in sexual relations may give priority to the satisfaction of men's sexual desire to conform to societal norms. Such an attitude, in turn, may influence these women to become more submissive to men's sexual advances even if they are unwanted (Enosh, 2007).

#### **2.4.2. Risky behavior leading to gender based violence**

Substance use among young men has been found by several studies worldwide as a risky factor for sexual violence perpetration (Abbey, *et al.*, 2004). In addition substance use in Ethiopia was also found to be linked with committing risky sexual behaviours among youth (Dereje *et al.*, 2005). Risky behaviors such as frequent substance use like chewing chat, smoking shisha, and drinking alcohol may expose young women to situations where unwanted sexual interactions are more probable (Arnold *et al.*, 2008 and Alemayehu, 2011). Chat chewing, smoking shisha, and drinking alcohol are the most common substances used among young people of Ethiopia (Kalayuet *et al.*, 2009).

##### **2.4.2.1. Alcohol drinking**

As theory of aggression, alcohol also increases aggressive responses (Taylor & Chermack, 1993), which is especially concerning because alcohol was often consumed in settings in which male dominance or sexualized cues are emphasized. Alcohol use is widely associated with perpetrating and experiencing violence, but perpetrators sometimes use alcohol to prepare themselves to commit premeditated acts of violence, and victims of violence may use alcohol to self-medicate emotional sequelae (a condition which is the consequence of a previous injury) of abuse (Jewkes, 2002). The violence (or intention to commit violence) may come before the alcohol use, clouding the issue of which is the cause and which is the result. Alcohol drinking is another form of substance use that has been found to be linked with perpetration of sexual violence in Ethiopia (Philpart *et al.*, 2009) and elsewhere found that those young men who chew

chat and drink alcohol were 3.1 times more likely to perpetrate sexual violence than those who neither chew chat nor drink alcohol.

Some young men think that alcohol drinking enhances sexual desire. They also think that women who use alcohol enjoy sex and are better at it (George, *et al.*, 2006), and often dismiss women's cues of unwillingness to have sex. In addition, some men who use alcohol interpret women's friendly or ambiguous cues as signals for sexual interest (Abbey *et al.*, 2004) and may use their misperception as an excuse for their perpetration of sexual violence. However, (Noel, *et al.*, 2009) suggested that frequent substance use (alcohol drinking) contributes to sexual violence perpetration when accompanied by supportive attitude towards sexual violence.

#### **2.4.2.2. Chat chewing**

Chat (*Catha edulis*) is an evergreen leaf mainly cultivated in the eastern and southwestern part of Ethiopia. It creates a mild level of stimulation and mood change (Philpart *et al.*, 2009). It is used among the youth to enhance excitement and alertness (Kalayu *et al.*, 2009). The link between chat chewing and perpetration of sexual violence; however, is the least researched although one study found that chat chewing is significantly associated with sexual violence perpetration (Philpart *et al.*, 2009).

#### **2.4.2.3. Cigarette smoking**

Cigarette smoking is the leading cause of preventable death in the United States (U.S.) (Centers for Disease Control, 2004). Although cigarette smoking among adults has steadily declined over the past decade, smoking among college students has risen sharply (Kear, 2002). In the U.S, it is estimated that approximately 29% of those, 18 to 24 years of age, smoke (American Cancer Society, 2003). Similarly (Stephoe and Wardle, 2001) reported that 22.9% and 19.8% of Western and Eastern European University students were regular smokers.

Individuals with high neuroticism tend to be impulsive and anxious, and are less likely to adhere to positive health behaviors even when the benefits are known (Marks and Ludendorff,

1999). Cognitive factors, such as sense of coherence and self-efficacy, may also play an important role in determining smoking behaviors. It is also reported that college-aged students have the most dramatic increase in cigarette smoking. Female respondents who have partners that smoke cigarettes were 2 times more likely to experience physical violence from such partners than female respondents who have partners that do not smoke.

#### **2.4.2.4. Pornographic films consumption**

The link between pornographic films consumption and sexual violence perpetration has received mixed support in the literature. A recent review by Ferguson and Hartley (2009), however, revealed that exposure to pornographic films does not cause perpetration of sexual aggression which may even serve as a means to alleviate sexual aggression. On the other hand, Hald, *et al.*, (2010) with their review on non-experimental studies have also shown a significant positive association between pornography consumption and having a supportive attitude towards violence against women. These conflicting findings may be resolved by considering whether it is the combination of attitudes and pornography that contribute to sexual violence perpetration

#### **2.4.2.5. Shisha smoking**

Shisha traditionally called “Gaya” in Ethiopia is a sweetened and flavored substance (tobacco) smoked through a water pipe pot (Anjum, *et al.*, 2008). It is commonly smoked among older people. Currently, shisha has become a common accompaniment of chat chewing among young people. It is smoked for pleasure and relaxation (Salameh, *et al.* 2008). The social setting and friendly atmosphere surrounding the use of shisha attracts more young people to get involved. When regularly consumed, however, shisha results in addiction (Anjum *et al.*, 2008). The link between shisha smoking and perpetration of sexual violence has never been investigated.

#### **2.4.3. Relationship factors**

This part of the paper mainly deals with the peer relationship and multiple relationship factors of GBV.

### **2.4.3.1. Peer relationship factors**

Peer relationship factors such as the pressure to have sex from female friends may make young women more vulnerable to sexual violence (Wood, *et al.*, 1998). Girls give greater weight to their female peers' norms on sexual behavior and may be more likely to comply with their peers' norms to avoid exclusion (Bauermeister, *et al.*, 2009). Sexually active female peers approve sexual intercourse by labeling those involved as popular. Moreover, female peer group norms approve silence and submission in sexual interactions as appropriate behavior. Thus, young females may engage in sexual activities (including sexual intercourse) in order to conform peer group's norms.

Peer pressure young men who associate themselves with sexually active peer groups and are easily influenced by them are more likely to commit sexual violence (Schnurr & Lohman, 2008). Peers also influence young men to engage in sexual activity. Some young men engage in unwanted sex in an attempt to gain acceptance (Schwartz & DeKeseredy, 2000). Others perpetrate sexual coercion as a result of perceived peer support to have sex thinking that coercion is a peer approved response to refusal. Feelings of insecurity also pressure young men to perpetrate sexual coercion in attempt to gain acceptance. Dismissively attached young men, on the other hand, engage in sexual intercourse to be accepted by their peer groups (Schachner & Shaver, 2004). However, they are uncomfortable with the intimacy that sexual relations may result and try to avoid it through having uncommitted and short term sexual relations (Davis, 2006).

Young women with low self esteem were found to be more vulnerable to sexual coercion than those with high self-esteem (Messman-Moore, *et al.*, 2008). Female peer group norms also increase young women's vulnerability to sexual coercion. The sexually active peer group norms encourage young women to be in sexual relationships by giving higher status to those who are romantically involved with males (Bauermeister, *et al.*, 2009).



### **2.4.3.2. Multiple sexual partners**

Individuals vary in their desire to engage in multiple sexual relations or to be involved with only one close partner. Men who engage with multiple sexual partners highly perpetrate sexual violence when they have hostile and dominant attitudes toward women. Multiple sexual partners, and use of alcohol or other soft drugs (Chat or shisha) are factors associated with higher levels of sexual violence victimization to young female secondary school students (Alemayehu, 2011). These men may also think that the perpetration of nonconsensual sexual intercourse is excusable because they are under the influence of substances (Abbey, *et al.*, 2004). Such scenes may implicitly transmit permissive attitudes toward intercourse and engagement with multiple sexual partners.

The more sexual partners a woman has, the more likely it is that she will encounter sexually coercive young men (Mustaine and Tewksbury, 2002). Sexual engagement with multiple partners has been identified as the most prominent risk factor for sexual violence victimization (Howard, *et al.*, 2007). Ethiopian males, involvement in substance use and engagement with multiple sexual partners were identified as the strongest risk factors for sexual violence perpetration (Bekele, *et al.*, 2011).

## **2.5. The Roles played by Religious Institutions (Orthodox, Muslim, Protestant and Catholic)**

The religious institutions had roles to reduce these problems of GBV. As Smith (2003) forwarded, this may be because young women who are highly religious might have received more moral directives against involvement in risky behaviors. They might have formed strong friendship and relational ties with like-minded young people who condemn involvement in risky behaviors and premarital sex. They might have also received mutually reinforcing messages from adults who also participate in religious services. Religious females regularly attend religious services (Scott *et al.*, 2006) which might give more these females more opportunities to

gain spiritual deterrents from involvement in risky behavior from their 'Niseha Abat' (e.g., priest).

The notion of obedience is an accepted premise in orthodox religion which is revealed through woman obeying her husband and the latter obeying the God. In this sense, obedience is transformed into an ecclesiastical hierarchy. A man who obeys God would never use violence against his wife, because the God is against any violence and "if a husband uses violence against his wife it is not the fault of church. In contrary, this is against the church, the God and the laws of God (Kobalia, 2011).

According to USAID (2009), training report, in Eastern African countries, religious communities and, in particular, religious leaders are often key catalysts for positive social change. Religious leaders are key stakeholders in responding to health and social issues and can play an influential role in validating and promoting best practices for preventing and reducing GBV and related vulnerability to HIV in their communities. In that training Muslim and Christian( Protestant and Catholic) all of the participants agreed that their holy books advocate for equal treatment of both sexes and that misinterpreting the text or not living according to their precepts can contribute to GBV.

As OAU (2001), South African met,in Abuja, participants agreed that religious leaders are in a good position to address GBV because of their designated roles in their communities. Some felt that these leaders need to revisit liberation theologies, the Christian response to helping the poor and oppressed in society. This theology calls upon faith communities to focus on Jesus/allah as the liberator of the oppressed and includes a Christian mission to bring justice to the poor and oppressed. During the Liberian workshop, religious leaders called on the communities' leaders, especially civil authorities, to stop this "un-religious act against humanity." They stated that GBV is condemned by all religions around the world, especially Christianity and Islam. The leaders quoted from their holy texts, saying that God /Allah has ordered us not to harm one another. They requested that communities act on these beliefs and treat victims of GBV with kindness and respect, rather than rejecting them (USAID, 2009).

USAID (2009) was raised initiating new activities of participants in all country workshops specified what religious leaders, institutions, and communities can do to address GBV. At the end of the Kenya workshop, participants divided into small groups based on their faith, and planned additional GBV activities they would implement in their communities with their own funds. The Muslim group planned to train imams and madrasa teachers on the GBV issue. The Organization of African Instituted Churches discussed mobilizing communities through women's groups, forming support groups, and establishing counseling centers. The National Council of Churches-Kenya planned to implement a workshop and launch a specific campaign against GBV.

In addition, Tanzanian participants identified the need for their institutions to build links with legal aid providers and develop gender policies. The overall, workshop participants agreed that religious leaders have a very important role to play in addressing GBV. Participants stated that religious leaders should be nonjudgmental and should not compel an individual to stay in an abusive relationship. The participants want to work with their religious institutions to make them safe places for GBV victims, including bringing in qualified counselors. To facilitate this, religious educational institutions need to include these issues in curricula for religious leaders (USAID, 2009).

Therefore, the roles played by religious leaders are shape social values and promote responsible behaviours that respect the dignity and sanctity of all life; many religious leaders are skilled and influential communicators who can reach the hearts and minds of millions of people in ways that humanitarian actors cannot, because they have more access to the family and personal spheres than most outside actors, religious leaders serve as an important conduit of communication for social change; in situations of conflict, the moral influence and trust bestowed on leaders of religious communities allows them to play significant roles in mediation and reconciliation, as well as to advocate for the special protection needs of children and other particularly vulnerable members of their communities; religious leaders provide spiritual support and stability, which can help meet people's psychosocial needs in the face of adversity (UNICEF,2012; and USAID,2009). To sum up the following roles religious institutions are more able to identify the way to reduce GBV.

### **2.4.1. Roles of religious institutions to reduce gender based violence**

To begin exploring what religious communities can do to address violence, participants were given an exercise (case study) describing a woman facing violence at home. When asked how religious communities could help, the following ideas were suggested:

Even if education is secular in Ethiopia, informally religious institutions can create multi-religious support groups for victims of violence. Training religious leaders on GBV issues and how to respond to diverse situations advocate for enactment and enforcement of laws to protect community members. Creating multi-religious centers where people can receive help/legal assistance. Training multi-religious paralegals to give free advice to victims. The sensitize communities on GBV and related issues; conduct multi-religious seminars, provide shelter and counseling services to victims of violence at existing religious structures; provide information on GBV issues, based on religious scriptures and teachings (UNICEF,2012; and USAID,2009).

### **2.4.2. The role of religion for educating the communities**

Education has been an integral aspect of all the major faith traditions, with religious schools providing the foundation for the modern school movement and also being among the first institutions to offer basic schooling for girls (Tietjen and Karen, 2011). In order to promote modern education religious communities can apply their stress and act on religious teachings that emphasize concern for the poorest and most marginalized in communities to influence more equitable access to education. For example, religious communities address gender discrimination, sometimes manifested in the preference to enroll boys and not girls in school mediate at the community level when obstacles for some children to access educational services (secular or religious) are identified. These include children with disabilities, those from particular ethnic, racial or religious groups and other particularly vulnerable children; develop and implement codes of conduct regarding appropriate interaction with children, including reporting and response mechanisms for child abuse (UNICEF, 2012).

Religious communities can implement educational programmes ranging from formal schooling up through the tertiary level to non-formal programmes such as literacy and vocational training for children unable to access the formal system; carry out advocacy campaigns to influence education policy at local and national levels; utilize religious media, such as radio, television and publications, to provide distance education to remote communities that are lacking in quality educational services; make places of worship and other structures available to be used temporarily for schooling when educational infrastructure has been damaged in emergencies(UNICEF,2012).

### 3. RESEARCH DESIGN AND METHODOLOGY

This part of the thesis mainly deals with research design, description of the study area, sources of data, population, sample size, and sampling techniques, data collection instruments, data collection procedures, method of data analysis and ethical considerations.

#### 3.1. Description of the Study Area

Haramaya University is located in the Haramaya woreda (Finkile kebele). Haramaya woreda is geographically located between 42°3' east longitude and 9°26' North latitude; it is bounded by Kurfa Chale in the South, Kersa in the West, Dire Dawa in the North, Kombolcha in the east, and Harari Region State to the Southeast; and also its altitude ranges from 1,400 to 2,340 Meter above sea level. In addition to this, the university is located 5 km from Haramaya, a town in the East Hararghe Zone, about 17 km from the city of Harar, 40 km from Dire Dawa and 520 km from AA.

Haramaya University is one among the oldest Universities in the country that produces thousands of educated professionals in a number of fields of studies. According to HU registrar office in 2015/2016, it has more than 13,996 regular students in all programs. Out of 13,996 regular students undergraduate students were constituted 3855 (male-2863 and female-992). Currently, the university comprises the following colleges: college of agriculture (COA), College of Agriculture and Environmental Science (CAES), College of Business and Economics (CBE), College of Computing and Informing (CCI), College of Education and Behavioral Sciences (CEBS), College of Law (COL), College of Natural and Computational Sciences (CNCS), Institution of Technology (IOT), College of Social Sciences and Humanities (CSSH), College of Veterinary Medicine (CVM), College of Medicine and Health (CHM).

Dire Dawa University is located in Dire Dawa town. Dire Dawa is geographically located between 9°27' North and 9°49' North latitude; and 41°38' East and 2°19' East longitude, common boundaries with Somali Regional States in the West, North and East with the Oromia Regional State

in the Southern part of the country. Further, it is geographically located 47 km from Harar, 515 Km from Addis Ababa the capital city of Ethiopia and 333 Km from the international port of Djibouti. Dire Dawa University is one of the new 13 Universities in the country that produce thousands of educated professionals in a number of fields of studies. According to DDU registrar office in 2015/2016, DDU has more than 8956 (men-6,385 and female-2,571) regular students in all programs. Out of which undergraduate regular students constitute 2158 (male - 1380 and female-776). Currently, the University comprises the following colleges: Institution of Technology (IOT), College of Medicine and Health Sciences (CMHS), College of Business and Education Sciences (CBES), College of Natural and Computational Sciences (CNCS), College of Social Sciences and Humanities (CSSH).

Jigjiga University which is found in Jigjiga town, the capital of Somali Regional State, is among the newly established universities in 2006/7. Jigjiga town is a town in the most eastern part of Ethiopia and an administrative capital of Somali Regional State. Jigjiga is geographically located between 80.5km East and 59.5km West and 80 km from Harar, 60 km from the border with Somalia and 635 km from Addis Ababa. Jigjiga University is one of the new 13 universities in the country that produce thousands of educated professionals in a number of fields of studies. According to JJU registrar office in 2015/2016, JJU has more than 9000 regular students in all programs. Out of which undergraduate regular students constitute more than 2,500. Currently, the University comprises the following colleges: College of Engineering and Technology (CET), College of Medicine and Health Sciences (CMHS), College of Agriculture and Life Sciences (COALS), College Business and Economic (CBE), College of Natural and Computational Sciences (CNCS), College of Social Sciences and Humanities (CSSH) and College of Law (COL).

### **3.2. Research Design**

Descriptive survey research design was employed to carry out this study because the very purpose of descriptive survey research design is to describe the characteristics or behaviours of a given population in a systematic and accurate fashion. Therefore, GBV against female students

were surveyed and the data collected from them were subjected to both quantitative and qualitative analysis (C.K. Kothari,2004).

### **3.3. Sources of Data**

This topic is going to discuss about both primary and secondary sources of data .

#### **3.3.1. Primary data**

The primary data of the study was collected through questionnaires and interview from female and male students in the three public Universities in Eastern Ethiopia.

#### **3.3.2. Secondary data**

Even though there were not enough documents found on this area of the study, the researcher tried to use national guidelines and university legislation documents and other related documents which were directly or indirectly related to the subject under the study.

### **3.4. Population, Sample Size and Sampling Techniques**

The target population of the study were all graduating class regular female and male students of HU, DDU and JJU. There are 11 colleges in HU, 5 colleges in DDU and 7 colleges in JJU in the year of 2015/2016. In the above described academic year, the total population of the 3 universities was more than about 31,528. Specifically, HU main campus, had more than 13,996 students (M-11,717 and female-3,612); DDU had more than 8,532 students (male-5,805 and female-2,727) and JJU had more than 9,000 students (male-6,123 and female-2,877). From the total population of 23 colleges, 9 colleges were selected through simple random sampling technique.

A multi stage sampling procedure was employed to determine the sample size. To be manageable and give equal chance to the colleges, the researcher first determined the numbers of colleges



before she selected. In the multistage sampling technique, the first stage, 9 colleges were randomly selected from 23 colleges of the 3 universities (HU, 3, DDU, 3 and JJU, 3). These 9 colleges have 47 departments. Second stage, the researcher again randomly selected 4 departments and 1 college from HU, 6 departments from DDU and 2 departments and 2 colleges from JJU out of the 47 departments and 3 colleges. Totally 12 departments and 3 colleges were selected from the selected departments.

Finally, the researcher used stratified random sampling technique to select male students based on their departments, and then the researcher took male students by using simple random sampling techniques method from the selected department to be done enrolle equal chance to male students. Furthermore, to select female students the researcher took all available females by using sampling techniques because the number of female students was less than the male students. This was done in order to ensure the chance to male and female students from all universities even though there are fewer participants; additionally head of gender office, head of discipline committee office and head of religious leaders in and out of the university were included.

Then, a stratified random sampling technique was used to select 395 graduating class female and male students from the selected departments. Sizes of the samples from the different strata are kept proportional to the sizes of the strata. The sample size is determined by using the Slovin's formula (Yamane, 1967).

$$\text{Sample size (n): } n_i = \frac{N_i}{1 + N_i(e)^2} = \frac{31,528}{1 + 31,528(0.05)^2} = 395$$

$N_i$  = total population

$e$  = sampling error (0.05)

$n_i$  = total sample size

$$\text{HU} \quad n_1 = \frac{13,996}{1 + 13,996(0.05)^2} = n_1 = 175$$

$$\text{DDU} \quad n_2 = \frac{8,532}{1 + 8,532(0.05)^2} = n_2 = 107$$

$$\text{JJU} \quad n_3 = \frac{9,000}{1 + 9,000(0.05)^2} = n_3 = 113$$

Therefore:  $n_i=175+107+113:- n_i=395$

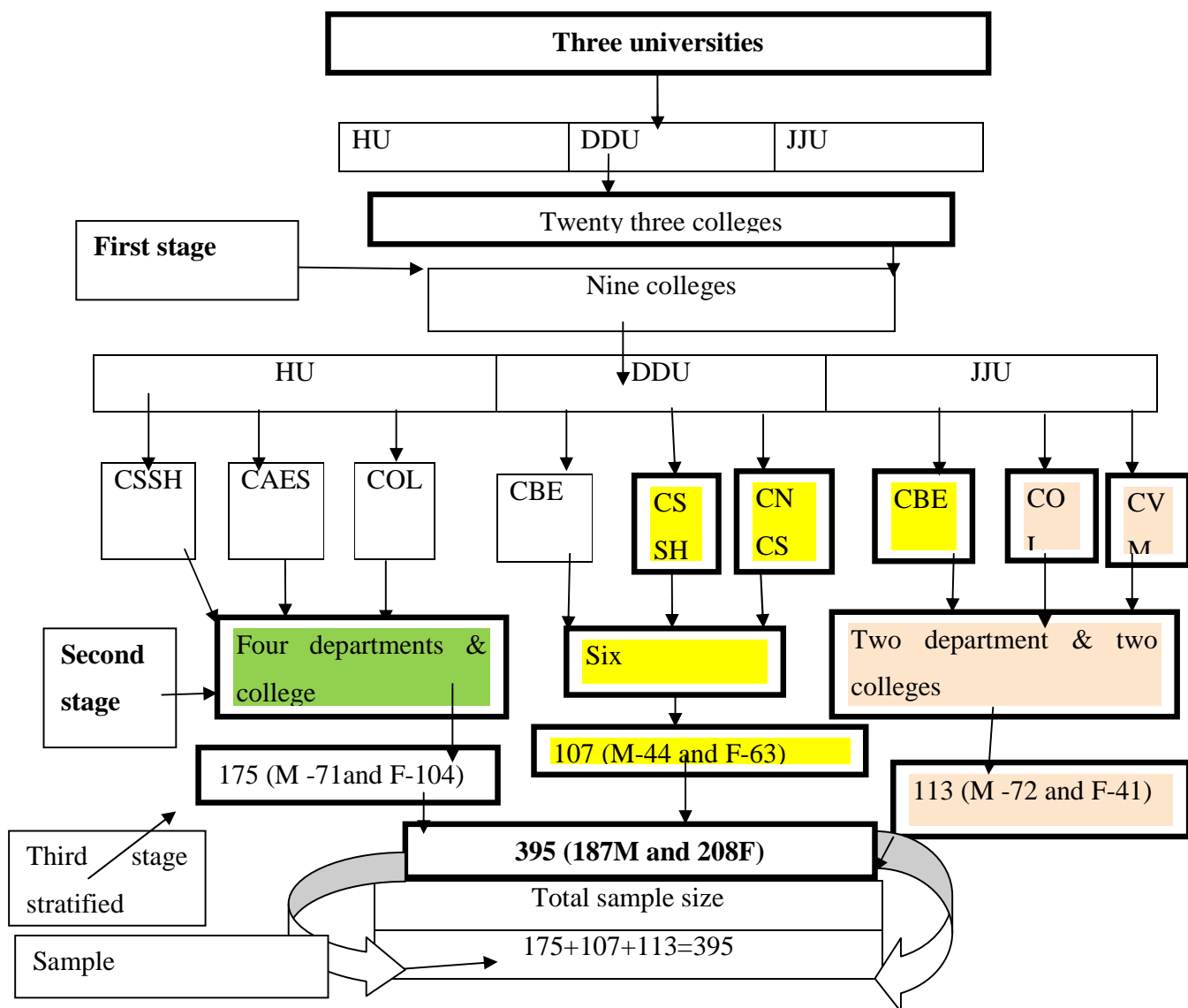


Figure1 1: Multi-Stage Sampling Procedure of the Study

Table 1: Population, sample size and sampling techniques

Universities	Colleges	Departments	No. of female students	Sample size	No. of male students	Sample size	Smpleing technique
<b>HU</b>	CSSH	-Gender &Development	34	34	17	8	Random, Available& stratified
		-Urban Planning	15	15	23	9	
	COL	-College of Law	7	7	60	27	Random available& stratified,
	CAES	-Rangeland Management& economics	20	20	18	9	Random, Available& stratified
-Environment Sc.		28	28	30	18		
		<b>Total</b>	104	104	148	71	
<b>DDU</b>	CBE	-Logistic& supply chain managements	5	5	26	9	Random, available& stratified
		-Marketing	3	3	26	11	
	CSSH	-History and heritage management	5	2	29	8	Random, available& stratified
		-English	15	13	32	4	
	CNCS	-Statistics	52	32	8	4	Random, available& stratified
		-Mathematics	4	3	54	13	
		<b>Total</b>	84	58	123	49	
<b>JJU</b>	CBE	-Economics	6	6	37	18	Random, available& stratified
		-Public administration	7	7	29	13	
	COL	College of law	20	19	44	18	Random, available& stratified
	CVM	College of veterinary medicine	9	9	50	23	Random, available& stratified
		<b>Total</b>	42	41	160	72	

Source: Registrer office of HU,DD and JJU, 2016

### 3.5. Data Collection Instruments

The present study employed both quantitative and qualitative data collection techniques. Questionnaire and interview tools were used to gather the data. The quantitative data were gathered through questionnaires to generate prevalence of cause of GBV, perpetrator and victim types, and to measure risky behavior and relationship factors along with demographic traits and role of religious institutions. Qualitative data were collected through interviews. This information was used as a context in explaining the issues of GBV against graduating class female students and the role of religion institutions. The questionnaire items of the instruments were all written in English.

#### 3.5.1. Questionnaire

The researcher conducted a survey questionnaire on 175 HU, 107 DDU and 113 JJU graduating class female and male students in different departments to complete questionnaires. To make the study in-depth, the researcher used only graduating class female and male students because Andalem (2014) indicated that in Haramaya university those third year students were more likely to use substances than others. In conducting the survey, the researcher used the structured questionnaire because Kothari (2004) indicated close ended structured questionnaires are simple to administer and relatively inexpensive to analyze as the questions are presented in the same wording and order to all respondents.

In developing the questionnaire, the researcher adapted and used questionnaires from two authors (Linda L., *et al.*, 2005 and Alemayehu, 2011a and 2012b). The researcher used total 49 questionnaires. It had four categories. The first focused on background of informants, the second types of GBV and alternative solutions to alleviate the problems of GBV, the third causes of GBV against female students and the last category focused on roles played by religious institutions and the information gathered from focal points in this study. It administered and gathered by the researcher and enumerators. Moreover, a pilot test was conducted on HU, college

of IOT on civil egeerenning department on non selected population as a sample of the study. This test includes twenty respondents (ten female students and ten malestudents).

The objective of the pilot survey was to verify and validate the information gathered through questionnaire and intended to gather numerical information on facts and opinions. The survey also aimed at identifying types and frequency of GBV in HU, DDU, and JJU. The survey wasserved as an important source to include the views of male students about causes of GBV male students.

Therefore, the clarity of the items to the respondents and the adequacy of time to respond the items were evaluated. The items has multiple choose and rated on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5(strongly agree). Cronbach's alpha of the scale was result in .70( $\alpha=.70$ ).

Table 2:Pilot test

Items	Part 1	Part 2	Part3
Number of Item	9	3	4
Alphavalue	.755	.936	.777

Sources:Survey collected by researcher from February to March2016

As it can be indicated in the table2, the study used close ended questionnaires as the principal data collection tool in order to get intensive information. It helps the respondents state their response freely without interference. Pre tested questionnaire was distributed randomly to students by data collectors. Completeness and fulfillment of all questions in the questionnaire by students was checked by the researcher and data collectors while collecting the questionnaire and incomplete questionnaire was refilled soon.

### 3.5.2. Interview

This method was convenient for both feminist and human rights research as it allowed peoples opinion to be prevailed. As Ritchie and Lewis (2003) indicated, in-depth interview is important because it brings people face to face and helps the interviewer get direct answer to the

asked questions that need further elaboration by the interviewee. In developing the interview instruments, the researcher adapted from (Linda L., *et al.*, 2005). In conducting the interview, the researcher used ten structured interview questions and interview with informants who are gender focal persons. Informants were individuals with rich knowledge of the topic and are also senior specialists in the area to be studied. Therefore, one individual from each of the following bodies were interviewed; 3 head of gender office (1 GenHU, 1 GenDDU & 1 GenJJU) and 3 the university's discipline committee office (1 DisCHU, 1 DisCDDU & 1 DisCJJU) and religious leaders (3 from Orthodox Tewahdo (1 OCHU, 1 OCDDU & 1 OCJJU), 3 Islam (1 IslamHU, 1 IslamDDU & 1 IslamJJU), 1 Protestant (1 PrHU, 1 PrDDU & 1 PrJJU) and 3 Catholic (1 CathoHU, 1 CaDDU & 1 CaJJU) religious leaders). A total of 18 informants from the above offices were selected based on proximity to the issue and seniority.

The interview was aimed at gathering information on the status of GBV, causes of GBV, and roles played by religious institutions in reducing GBV, in HU, DDU and JJU. Furthermore, it used to examine activities to be done to alleviate the problem of GBV in these study areas. In conducting the interview, the researcher used tape recorder to record their voice, to note taking especially for victims. The medium of communication for interview was Amharic.

### **3.6. Data Collection Procedure**

The first step was asking permission and recommendation letters from the College of Education and Behavioral Sciences. After getting the required permission, then the researcher has dealt with the subjects by herself.

### **3.7. Methods of Data Analysis**

After collecting data through questionnaire, the raw data was classified and tabulated depending on the kinds of question to make it manageable and understandable. Then after, the quantitative data were used to be analyzed by SPSS version 20 software. The qualitative data collected from interviewees were analyzed by thematic method. That was, information gained from qualitative data was analyzed and interpreted through categorization. Then the Amharic version responses

were translated into English for analysis. Different statistical tools such as frequency and percentage were used to analyse the collected data.

Moreover, descriptive analysis were used to describe variability and characteristics of the sample. Furthermore, inferential statistics like chi-square test, Kruskal-Wallis H mean rank order test and one way ANOVA were also used to interpret GBV against female students in the current study areas.

### **3.8. Ethical Considerations**

Informed consent from the individuals who participating in the study was the most important aspect of the study and they were requested to participate in the study. Participants were notified about the reasons and contents of the study prior to their participation. Undertaking informed consent becomes important to ensure that participating individuals are interviewed willingly and with adequate understanding of what the study entails. The researcher needed to obtain consent from respondents to participate in the study before the information was collected. Participants of the study was assured that their participation was voluntary and they were at liberty to withdraw from the research process at any time.

During the transcription and data analysis, anonymity was ensured through the allocation of pseudonyms. Informants were given a detailed explanation on how the information was handled such as the coding system so that the information cannot be traced back to identify the informants, except by the researcher.

## **4. RESULTS AND DISCUSSION**

This chapter consists of five parts. The first part deals with the socio demographic characteristics of respondents; the second part deals types of GBV, the third part deals the causes of GBV against female students, the fourth part deals about role played by religious institutions and the final part deals with the problems which were reported by female students, the available actions of concerned bodies and non-reported problems. These all part included in analysis, interpretation and discussion of data.

The data collected from the respondents are presented in tables followed by analysis, interpretation and discussion of results. The quantitative and qualitative data gathered, from 395 selected graduating class students' and 18(3 leaders of gender office, 3 leaders discipline committee, 12 leaders of religious institutions) each were subjected to analysis. Out of 395 questionnaires distributed to students, only 375(95%) questionnaire were filled and returned. Eighteen selected stakeholders were interviewed.

The findings of the study were categorized and presented in different parts based on the research questions so as to address the stated research objectives. Both quantitative and qualitative data were discussed simultaneously for triangulation. Quantitative data was discussed quantitatively while qualitative data was analyzed through thematically to balance the result obtained from quantitative data.

### **4.1. Socio-Demographic Characteristics**

This section shows the background of the respondents, such as, age, sex, college; department, CGPA, academic year and religion of the respondents on questionnaire (see table 3 below).



Table 3: Demographic characteristics of the respondents

Universities	Colleges	Female	Male	Total	Frequency and percentage					
					Fr	%	Fr	%	Fr	%
HU	CSSH	49	10	59	104	63.4	60	36.6	164	43.7
	CAES	48	25	73						
	COL	7	25	32						
				<b>164</b>						
DDU	CSSH	15	12	27	54	52.4	49	47.6	103	27.5
	CBE	8	20	28						
	CNCS	31	17	48						
				<b>103</b>						
JUU	COL	19	15	34	41	38	67	62	108	28.8
	CBE	13	31	44						
	CVM	9	21	30						
Total				<b>108</b>	<b>199</b>	<b>53.1</b>	<b>176</b>	<b>46.9</b>	<b>375</b>	<b>100</b>
Age		<b>Category</b>			<b>Fr</b>			<b>%</b>		
			<20		27			7.2		
			20-25		298			79.5		
			25-30		47			12.5		
			30-35		3			.8		
CGPA		<b>Category</b>			<b>Fr</b>			<b>%</b>		
		<2.00			35			9.3		
		2.00-2.50			85			22.7		
		2.5-3.00			192			51.6		
		3.50-3.50			35			9.4		
Religion		<b>Category</b>			<b>Fr</b>			<b>%</b>		
		Orthodox			156			41.6		
		Muslim			116			30.9		
		Protestant			54			14.4		
		Catholic			31			8.3		
Academic year		<b>Category</b>			<b>Fr</b>			<b>%</b>		
		3 <sup>rd</sup>			277			73.9		
		5 <sup>th</sup>			68			18.1		
		6 <sup>th</sup>			30			8.0		
Total					375			100%		

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Survey conducted by the researcher in February to March 2016, HU, DDU, and JJU

As it can be seen from table 3, out of 395 undergraduate students, 375 completed the questionnaire by giving a response rate of 95%. Regarding to sex, 199(53.1%) were females and 176(46.9%) were male respondents. The majority, 298 (79.5%) of respondents were in the age groups of 20-25 years old. 156(41.6%) of respondents were Orthodox, 116(30.9%) were Muslim, 54(14.4%) were Protestant, 31(8.3%) were Catholic and 18(4.8%) were other religion followers respectively. 192(51.6%) of respondents said that their current CGPA was 2.50-3.00.

Regarding to universities, colleges and departments, the researcher took 164(43.7%) from HU (CSSH- 59 and COL- 32 and 73 from (CAES). It includes the department of gender and Development, Urban Planning, Law Department, Environmental Science, Range Land Management and Ecotourism; 103(27.6%) from DDU (CSSH- 27, CBE- 28 and CNCS- 48). It includes the department of Statistics, History and Heritage Management, English, Mathematics, Logistics and Marketing; and 108(28.8%) of respondents from JJU (COL- 34, CBE- 44 and CVM- 30). It includes the department of Law, Economics, Veterinary Medicine, and Public Administration. The majority of the study participants 224 (59.7%) were social science students while 73.9%, 18.1% and 8% of respondents were third, fifth and sixth year students respectively.

## **4.2. Types of Gender Based Violence against Female Students in Eastern Ethiopian Public Universities**

This part of the paper mainly deals with the status of psychological, sexual and physical violence against female students in the present student areas. In the current study from 199 female participants 79.4%, 68.7% and 57.1% of victimized female students have experienced psychological violence, sexual and physical violence by male students, teachers, and other male stakeholders of the universities.

### **4.2.1. Psychological violence**

This table explain that the responses of female respondents who had psychological violence perpetrated by males' students, male teachers and other male university stakeholders.

Table 4: Status of psychological violence responded by female students

Items		Non Victimed Female Students	Victimed Female Students	Total	%
1. Have you ever had a psychological violence during this year?	No	32	9	41	20.6
	Yes	9	149	158	79.4
<b>Among the universities</b>				Total	%
<b>Universities</b>	HU		82	101	81.2
	DDU		40	57	70.2
	JJU		36	41	87.8

**Which one of the following? \* Who was the perpetrator(s)/commit you? \* Female students Cross tabulation**

		<b>Who was the perpetrator(s)/commit you?</b>																	
		Boyfriend		Teachers		University Male students		Stakeholders		Your intimate partner		Students & stakeholders		Teachers & your intimate partner		Othes		Total	
		Fr	%	Fr	%	Fr	%	Fr	%		%	Fr	%	Fr	%	Fr	%	Fr	%
2. Which one of the following?	Humiliating & degrading	2	13.3	20	40	14	26.9	-	-	2	25	3	20	2	66.7	-	-	43	27.2
	Embracing	3	20	5	10	3	7.8	1	7.1	2	25	-	-	-	-	-	-	14	8.9
	Threatened & teasing	-	-	13	26	4	7.7	1	7.1	1	12.5	5	33.3	-	-	-	-	24	15.2
	Verbal harassments	4	26.7	4	8	22	42.3	5	35.7	-	-	4	26.7	-	-	-	-	39	24.7
	Cruel punishment	-	-	2	4	-	-	7	50	-	-	-	-	-	-	-	-	9	5.7
	All	6	40	6	12	9	17.3	-	-	3	37.5	3	33.3	1		1		29	18.4
Total		15		50		52		14		8		15		3		1		158	100

Survey conducted by the researcher in February to March 2016, HU, DDU, and JJU

Among the universities, as it can be indicated on the above table the status of psychological violence from each university were 81.2% of HU, 70.2% of DDU and 87.8% of JJU female students were victimized in the present study areas respectively.

As it can be seen table 4, item No.1, about 158(79.4%) of victimized female students have experienced at least one instance of psychological violence. Specifically, 27.2% of victimized female respondents were experienced through humiliating and degrading;8.9% of them have been experienced through embarrassing. Moreover, about 15.2%, 24.6%,5.7%, and 18.4% of victimized female students were experienced through threatened and teasing, verbal harassment, cruel punishment, and all types of psychological violence respectively.

In the above table 4, item No.2, explain that the perpetrator of psychological violence were 13.3%, 40%,26.9%, 25%, 20%, and 66.7% of boyfriend, teachers, university male students, intimate partner of the respondent, students and stakeholders, teachers and intimate partner of the respondent committed psychological violence on victimized female students through humiliating and degrading respectively. Similarly,20%, 10%,7.8%,7.1%, and 25% of boyfriend, teachers, university male students, stakeholders, and intimate partner of the respondent committed psychological violence on victimized female students through embracing respectively.

In addition,26%, 7.7%, 7.1%, 12.5%, and 33.3% of teachers, university male students, stakeholders, intimate partner of the respondent, and students and stakeholders committed psychological violence on victimized female students through threatened & teasing respectively. While 26.7%, 8%, 42.3%, 35.7%, and 26.7% of boyfriend, teachers, university male students, stakeholders, and intimate partner of the respondent committed psychological violence on victimized female students through verbal harassments respectively.

Moreover, 4% and 50% of teachers and stakeholders committed psychological violence on victimized female students through cruel punishment respectively and also 40%, 12%, 17.3%, 37.5%, 20%, 33.3% of boyfriend, teachers, University male students, intimate partner of the respondent, students and stakeholders, teachers and intimate partner of the

respondent committed psychological violence on victimized female students through all types respectively. The magnitude about 30.7% and 47% were committed three times and more than three times respectively within a week.

#### 4. 2.2. Sexual violence

This table explain that the responses of female respondents who had sexual violence perpetrated by males' students, male teachers and other male university stakeholders. In the current study from 199 female participants 134 (68.7%) of victimized female students have experienced sexual violence.

Table 5: Status of sexual violence responded by female students

1. Have you ever had a sexual violence during this year?		Non Victimed Female Students		Victimed Female Students		Total									
		Fr	%	Fr	%	Fr	%								
No		33	28	61	31.3	61	31.3								
Yes		8	126	134	68.7	134	68.7								
<b>Among the universities</b>															
Universities		Fr		Total		%									
		Fr	%	Fr	%	Fr	%								
		HU	75	101	74.3										
		DDU	34	56	60.7										
		JJU	25	38	65.8										
		Total													
<b>Who was the perpetrator(s)/commit you?</b>															
2. Which one of the following?		Boyfriend		Teachers		University Male students		Stakeholders		Your intimate partner		Others		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Sexual assault	Sexual assault	6	20	2	8	8	19	6	33.3	1	9	4	50	27	20.1
	Sexual offense	13	43.3	17	68	27	64.3	7	38.9	6	54.5	2	25	72	53.7
	Sexual Coercion	10	33.3	3	12	6	14.3	5	27.8	4	36	2	25	30	22.4
	Rape	1	3.3	3	12	1	2.4	-	-	-	-	-	-	5	3.7
<b>Total</b>		30	100	25	100	42	100	18	100	11	100	8	100	134	100

Survey conducted by the researcher in February to March 2016, HU, DDU, and JJU

Among the universities, as it can be indicated on the above table 5, the status of sexual violence from each university was 74.3% of HU, 60.7% of DDU and 65.8% of JJU female students were victimized in the present study areas respectively. As indicated from the table 5, item No. 1, explain that sexual violence was the second frequently committed type of GBV in the selected study areas which was reported by 134 (68.7%) of female students have experienced at least one instance of sexual violence. Specifically, 20.1%, 53.7%, 22.4% and 3.7% of victimized female students had experienced sexual assault, sexual offense, sexual coercion and attempts to rape respectively.

As indicated from the table 5, item No 2, explain that, the perpetrator of sexual violence were 20%, 8%, 19%, 33.3%, 9%, 50% of boyfriend, teachers, university male students, stakeholders, intimate partners of the respondent, and others committed sexual violence on victimized female students through sexual assault respectively. Similarly, 43.3%, 68%, 64%, 38.9%, 54.5% and 25% of boyfriend, teachers, university male students, stakeholders, intimate partners of the respondent, and others committed sexual violence on victimized female students through sexual offence respectively.

In addition, 33.3%, 12%, 14.3%, 27.8%, 36%, and 225% of boyfriend, teachers, University male students, stakeholders, intimate partners of the respondent, and others committed sexual violence on victimized female students through sexual coercion respectively. Moreover, 3.3%, 12%, and 2.4% of boyfriend, teachers, and University male students committed sexual violence on victimized female students through rape respectively. The magnitude about 30.8% and 30.8% of victimized female students were committed more than two times and more than three times respectively within a week.

#### **4.2.3. Physical violence**

This table explain that the responses of female respondents who had physical violence perpetrated by boyfriends, university males' students, male teachers and other male university stakeholders. In the current study from 199 female participants 112 (57.1%) of victimized female students have experienced physical violence.

Table 6: Status of physical violence responded by female students

1. Have you ever had a physical violence during this year?		Non Victimed Female Students		Victimed Female Students				Total		%									
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%								
No		32		52		84		42.9											
Yes		9		103		112		57.1											
Total		41		155		196		100											
<b>Among the universities</b>																			
<b>Universities</b>		Fr		Total		%													
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%								
HU		63		100		63		44.6											
DDU		25		56		60													
JJU		24		40															
<b>Who was the perpetrator(s) / commit you?</b>																			
		Boyfriend		Teachers		Universit y Male students		Stakeholder s		Your intimate partners		Students & Stake holders		Teachers & your intimate partners		Other s		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Which one of the followin g?	Slapping	17	65.4	1	6.3	13	52	1	4.2	3	33.3	6	66.7	-	-	-	-	41	36.6
	Beating	3	11.5	10	62.5	4	16	10	41.7	2	40	1	11	1	25	-	-	31	27.7
	Battering	2	7.7	1	6.3	8	32	2	8.3	-	-	1	11.1	-	-	-	-	14	12.5
	Attempte to rape	3	12.5	-	-	-	-	2	8.3	-	-	1	11	3	75	-	-	9	8
	All	1	3.8	4	25	-	-	9	37.5	-	-	-	-	-	-	3	-	17	15.2
Total		26		16		25		24		5		9		4		3		112	100

Survey conducted by the researcher in February to March 2016, HU, DDU, and JJU

As it can be seen from table 6, among the university, the status of physical violence from each university were 63% of HU, 44.6% of DDU and 60% of JJU of female students were victimized in the present study areas respectively. As it can be seen from table 6, item No.1, the prevalence of physical violence among victimized female students were 57.1%. Specifically, 36.6% of victimized female students have experienced slapping. About 27.7% of victimized female students have experienced beating; 12.5% of victimized female students have experienced battering. About 8% of victimized female students have experienced attempt to rape. And also 15.2% of female students have experienced all types of physical violence.

As indicated from the table 6, item No 2, explain that, the perpetrator of physical violence were 65.4%, 6.3%, 52%, 4.2%, 33.3%, and 66.7% of boyfriend, teachers, university male students, stakeholders, intimate partners of the respondent and students and stake holders committed physical violence on victimized female students through slapping respectively. Similarly, 11.5%, 62.5%, 16%, 41.7%, 40%, and 11% of boyfriend, teachers, university male students, stakeholders, intimate partners of the respondents, and teachers and intimate partners of the respondent committed physical violence on victimized female students through beating respectively.

And also 7.7%, 6.25%, 32%, 8.3% and 11% of boyfriend, teachers, university male students, stakeholders and students and stake holders committed physical violence on victimized female students through battering respectively. Moreover, 12.5%, 8.3%, 11%, and 75%, of boyfriend, stakeholders, students and stakeholders and teachers and intimate partners of the respondent committed physical violence on victimized female students through attempting to rape respectively. Finally, 3.8%, 25% and 37.5% of boyfriend, teacher and stakeholders committed physical violence on victimized female students through all types respectively. The magnitude about 34.7% and 23.1% of three times and more than three times victimized female students were committed within a week respectively.

In general, DisCO of HU, DisCO of DDU, DisCO of JJU, GenOf HU, GenOf DDU & GenOf JJU revealed that, GBV is usually seen on female students and it is common in the selected study areas



including psychological, sexual and physical violence against female students. The reasons for this might have reflected the fact that this type of violence was common place and almost expected.

### 4.3. Causes of Gender Based Violence against Female Students

The purpose of this part was to examine the causes of GBV against graduating class female students in HU, DDU and JJU. Respondents tried to category in the order regarding to the item number one, "What are the causes of GBV against female students in your university? (It is ranked from the most important to the least important (1-8) (see table 7 below).

Table 7: Summary of Kruskal Wallis mean rank order test on causes of GBV against female students

Item	DDU	N	Mean Rank
1. Watching Pornographic Film		103	217.07
2. Smoking Shisha		103	202.89
3. Smoking cigarette		103	189.21
4. Peer Factors		103	186.73
5. Negative Attitude towards Female students		103	181.75
6. Multi-sexual Partners		103	180.15
7. Chewing chat		103	175.75
8. Drinking alcohol		103	168.16
	HU		
1. Chewing chat		164	204.39
2. Negative Attitude towards Female students		164	204.32
3. Drinking alcohol		164	194.30
4. Peer Factors		164	194.08
5. Smoking Shisha		164	193.05
6. Smoking cigarette		164	190.55
7. Multi-sexual Partners		164	168.01
8. Watching Pornographic Film		164	155.13
	JJU		
1. Multi-sexual Partners		108	225.85
2. Watching Pornographic Film		108	210.19
3. Drinking alcohol		108	197.35
4. Smoking cigarette		108	182.97
5. Peer Factors		108	178.31
6. Chewing chat		108	174.79
7. Negative Attitude towards Female students		108	169.19
8. Smoking Shisha		108	166.13
	Total	375	

a. Kruskal Wallis Test,

b. Grouping Variable: Eastern Ethiopian public Universities

As it can be observed from table 7, item No. 1 to 8, the ranks of the eight independent variables on the three public universities were identified as watching pornographic film, Smoking Shisha, Smoking cigarette, peer factors, negative attitude towards female students, multi-sexual partners, chewing chat and drinking alcohol stood from the first to the eighth respectively. As indicated in the above table 7, watching pornographic film (217.07) is greater than in DDU than HU (155.13) and JJU (210.19). Smoking shisha (202.9) is, too. However, chewing chat (204.39) and negative attitude towards female students (204.32) are more prevalent in HU than the two universities. But multi-sexual partners (225.85) and watching pornographic film (210.19) are more common in JJU than the two universities. Drinking alcohol is, too.

#### **4.3.1. Substance use related factors to gender based violence**

Risky behaviors were caused to push female students to have GBV in their university life. GBV was measured through five items adapted from different authors. The items were answered in a “yes” or “no” response. These five items were “Do you drink alcohol?”, “Do you chew chat?”, “Do you smoke cigarette?”, “Do you watch pornographic film?” and “Do you smoke shisha?”. These were responded with a “yes” or “no” options. All items were adopted from (Veronica, 2007 and Alemayehu, 2012).

### 4.3.1.1. Drinking alcohol

This part indicated, that much female students were affected by GBV since they have been drinking alcohol in the selected study areas (see in the following table).

Table 8: The association between female students and drinking alcohol

Items		Frequency				Total	%	$\chi^2$	df	P
		Non victims Female		Victim Female						
1. Do you drink alcohol?	No	21	8	29	14.6	55.7	1	.000		
	Yes	20	150	170	85.4					
	Total	41	158	199	53.1					
2. How many days do you drink alcohol within a week?		Fr	%	Fr	%	50	29.9			
		7	35	41	45				48	28.7

**Source:** A survey conducted by the researcher in February- March 2016, HU, DDU, and JJU  
 $\chi^2$  is significant at  $\alpha=0.005$

As it can be seen in the table 8, item No.1, the descriptive result of this study show among over all female respondents 170(85.4%) of there were consumed alcohol from those 150(88.2%) of female respondents were victimed and 30.6% and 28% of female respondents used 2 and 3 days within a week.

As it can be seen from the table 8, item No.1, the computed chi-square ( $\chi^2$ )  $\alpha=0.05$  was found to be 55.7. This indicated the chi-square value is much exceed the critical region at  $\alpha=0.05$ ,  $df=1$ , 3.84. Therefore, it could be concluded that there was a significant associations between being females and alcohol drinking  $\chi^2(1, n=199) = 55.7, p \leq 0.05$ . This means it was found out that there were a significant percentages difference between (79.4%) and (20.6%), (68.7) and (31.3%), and (57.1) and (42.9%) psychologically, sexually and physically victimed and non victimed female students respectively.

As the interview which was made with discipline committee and gender office forwarded their ideas on the causes of GBV in the selected universities. All interviewees agreed with that addiction was a major factor that triggers to GBV.

*Alcohol is triggering points to mislead female students(DisCJJU). After examination, or just creating relaxation mood, most students drinking alcohol that leads them for GBV(DisCHU). Most of the time large number of male students spent their time in bar/accompanying with female students(GenHU)*

DisCHU, DisCJJU, GenHU and DisCDDU revealed that, most male students went to plain street and bar houses surrounding universities (from HU Bate, Gendeje and Gende Mude; from DDU Tony Bare and Wana Bar and from JJU in Jigjiga town) to use this drug. Then, after they become to the university and they meet female students late-night when the campus street-light is gone, when the female students went to their dorm from library or space, they faced GBV by those male students. In addition,

*Male students take female students to bar or restaurant outside the universities make females to drink, and then male students done what they wanted by using discouraging females, demoralizing, isolation, Sexual assault, Sexual offense, coercion and rape violence against female students. For these types of violence male instructors are using these GBV depended on grade (GenHU). Especially, verbal pressure for unwanted sexual activities was their common system to use to sexual violence depended on their power for sexual interest; demanding sexual inept (DisCHU).*

This was assured by researcher during data collection that most of the time, female students were faced GBV when they were drinking alcohol. Similarly, when male students consumed alcohol, they become perpetrated female student in the campus as well. Even though, these using substances were illegal action in the selected universities, students have substances uses. Only HU had its own policy to control sexual harassment and misconduct activities in the campus, but they didn't reduced GBV activities. Related to this Andualem (2014) suggested that in Haramaya

University, administration should improve the security services in the campus to control the use of substances inside the campuses and take the necessary measures to minimize and prevent sexual activities in the campus. However, the current result showthat drinking alcohol was one of the major causes of GBV against female students in these study areas. Therefore, GBV is very common in these study areas.

#### 4.3.1.2. Chewing chat

This part indicated that, much female students were affected by GBV since they have been chawing chat in the selected study areas (see on the table below).

Table 9: The association between female students and chewing chat

Items	Frequency						$\chi^2$	df	P
	Non victims Female		Victim Female		Total	%			
1. Do you chewing chat?	No	33	42	75	37.7	40.3	1	.000	
	Yes	8	116	124	62.3				
	Tota l	41	158	199	53.1				
		Fr	%	Fr	%	%			
2. How many days do you chewing chat within a week?		2	25	26	22	28	22.2		

**Source:** A survey conducted by the researcher in February- March 2016, HU, DDU, and JJU  
 $\chi^2$  is significant at  $\alpha=0.005$

As it can be indicated table 9, item No.1, from the total female respondents,124(62.3%) of them were experienced chewing chat; 116(93.5%) of them were victimed and 22% of female respondents used 5 days within a week.

As it can be seen from the table9, item No.1, the computed chi-square ( $\chi^2$ )  $\alpha=0.05$  was found to be 40.3. This indicated the chi-square value is much exceed the critical region at  $\alpha=0.05$ ,  $df=1$ ,

3.84. Therefore, it could be concluded that there was a significant association between being females and chewing chat  $\chi^2(1, n=199) = 40.3, p \leq 0.05$ . This means it was found out that there were a significant percentage difference between (79.4%) and (20.6%), (68.7) and (31.3%), and (57.1) and (42.9%) of psychologically, sexually and physically victimized and non victimized female students respectively.

The interview result was recommended appropriateness of the quantitative result of this study. Based on these, interviewees agreed with chewing chat was a major factor that resulted in a desire for GBV against female students in the selected study areas. The response was focused on the following issue. DisCHU, DisCDDU and DisCJJU & GenHU, GenDDU & GenJJU revealed that Gender based violence is very common in these study areas. Moreover,

*Chewing chat is responsible for the occurrence of GBV against female students for instance since it is not suitable to use chewing chat within the campus; they use it outside the campus together with male (DisCHU). Chewing chat makes it suitable for GBV. Because female students usually use chewing chat together with male, it is a triggering point to mislead female students in the campus and surrounding universities (GenHU).*

As the data portrayed from the interviewees, most of the time male students invited female students regarding to chewing chat in campus and surrounding the universities, since female students faced in different attention such as academic tension, negative feelings, isolated from their intimate partners or boyfriend or like other case. Further, as the researcher understood from the data, chewing chat was one of the major cause of GBV against female students in these study areas.

#### **4.3.1.3. Smoking cigarette**

This table indicated that, much female students were affected by GBV since they smoking cigarette in the selected study areas (see table 10 below).

Table 10: The association between female students and smoking cigarette

Items	Frequency		Total	%	$\chi^2$	df	P	
	Non victims Female	Victim Female						
1. Do you smoking cigarette	No	31	55	86	43.2	22.1	1	.000
	Yes	10	103	113	56.8			
	Total	41	158	199	53.1			
2. How many days do yousmoking cigarette within a week?	Fr	Fr	%					
	2	22	32	31.7	34	30.9		

**Source:** A survey conducted by the researcher in February- March 2016, HU, DDU, and JJU  
 $\chi^2$  is significant at  $\alpha=0.005$

As it is seen from table 10, item No.1, in this study areas, 113(56.8%) of female respondents smoked cigarette; 103(91.2%) of respondents were victimized female respondents and 31.7% of female respondents used 2 days within a week.

As it can be seen from the table 10, item No.1, the computed chi-square ( $\chi^2$ )  $\alpha=0.05$  was found to be 22.1. This indicates the chi-square value is much exceeded the critical region at  $\alpha=0.05$ ,  $df=1$ , 3.84. Therefore, it could be concluded that there is a significant association between being females and cigarette smoking  $\chi^2(1, n=199) = 22.1, p \leq 0.05$ . This means it was found out that there were a significant percentages difference between (79.4%) and (20.6%), (68.7) and (31.3%) and (57.1) and (42.9%) of psychologically, sexually and physically victimized and non victimized female students respectively.

Therefore, the data implies that smoking cigarette was one of the cause of GBV against female students to the present study. This strengthens that female students who smoked cigarette getting the chance to meet misbehavior of male students that increases their chance of being violated.

#### 4.3.1.4. Watching pornographic film

This part shows that, how much female students were affected by GBV since they have been watching pornographic film in the selected study areas (see table 11 below).

Table 11: The association between female students and watching pornographic film

Items	Frequency				Total	%	$\chi^2$	df	P
	Non victims Female		Victim Female						
1. Do you watch pornographic film?	No	30	18	48	24	67.9	1	.000	
	Yes	11	140	151	76				
	Total	41	158	199	53.1				
2. How many days do you watching pornographic film within a week?	Fr	%	Fr	%	41	27.3			
	1	9	40	28.8					

**Source:** A survey conducted by the researcher in February- March 2016, HU, DDU, and JJU  
 $\chi^2$  is significant at  $\alpha=0.005$

As it can be indicated table 11, item No.1, in the current study, 151(76%) of female respondents were involved in the stated order watched pornographic film; 140(92.7%) of them were victimized and 28.8% of female respondents used 2 days within a week.

As it can be seen from the table 11, item No.1, the computed chi-square ( $\chi^2$ )  $\alpha=0.05$  was found to be 67.9. This indicates the chi-square value is much exceed the critical region at  $\alpha=0.05$ ,  $df=1$ , 3.84. Therefore, it could be concluded that there is a significant associations between being females and watching pornographic film  $\chi^2(1, n=199) = 67.9, p \leq 0.05$ . This shows there is significant percentages difference between (79.4%) and (20.6%), (68.7) and (31.3%), and (57.1) and (42.9%) of psychologically, sexually and physically victimized and non victimized female students respectively.



In the same way, interviewees agreed that watching pornographic film was the major cause of GBV against female students in the selected study areas. DisCDDU, DisCJJU, GenDDU & GenJJU revealed that watching pornographic film was invited points to mislead female students.

*Most of the time large number of male students spent their time in party houses with female students (DisCDDU). Most female students went with male students to party houses in and outside the universities to watch pornographic film (GenDDU). Through process they adapted and act the film actor's style (DisCJJU).*

According to the above reflections, female students were vulnerable when they stated to watch pornographic film. Both quantitative and qualitative data imply that an increasing number of female students watch pornographic film and this indicates that the higher institution female students were vulnerable to GBV. A Hald, *et al.*, (2010) with their review on non-experimental studies have also shown that a significant positive association exists between watching pornography film and having a supportive attitude towards violence against women.

#### 4.3.1.5. Smoking shisha

This part indicated shows that, that much female students were affected by GBV since they have been chewing chat in the selected study areas (see talbe 12 below).

Table 12: The association between female students and smoking shisha

Items		Frequency				Total	%	$\chi^2$	df	P
		Non victims Female	Victimed Female	Fr	%					
1. Do you smoke shisha?	No	29	76		105	53	6.5	1	.011	
	Yes	12	81		93	47				
	Total	41	157		198	52.8				
2. How many days do yousmoke within a week shisha?		Fr	%	Fr	%					
		2	16.6	30	36.1	32	33.7			

**Source:** A survey conducted by the researcher in February- March 2016, HU, DDU, and JJU  
 $\chi^2$  is significant at  $\alpha=0.005$

As it can be seen in table 12, item No.1, the current result indicated that 93(47%) of female respondents smoked shisha; 81(87.9%) of them were victimed and 36.1% of female respondents used 2 days within a week.

As it can be seen from the table 12, item No.2, the computed chi-square ( $\chi^2$ )  $\alpha=0.05$  was found to be 6.5. This indicated the chi-square value is much exceed the critical region at  $\alpha=0.05$ ,  $df=1$ , 3.84. Therefore, it could be concluded that was a significant associations between being females and smoking shisha  $\chi^2(1, n=199) = 6.5, p \leq 0.05$ . This means it was found out that there were a significant percentages difference between (79.4%) and (20.6%), (68.7) and (31.3)%, and (57.1) and (42.9%) of psychologically, sexually and physically victimed and non victimed female students respectively.

On the other way, the qualitative result, the interviewees agreed on smoking shisha was one of the cause of GBV against female students in a desire for GBV against female students in the selected study areas. *Smoking shisha was the ambition to get everything at a time is a triggering*

*point to mislead female students (DisCDDU). DisCHU, DisCDDU, DisCJJU revealed that, most of the time many of female students spend their time in shisha houses with male students surrounding/outside the universities like Bate, Gendeje, Gende Boye, Tony Bar, Wana Bar and in JJU, in Jigjiga town outside the university to use these substances. Because shisha and bar houses were merchants, so, students have got these substances from the communities.*

*Since, female students enjoyed by this substance both female and male student's relationship was increased because they share only single material (a water pipe pot) for all smokers in one shisha house (GenDDU). And also when their relaxation was higher, female students become easily vulnerable (GenDDU).*

The response shows that smoking shisha is one of the cause of GBV against female students in these study areas. Both quantitative and qualitative data shows using shisha excessively decrease the conscious level of the users. This could hurt those in different ways. Shisha users could not protect themselves from such attack or they may not know what is happening up on them. This problem happens usually when they use shisha together with males.

Regarding to these, as it can be seen the table, risky behaviors among female students were the causes of GBV against female students as indicated in the present result. It was concerning too risky behaviors which were positively associated with the whole victimization. Risky behaviors such as frequent substance use like chewing chat, smoking shisha, drinking alcohol, and watching pornographic film can uncovered female students to the situations where sexual violence's are highly probable, such as unwanted sexual interactions (Arnold *et al.*, 2008 and Alemayehu, 2011 and 2012). The qualitative results highly agreed the result which obtained in the quantitative data. Interviewees from gender office said that,

GenHU, GenDDU & GenJJU also responded that relaxation to increase performance by reading especially with watch pornographic film, chat and alcohol with peer pressure were the major causes of GBV for female students. They also revealed that addiction of risky behaviors, dependency by male students and male teachers were high during examination times and after examination time.

To sum up, the high prevalence in the current study areas could be attributed to the study assumption, which means obtained to the study students who used at least one of the substances even two times within a week were considered as user so that the overall prevalence would increase GBV. According to the data obtained from quantitative and qualitative data watching pornographic film, chewing chat, smoking shisha and drinking alcohol were the most commonly causes of GBV against female students.

#### 4.3.2. Relationship related factors to gender based violence

This part deals with peer factors, negative attitude towards being female students and multi-sexual partners to female students that causes of GBV against female students.

Table 13: Summary of one way ANOVA results for the difference between non victimed and victimed female students on relationship related factors to GBV

Items		SS	df	MS	F	Sig.	Mean	SD
1. Most of the time, I do what my partner wants to do	Between Groups	.912	1	.912	1.305	.255	4.07	.848
	Within Groups	137.641	197	.699				
	Total	138.553	198					
2. When my partner asks and I disagree, my partner gets his way most of the time	Between Groups	3.260	1	3.260	6.165	.014	4.00	.894
	Within Groups	104.177	197	.529				
	Total	107.437	198					
3. My partner might be having sex with someone else	Between Groups	43.727	1	43.727	30.85	.000	4.00	1.02
	Within Groups	279.097	197	1.417				
	Total	322.824	198					

The mean is significant at  $\alpha = 0.05$

##### 4.3.2.1. Peer factors

Eventhough, peer factors shows that negative or positive influence, in the present study the researcher wants to show the negative influence. As it can be indicated the table 13, item No.1, the computed mean score ( $M=4.07$ ) shows that the respondents agreed on most of the time, she does

what her partners wants to do. However, the computed standard deviation (SD=0.848) indicates that there was almost no deviation among their response on the issues. Similarly, as it can be seen in table 13, item No.1, the computed F-value at  $\alpha = 0.05$ ,  $df(1,197)$  was found to be 1.305. This is much less than the critical value at the same alpha value and  $df$  is =0.94. Therefore, it can be concluded that there were no statistically significant mean difference between being female students and peer factors,  $F(1,197)=1.305, p>0.05$ , one tailed. This means it was found out that there were no a significant mean difference between victimized and non victimized female students due to peer factors.

But interviewees from gender office said that,

*Peer factor was the major factor to violent female students in the higher institutions (GenDDU). Most female students experienced GBV through peer pressure (GenJJU). Mainly students before they join to the university, they may not have an exposure for drinking alcohols, chewing chat, smoking cigarettes and, smoking shisha but they were started from their friends after wards; exposure through the force of peer pressure (GenHU). Regarding to those they become adopted peer factors (GenHU).*

According to the above reflection, a peer factor was not one of the serious cause of GBV against female students in the current study areas. This indicates that the higher pressure and the higher exposure not to be involved in a risky behavior to female students. However, according to Bauermeister, *et al.*, (2009) girls give greater weight to their female peers' norms on sexual behaviour and may be more likely to comply with their peers' norms to avoid exclusion. Similarly, Alemayehu (2012) stated that female encouragement of sexual behaviour is linked to overall sexual violence. It could be that friends' pressure was evident in the early stages of sexual attracted to the opposite sex relations and that as a young woman gets more involved in these social contexts, other factors such as using alcohol becomes more important, particularly for victimization.

#### **4.3.2.2. Negative attitude towards female students**

Although, negative attitude towards female students shows that negative or positive attention directions, in the present study as it can be indicated the table 13, item No.2, shows that, the

negative attention. The computed mean score ( $M=4.00$ ) show that the respondents were agreed on when their partner asked and they disagree, their partner got their way most of the time. However, the computed standard deviation ( $SD=0.894$ ) were indicated that their was almost no deviations among their response on the issues. As it can be seen table 13, item No.2, the computed F-value at  $\alpha =0.05$ ,  $df(1,197)$  was found to be 6.165. This is much greater than the critical value of the same alpha value and df. Therefore, it can be concluded that there were statistically significant mean differences between negative attitude towards female students and being femals,  $F(1,197)= 6.165, p<0.05$ , one tailed. This means it was found out that there were a significant mean difference between victimed and non victimed female students due to negative attitude towards female students.

According to Lacasse and Mendelson (2007), a tolerant attitude towards sexual progressiveness and male dominance in sexual relationships among young women may also increase their vulnerability to sexual violence victimization. Similarly, they said young women who are tolerant of traditional and stereotypic male supremacy in sexual relations might give priority to the satisfaction of men's sexual desire to conform to societal norms. Like an attitude, inturn, might influence these women to become more compliant to men's sexual advances even if they are unwanted (Enosh, 2007). In the present study interview, *negative attitude towards being female students was factor that results in a desire for GBV against female students in the selected study areas (DisCDDU).*

*Negative attitude towards being female students was one of the cause of GBV (DisCJJU). As the society's beliefs (norm and culture), students place where they came from were pushed them to participated in GBV issues (GenHU). For instance, if someone insults you and you believe that was abusing (GenDDU). As their point of view, most of the time male students had negative attitude towards being female student's personalities, because culturally male students accepted that female students must dominated by male students based on these, male students think most female students are powerless (GenHU).*

So, from the above explanation, the researcher can conclude that erroneous perception about female students contributes to incidence of sexual violence. Males usually perceive that female students who are abused negatively have a desire to have sexual intercourse. Essentially, they advanced to have it. Unless females were not voluntary, they tried to violate them. Wrong

perception about female students who used to substance contributes for occurrence of GBV. Similarly, male student and male teachers or other staff members who engage with multiple sexual partners were highly perpetrated sexual violence when they had hostile and dominant attitudes towards female students.

#### 4.3.2.3. Multi sexual partners

As it can be seen from the table 13, item No.3, the computed mean score ( $M=4.00$ ) show that the respondents agreed on their partner might be having sex with someone else. Similarly, the computed standard deviation ( $SD=1.02$ ) were indicated that there was deviations among their response on the issues. Moreover, as it can be seen the same table 13, item No.3, the computed F-value at  $\alpha = 0.05$ ,  $df(1,197)$  was found to be 30.865. This is much greater than the critical value of the same alpha value and df. Therefore, it can be concluded that there were statistically significant mean differences between being female students and multi sexual partners,  $F(1,197)=30.865$ ,  $p<0.05$ , one tailed. This means it was found out that there were a significant mean difference between victimized and non victimized female students due to multi sexual partners. As the interview made with discipline committee and gender office were responded that,

*The multiple sexual partners was causes that results in a desire for GBV against female students in the selected study areas (DisCHU). A desire to sexual relationship could be the key factors (GenJJU). In related to substance used and watched pornographic film in addition to these grade was the most facilitator to invite female students for multi sexual partners (GenHU). If female students addicted, they practiced multi sexual partners easily (DisCDDU). The grading was the key issue for those female students who have less performance exam results in the academic courses (GenHU). Misunderstood the concept if the male students came from a wealthy family, based on these they were more involved in having multiple sexual partners (DisCJJU).*

The researcher can conclude that a multi sexual partner was the causes for GBV against female students in the selected study areas. They interred to these problems when female students have desire to have a relationship to addicted behaviours and low academic performance. Alemayehu (2011) suggested that multiple sexual partners, and use of alcohol or other soft drugs (Chat or

shisha) were factors associated with higher levels of sexual violence victimization to young female secondary school students.

To sum up, as it can be seen in the present data analysis result, substance use related factors (risky behaviors) and relationship related factors were the causes of three types of GBV such as psychological, sexual and physical violence in these study areas. Female students used substances usually with male students and they spent a long time with male students in the same room, it increased the chance of getting GBV. Perpatrators considered, female students used substances they have a desire to GBV. The results of wrong perception of male perpatrators make victimed females students more prevalent of GBV among substance user than non-substance users. Thus, female students who used substances were prone for GBV. This might be due to the nature of alcohol in decreasing inhibitions, altering rational decision making and increasing risky taking behavior (Dereje, *et al.*, 2005). Use of substances and illicit drugs also linked with risky of GBV.

Generally watching pornographic film, smoking shisha, chewing chat, negative attitude towards female students, multi sexual partners, and drinking alcohol were the major causes of GBV against female students in the current study areas. The present data analysis results revealed that these causes were pushed female students to violated by perpatrators. It increases the risky of victimization and perpetration by perpatrators. Risky behaviors and relationship factors increased female students vulnerability in the case GBV against female students in the present study areas.

#### **4.4. The Roles Played by Religious Institutions**

According to Alemayehu's (2012) recommendation, an additional research is needed to determine the mechanism by which being religiousness serves as a protective factor as a moral value. Based on this recommendation, the present research included the role of religious institution in the selected areas. Roles played by religious institutions were responded by the participants. It had four items responded by "Yes" or "No" items.



Table 14: The roles played by religious institutions through assising victimed female student on GBV

Items		NVFS	VFS	Total	%	Male	%	Total	%	df	$\chi^2$	Sign
1. Are there Religious bodies/institutions that assist victims of GBV against female students surrounding your university	No	15	95	110	55.3	83	47.2	193	51.5	1	7.297	0.007
	Yes	26	63	89	44.7	93	52.8	182	48.5			
	Total	41	158	199	100	176	100	375	100			
2. Did you believe that Religious institutions provide training about respecting each other, and other issues to reduce GBV against female student surrounding your university?	No	16	78	94	47.2	67	38.1	161	41.9	1	1.397	0.237
	Yes	25	80	105	52.8	109	61.9	214	57.1			
	Total	41	158	199	100	176	100	375	100			
3. Did you believe that religious institution can provide information on GBV issues, based on religious scriptures and teaching surrounding your university?	No	15	96	111	55.8	87	49.4	198	52.8	1	7.729	0.05
	Yes	26	62	88	44.2	89	50.6	177	47.2			
	Total	41	158	199	100	176	100	375	100			
4. Did you believe that religious institutions gave counseling service to victim students surrounding your university?	No	15	95	110	55.3	83	47.2	193	51.5	1	7.297	0.007
	Yes	26	63	89	44.7	93	52.8	182	48.5			
	Total	41	158	199	100	176	100	375	100			

NB.df=1,ni=199,  $\chi^2$  critical value =3.841, NVFS-non victimed female students ,VFS-victimed female students

As it can be seen from the table 14, item No.1, out of the total response rate 89(44.7%) of female respondents said that, yes religious institution assisted victimized female students based on their religious doctrine in the present study areas, 63(70.8%) of respondents were victimized. Similarly, this result was supported by 93(52.8%) of male respondents said that, yes religious institutions assisted victimized female students based on their religious doctrine in the present study areas. Regarding to religious institutions, religious leaders have roles to play in averting human suffering that includes GBV. The role of some religious leaders in responding to GBV including fellowship of Christian Councils and Churches in the Great Lakes and Horn of Africa was acknowledged and made for other methods to be adopted including comprehensive interfaith approach (ACRL, 2010).

As it can be seen from the table 14, item No.1, the computed chi-square ( $\chi^2$ )  $\alpha=0.05$  was found to be 7.297. This indicated the chi-square value is more exceed the critical region at  $\alpha=0.05$ ,  $df=1$ , 3.84. Therefore, it could be concluded that was a significant associations between being females and the role of religious institutions that assisting them  $\chi^2(1, n=199)=7.297$ ,  $p\leq 0.05$ . This means it was found out that there were a significant percentages difference between victimized and non victimized female students.

The interview result was highly supported by the quantitative result. It shows that the religious institutions assist victimized female students based on their doctrine. Interviewees from religious institutions, OCHU, OCDDU, OCJJU, IslamHU, IslamDDU, IslamJJU, PrHU, PrDDU, ProJJU, CaHU, CaDDU, CaJJU reported that, especially, Ethiopian's are culture oriented and faith-based people. And also, according to their report, human beings without the role of religious firms, the moral value are meaningless and less fruitful. Based on these

*Religious institutions create awareness and provide counseling service (OCHU). Religious institutions also remind the moral issue and culture oriented values; they can minimize the alarming rates of the violations (PrJJU). Having said this, they think that they have to organize and work together with the universities for more results (PrHU). In other case religious institutions did not*

*participate in race, ethnic, language or color separation in the campus (IslamHU). As a mosque teaching, young students need to be a better person by keeping their faith; and assisted victimized students psychologically, and academically by muslim female amirs (أنا) as much as possible if the students informed to muslim female amirs (أنا) because as Islamic religious doctrine muslim females haven't face to face communication with male muslim leaders (sheh).*

The present data analysis result indicated the activities of religious institutions. Smith (2003) suggested that this might be because young females who were extremely religious might have received more moral directives against taking part in risky behaviors. From these we understood that they might have formed strong friendship and relationship ties with like-minded youthful people who condemn involvement in risky behaviors and premarital sex. They might have also received equally reinforcing messages from students who also participate in religious services.

Since, it can be seen in the table 14, item No.2, out of the total respondents among 105 (52.8%) of female respondents said that, yes religious institution provide training about discipline, respecting each other and other issues to reduce GBV against female. From those, 80 (50.6%) of respondents were victimized. This result was supported by 109 (61.9%) of male respondents. In addition to this, some related literatures raised the issues like religiosity is an environmental factor that reduces young people's involvement in a host of risky behaviors (Kliewer & Murrelle, 2007). It is a personal belief in God/Allah and an indication of the degree of youth's internalization of their religious faith (Pearce, *et al.*, 2003). Most religious groups discourage involvement in risky behaviors, premarital sex and dating violence (Howard, *et al.*, 2003).

As it can be seen from the table 14, item No.2, the computed chi-square ( $\chi^2$ )  $\alpha=0.05$  was found to be 1.397. This indicated the chi-square value is less than the critical region at  $\alpha=0.05$ ,  $df=1$ , 3.84. Therefore, it could be concluded that there was no a significant associations between being females and the role of religious institutions that provide training about respecting each other, and other issues to reduce GBV against female student as their religious doctrine allow them  $\chi^2(1,$

$n=199$ )=1.397,  $p \geq 0.05$ . This means it was found out that there were no a significant percentages difference between victimed and non victimed female students.

However, the interview result was highly supported the quantitative result positively. It shows that religious institutions provide and give training about interesting issues for the selected campuses students. The interviewees from religious institutions said,

*Religious institution have roles to reduce GBV; religious leaders recommended that individual and risky behaviors were the causes of GBV which were highly facilitated female vulnerabilities (CaHU). They were considered themselves a culture oriented and faith-based country (CaDDU). So, to them without the role of religious firms, the moral value was meaningless and less fruitful (CaDDU). As a father and leader of the church, teaching young students were able to be a better person by keeping their faith (CaJJU). In addition they designed the core courses and given to the students were the major role of the religious leaders (OCHU). For instance, how to be a better person is one of them (PrDDU). The 5<sup>th</sup> pillars of the churches and behavioural coaching-training, self-confidence building training are also given to all youths but students didn't easily understand and did practically (OCJJU).*

This result indicates that there is no difference between non victimed and victimed female students when they gave training by religious institutions. Since, students were not change that training in to practical activities because they were dominated by risky behaviors and relationship factors.

As it can be seen from table 14, item No.3, 88(44.2%) of female respondents said that, religious institutions could provide information on GBV issues based on their religious scriptures and taught to university students, 62(70.5%) of the students are victimed students. It was supported by 94(48.5%) of male students. The current result was supported through related literature that provided information on GBV issues, based on religious scriptures and teachings (UNICEF, 2012; and USAID, 2009).

As it can be seen from the table 14, item No.3, the computed chi-square ( $\chi^2$ )  $\alpha=0.05$  was found to be 7.721. This indicated the chi-square value is more exceed the critical region at  $\alpha=0.05$ ,  $df=1$ , 3.84. Therefore, it could be concluded that there was a significant associations between being

females and the role of religious institutions that provide information on GBV issues, based on religious scriptures and teaching to reduce GBV against female student as their religious doctrine allow them  $\chi^2(1, n=199)= 7.721, p \leq 0.05$ . This means it was found out that there were a significant percentages difference between victimed and non victimed female students.

The interview result was highly supported the quantitative result. Giving information was one of the roles of religious leaders to reduce GBV against female students in the selected study areas. Interviewees from religious institutions said that,

*Female muslim religious amirs (أئمة) gave relevant information to female students regarding the environment of the universities related to the risky behaviors on their religious doctrine allow them (IslamDDU). This information was explained the impacts of substance abuse and relationship factors (IslamDDU). Religious leaders gave current information to students' related to vulnerability of female students in the universities (PrHU). Generally, how to be a better person, information service are addressed through religious institutions since people can listen them (OCDDU).*

From the above discussion, the researcher understood the quantitative and the qualitative data results that the religious institutions focused on their religious doctrine and they had roles to reduce GBV against female students surrounding these study areas. In this context, the religious leaders prepared and gave the information regarding GBV issues since female students affected through GBV in the selected areas. The current study indicated that the religious institutions should intervene and work together with these university stakeholders to reduce these problems easily if they get the chance to work together due to their religious doctrine.

As it can be seen table 14, item No.4, indicated that 89(44.7%) of female respondents said that, yes religious institutions gave counseling service to victimed female students who they lived in the current study areas since their religious doctrine allow them, 63(70.8%) were victimed female respondents. This result was supported by 93(52.8%) of male participants said that, yes religious institutions gave counseling service to victimed female students who lived in these areas as much as possible their religious doctrine allow them. The present result was supported by related literature such as the participants want to work with their religious institutions to make them safe

places for GBV victims female students. To facilitate this, religious educational institutions were needed to include these issues in curricula for religious leaders (USAID, 2009).

As it can be seen from the table 8, item No.4, the computed chi-square ( $\chi^2$ )  $\alpha=0.05$  was found to be 7.729. This indicated the chi-square value is much exceed the critical region at  $\alpha=0.05$ ,  $df=1$ , 3.84. Therefore, it could be concluded that was a significant associations between being females and the role of religious institutions that gave counseling service to victimed female students as their religious doctrine allow them  $\chi^2(1, n=199)= 7.729$ ,  $p \leq 0.05$ . This means it was found out that there were a significant percentages difference between victimed and non victimed female students.

The interview result had tended was highly supported by quantitative result and show that a religious institution had trends to assist victimed female students by giving training, giving information and counseling service to these victimed female students psychologically, academically, and other interesting things in the selected campuses. As the responses of OCHU, OCDDU, OCJJU, IslamHU, IslamDDU, IslamJJU, PrHU, PrDDU, PrJJU CaHU, CaDDU, CaJJU, religious leader were serving as a counseling grief management, stress management, and behavior management when as their religious doctrine allow them. And also, as their point of view being a religious person keeps the students away from those things they mentioned the above.

More over, OCHU, OCDDU, OCJJU, IslamHU, IslamDDU, IslamJJU, PrHU, PrDDU, PrJJU CaHU, CaDDU, CaJJU leader reviled that, in their religious institution, there is no direct association which participates to work with universities stakeholders. Because of this, religious institution, can't gave counseling services when female students have faced GBV. They live in their way as they know. Therefore, as their responses, the religious institutiosn needed associations which protect female students from being violated as much as possible when their religious institution doctrine allow them on female students were facing GBV problems.

To sum up, the results of this study might have implications for intervention of religious institutions the respondents were acknowledged it based on their religious doctrine. Even

though, religious institution had less serious forms of GBV against female students on the types of GBV directly with the universities, they need to educate female and male students on the risky behaviors and the relationship factors. In religious institution daily religious attendance of students, the message of priests through fifth pillars, Ten Commandments, counseling services and can also openly challenge norms that trivialize GBV as each religious institution principle allow them. The above information create awareness among students and discourage them from participating on the GBV issues such as psychological, sexual, and physical violence. Female students need to be encouraged to establish boundaries of relationship both in casual social situations and early stage of a relationship. According to Scott *et al.* (2006) stated that religious females regularly attended religious services which strengthen these females' for more opportunities to gain religious deterrents from taking part in risky behavior from their 'Niseha Abat.

#### **4.5. Reported and Non Reported Problems by Female Students about the Actions Taken by Concerned Bodies**

The present data revealed that, the main causes of GBV against female students in HU, DDU and JJU are watching pornographic film, drinking alcohol, chewing chat, multiple sexual partners, smoking shisha, negative attitude towards female students, smoking cigarette respectively. As a result of these, universities tried to resolving the causes of GBV against female students. As university, HU is one among the old and major public universities in the country; it has anti-sexual harassment and misconduct policy formed by university Senate Legislation (2007). This policy is tried to address by academic vice president (AVP), discipline committee, gender office, police and peace forum regard to GBV.

Accordingly, with regard to rules and disciplinary matters of the academic staffs, art. 13 sub art. 2 and 3 incorporate in the cases of violence of this policy by a student, the informal provider shall be entertained by the student disciplinary advisory committee; whether the alleged violation of this policy is committed by a staff, the informal procedure shall be entertained by the concerned disciplinary hearing committee. However, DDU and JJU do not have policy itself. Hence, a broader understanding of that article may allow GBV as one aspect of those

uncomfortable events to the university. In the current study areas there are some prospects in incorporating the directive and establishing the discipline committee and gender office. Thus, the absence of a sound law or specialized body on GBV would be narrowed, up on the inauguration of the committee.

#### 4.5.1. Reported problems by female students about the actions taken by concerned bodies

Table 15: Reported problems of GBV by female students

		Psychological violence		Victimed female students		
		F	%	F	%	
1. Did you report the problems/incidents to the legal body or authority?	No	129	77.2			
	Yes	38	22.8			
	Total	167	100.0			
		<b>Sexual violence</b>				
2. Did you report the problems/incidents to the legal body or authority?	No	107	74.8			
	Yes	36	25.2			
	Total	143	100.0			
		<b>Physical violence</b>				
3. Did you report the problems/incidents to the legal body or authority?	No	97	79.5			
	Yes	25	20.5			
	Total	122	100			
<b>To which legal body did you report? * Female students Universities Cross tabulation</b>						
4. To which legal body did you report?	Psychological violence		Sexual violence		Physical violence	
	Fr	%	Fr	%	Fr	%
Gender office	12	31.6	5	13.8	11	44
Discipline committee	17	44.7	25	69.4	12	48
Your department	4	10.5	2	5.6	1	4
Police	4	10.5	1	2.8	0	0
University administration office	1	2.6	3	8.3	1	4
Total	38	100	36	100	25	100

As it can be seen table 15, item No.1, out of the surveyed 199 female students only 38(22.8%) have reported to the concerned bodies when they have faced psychological violence in campus. In the present study areas, reported cases by victimed female students were 12(31.6%) and



17(44.7%) to the gender office and discipline committee when they have faced psychological violence respectively.

As it can be seen table 15, item No.2, out of the surveyed 199 female students only 36(25.2%) have reported to the concerned bodies when they faced sexual violence in campus. In the present study areas, reported cases by female students to the concerned bodies, were 25(56.8%) and 5(11.4%) to discipline committee and gender office when they have faced sexual violence.

As it can be seen table 15, item No.3, out of the surveyed 199 female students only 25(20.5%) have reported to the concerned bodies when they faced physical violence in campus. In the present study areas, reported cases by female students were 12(35.3%) and 11(32.4%) to discipline committee and the gender office when they have faced physical violence. The interview data result were supported the quantitative results.

*As soon as they come to the office, victimized students were advised to report whomever they trusted to tell their secret and they were select their preferred counselor and reported the issue to handle the secrecy. As gender office, no measures are taken by their office alone, but they organized to responsible parties (AVP) and discipline committee act together as much as possible. They said, they also follow up the cases if the responsible parties have taken a proper action or not. Punishment is existed; if there was evidence of very problem to use of punishment in many of the above reports (GenHU).*

So, the researcher can understand from these, the majority of victimed female students didn't reported their problems when they have faced GBV. Because the present data analysis result indicated that female students have another problems when they reported their problems.

#### **4.5.2. Actions and services taken by concerned bodies to reduce gender based violence**

Incorporating risky behaviors and relationship factors in universities' violence prevention program may minimize the occurrence of GBV. One of which is the approaches followed by different bodies working on GBV in the University. Almost all the selected bodies working on students acknowledged that GBV against female students was a violation of human rights. So that they take some measure (see table 16 below).

Table 16: Available activities of stakeholders protecting female students from GBV

Items	Psychological violence		Sexual violence		Physical violence	
	F	%	F	%	F	%
<b>1. What did these concerned bodies do to reduce these problems/incidents?</b>						
Giving training	7	14.9	4	9.5	6	18.2
Giving Warning	6	12.8	4	11.9	1	3
Giving punishment	5	10.6	6	11.9	7	21.2
Giving retirement letters from their work	6	12.8	3	4.8	1	3
Academic dismissal	6	12.8	3	11.9	2	6.1
Giving training & warning	9	19.1	6	14.3	8	24.2
Giving punishment & retirement letters	8	17	7	16.7	8	24.2
<b>Total</b>	<b>47</b>	<b>100.0</b>	<b>42</b>	<b>100.0</b>	<b>33</b>	<b>100</b>

As it can be indicated from the table 16, item No.1, the respondents said that in the selected study area, there was a trend to give training for male misbehavior and victimized female students. Based on these 14.9%, 9.5% and 18.2% of respondents acknowledge the concerned bodies gave training to the perpetrators and vulnerable female students when they faced psychological, sexual and physical violence respectively. Similarly, 12.8% and 11.9% and 3% of respondents acknowledge the concerned bodies gave warning to the male perpetrators when they committed female students' psychological, sexual and physical violence respectively. In addition, 10.6%, 11.9% and 21.2% of perpetrators were received punishment when they committed female students' psychological, sexual and physical violence respectively.

In other had 12.8% and 4.8% and 3% of respondents said the concerned bodies gave retirement letters to academic and non-academic staffs when they violated victimized female students psychologically, sexually and physically. 12.8% and 11.9% and 6.1% of respondents were

recommended that the concerned bodies gave academic dismissal to misbehavior students when they violated female students psychologically, sexually and physically. Moreover, those bodies have trended to give training and warning to 19.1%, 14.3% and 24.2% of perpetrators and victimized female students when they have misbehaviors. Finally, 17%, 16.7% and 24.2% of respondents received punishment & retirement letters when they committed victimized female students respectively. The quantitative results were highly supported by qualitative results. Interviews made with discipline committee,

*In HU three major measures were taken, like dismissal, fine (salary), promotion refusal from further merit rise, these measures were all taken on the instructors (DisCHU). In HU more than five measures are taken; dismissal, warning (written and voice), these measures were all taken on the students in present study areas (DisCHU). In DDU two major dismissal measures are taken from academic staff and one fine (salary) from non administration staff in 2016 (DisCDDU). Similarly, some measures taken on students from academic dismissal to warning (written and verbal) (DisCDDU). In JJU there is no written policy like HU, but they have rule to punish students (DisCJJU). Any student arrested with shisha, will be suspended for 2 years per JJU laws and regulations; as a result of these law, 4 students are fired /academic dismissed/, regarding chewing chat, if a student is arrested repeatedly (multiple times), the student is suspend for one year from the campus per the law (DisCJJU). As a result of this, 8 students are waiting a disciplinary action from the JJU within this year and the same principle were apply on other addictions too. However, the prevalence of GBV is not reduced (DisCJJU).*

DisCHU, DisCDDU, DisCJJU, GenHU, GenDDU & GenJJU explains that, there are clubs and organizations formed to tackle down the GBV. For instance peace forum, discipline committee, girls' union, big sisters club, female association, guard, policing club. All of these clubs established and work together to reduce the violations under the university system. Each of them has their own task and work accordingly. Based on these clubs there is a trend of giving training to girls and perpetrator when they committed female students as violence in the universities in all departments so that they could become mentors.

*The essence of the mentorship was giving assistance to girls when they have faced with any sorts of problems including GBV, which ushered a new modus operando in addressing the problems from its roots (GenHU). Girls by their own effort through monthly contribution have established a girls' club which comprised of*

*different sub-clubs one of which is the committee on sexual harassment and anti-ethical conduct which provide a cure-all to the specific problem (GenDDU).*

To sum up, the researcher understood the quantitative and qualitative data analysis results indicated us, the concerned bodies efforts were not as expected. However, the present data analysis result confirmed that, besides such shortcomings the concerned bodies or stakeholders of the universities are also short of being exchanged information to students, academic staff and non academic staff so that they could accept themselves through refraining from doing what was prohibited and behaves in accordance with the law. In relation to this the gender officers recommend that orientation on GBV are help students that, they couldn't escape from being legally responsible for whatever action they did including all types of GBV.

#### **4.5.3. What is/are the reason female students didn't report the causes of gender based violence to the concerned bodies**

Regarding to respondents response, whether female students did not report their problems to the concerned bodies( see table 11 below).

Table 17: Reasons for female students not reporting the problems/incidents

Items	Psychological violence		Sexual violence		Physical violence	
	F	%	F	%	F	%
Problems not reported by victimized female students	129	77.7	107	74.8	97	79.5
1. What is/are the reasons for not reporting the problems/incidents?						
Legal bodies no helpful	47	37.3	29	27.6	27	28.4
Afraid of partners	54	42.9	56	53.3	38	40.0
Threatened by resistance	6	4.8	3	2.9	4	4.2
Don't know	11	8.7	8	7.6	17	17.9
Total	126	100.0	105	100.0	95	100

As it can be indicated table 17, item No.1, out of 158 victimized female students 129(77.7%), 107(74.8%), and 79(79.5%) did not report to the concerned bodies when they faced psychological, sexual and physical violence in campus respectively. The major reasons for not reporting their problems were 47(37.3%), 29(27.6%) and 27(28.4%) of respondents

recommended that legal bodies were not helpful to all types of GBV in the selected study areas. Similarly, 54(42.9%), 56(53.3%), and 38(40%) of respondents replied that they were afraid of their partners. 6(4.8%), 3(2.9%) and 4(4.2%) of respondents said that, they were threatened by resistance. Similarly, 11(8.7%), 8(7.6%), 17(17.9%) of respondents didn't know how to report their problems when they faced GBV in the campus.

Interviewees from discipline committee and gender office said that,

DisCHU, DisCDDU, GenHU, GenDDU & GenJJU replied that, the level of GBV varies based on these female students didn't report their problems, because most students are afraid of their partners including teachers. That means to reduce self-isolation and be afraid of teachers and their groups. Similarly, female students considered legal bodies not helpful and lack of awareness how to report their problems were raised as a major cause to female students did not report their problems. Moreover, DisCHU, DisCDDU, GenHU reported that, there is a rumor among the campus community on the postponement of the enforcement and establishment of the necessary body for the index since doing so would persecute one of those, teachers and high-ranking campus officials, who is accused of GBV, and whose case is now being seen by pertinent bodies.

Therefore, both quantitative and qualitative data analysis results raised victimized female students did not report their problems when they faced GBV in their campus life. Why? Because university stakeholders' vacuum, the universities do not seem ready to incorporate and formally implement the university's policy itself as well as government policy on GBV. Besides this, the concerned bodies didn't address the proper behavior of those conducted with regard to students, academic staffs and non-academic staff, it seems like that the universities' stakeholders or concerned bodies took the stand that these members of the University should be governed by the legal bodies. Related to these, like the issues further deteriorate the trust of not only victimized but also of individuals who work in different universities as well as gender focal point bodies.

## 5. SUMMARY, CONCLUSION AND RECOMMENDATION

This part mainly presents the summary, conclusion and recommendations of the study.

### 5.1. Summary

The main purpose of this study was to identify the status and causes of GBV against on graduating class female students and the role of religious institutions in Eastern Ethiopian public universities. To this end, attempt was made to assess the status and identified causes of psychological, sexual and physical GBV committed against graduating class female students in these universities; pinpointed the roles played by religious institutions in reducing GBV in HU, DDU and JJU and provide alternative solutions to alleviate the problem of GBV in these Universities.

Finally, in order to achieve the objectives the study through answering four basic research questions like what is the status of gender based violence committed against graduating class female students in HU, DDU and JJU?; what are the causes of gender based violence against graduating class female students in Eastern Ethiopia Universities?; what are the roles played by religious institutions in reducing gender based violence in HU, DDU and JJU? And what has to be done to alleviate the problem of gender based violence? The study made an effort to come up with suggestions and forward recommendations.

A descriptive survey study with quantitative and qualitative method of data analysis was employed. Both quantitative and qualitative data were gathered for this study. The quantitative data were collected through questionnaire from both female and male undergraduate graduating class students at HU, DDU and JJU. The qualitative data were collected through interview with leaders of gender office, discipline committee, and from religious leaders. After collecting the data by using the above mentioned tools, both quantitative and qualitative data analysis methods were used in order to reach at the results. The major findings of this study are the following:

1. Regarding the status of GBV, 79.4% and 68.7% of victimized female students have experienced psychological and sexual violence respectively. Among the universities, the status of psychological violence was 87.8% in JJU. And also, the status of sexual violence was 74.3% in HU.
2. With regard to causes of GBV, according to Kruskal Wallis mean rank order, watching pornographic film and smoking shisha are the largest in DDU than the two. However, chewing chat and negative attitude towards female students were found to be more prevalent in HU than the two universities. And also, multi-sexual partners and watching pornographic film were found to be more common in JJU than the two universities. Drinking alcohol is, too. In terms of the percentage distributions, 85.4% of female students were found to have experience of consuming alcohol. Similarly, 62.3% of female students were experienced chewing chat. Moreover, 76% of female respondents were involved in the stated order watching pornographic film. On the same way, 47% of female respondents smoked shisha.
3. Regarding to the roles played by religious institutions, 44.7% of female respondents said that, religious institution assisted victimized female students in the present study areas as their religious doctrine allow them. Similarly, 44.2% of female respondents said that, religious institutions provided information based on their religious doctrine; Moreover, 44.7% of female respondents said that, religious institutions gave counseling service when as much as possible their religious doctrine allow them.
4. Regarding to the measures taken by the concerned bodies 24.2% of victimized female students reported that the perpetrators were given warning (written or verbal), 17% were punished by concerned bodies at low level management, 24.2% were punished by the top level management. On the top of this awareness trainings were given to female students as reported by 14.9%, 9.5% and 18.2% of psychologically, sexually and physically victimized female students.

## 5.2. Conclusion

Based on the findings stated on the summary part, the following conclusions are drawn:

1. According to the findings of the study, psychological and sexual violences of female students were the most common type of GBV in JJU and HU.
2. Regarding to the causes of GBV the study found that engagement with watching pornographic film and smoking shisha respectively are the major causes of GBV in DDU. However, chewing chat and negative attitude towards female students are the major causes of GBV in HU. And also, multi-sexual partners, watching pornographic film and drinking alcohol are respectively the major causes of GBV in JJU.
3. With regarding to roles played by religious institutions, the study concludes that they have to intensify their efforts to reduce GBV by assisting, providing information and giving counseling services to victimized female students when their religious doctrine allow them.
4. Finally, the roles played by the concerned bodies in reducing GBV was found to be insufficient.



### 5.3. Recommendations

Based on the major findings which stated on the summary and conclusion part, the following are made:

1. Jigjiga and Haramaya Universities should create awareness and give training for their students about substance use related factors and relationship related factors associated with GBV.
2. Eastern Ethiopian public Universities administration should improve the security in the campus compounds to control substance abuse inside the campuses and take the necessary measures to minimize and prevent GBV activities in the campus compounds. And also, they should reduce and possibly block accessibility of pornographic film on social media in the campus so as to reduce and prevent GBV. Similarly, Eastern Ethiopian public Universities administrations should offer basic and refresher training for students, academic and non academic staff members to decrease the opportunities on negative attitude towards female students, and multi-sexual partners for exposure to GBV.
3. Religious institutions need to focus on preventive programs and they should work together with stakeholders to bring about behavioral changes among the students on substance use related and relationship related factors.
4. Finally, Eastern Ethiopian public Universities and responsible persons (administration, discipline committee, gender office, police with religious institutions) should create awareness, prepare & give trainings to all students, academic and non academic staff and also, the communities living in the campus and outside the campus about substance use related factors and quit the supply of the substance to reduce causes of GBV.

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**APPENDIX I**

**HARAMAYA UNIVERSITY**

**POSTGRADUATE PROGRAM DIRECTORATE**

**DEPARTMENT OF PSYCHOLOGY**

**QUESTIONNAIRE TO BE FILLED BY GRADUATING CLASS**

**STUDENTS**

**Dear Students,**

The primary purpose of this questionnaire is to collect data for a thesis entitled “**Gender Based Violence against Female students’ and the role of Religions institutions in Ethiopian Public Universities.**” The quality and success of this study depends on the validity and reliability of the information that you provided to the researcher; therefore, you are kindly requested to give your genuine response to what you are asked regarding the problem. Your answers should be based on your practical experiences. The information you provide will be used for only academic purpose and kept confidential.

The researcher thank you in advance for your willingness, cooperation and timely responses for the survey questionnaires.

No need to write your name!!!!

Thank You!!

**PART I: BACKGROUND INFORMATION**

1. **University:** A. Haramaya B. Dire Dawa C. Jigjiga
2. **Sex:** A. Male B. Female
3. **Age:**  
A. <20 B. 20- 25 C.25-30 D.30-35 E. ≥35.
4. **College:**  
A. CSSH B.CAES C.COL D.CBE F. CNCS G. CVM
5. **Department:**  
A. Gender and Development B. Urban Planning C. Statistic  
D. Environmetal Science E. Economics F. Marketing  
G. History and Heritage Management  
H. English Language I. Public Administration J. Mathematics  
K. Rangeland Management & Economics  
L. Logistic & Supply Chain Managemen
6. **CGPA:**  
A. 2.00-2.5 B. 2.5-3.00 C.3.00-3.5 D. 3.5-4.00
7. **Your Academic Years:** \_\_\_\_\_
8. **Your Religion:**  
A. Orthodox Tewahido B. Muslim  
C. Protestant D. Catholic  
E. other (specify)\_\_\_\_\_

## **PARTE II: TYPES OF GENDER BASED VIOLENCE AGAINST FEMALE STUDENTS**

This part will help the researcher get information about **types of gender based violence against female students in HU, DDU and JJU on psychological, Sexual and physical violence experience, the magnitude of problems and the perpetrators/rapist. Please choose one or more alternatives from the given options.**

### **A. Psychological Violence Related Issues**

A. Understanding about causes of gender based violence against female students in HU, DDU and JJU is very critical issue. Therefore, please choose one alternatives and provide information for each question from the given options based on your experience that you think is the cause of GBV.

1. Have you ever had a psychological violence during this year? A. Yes B. No
2. If your answer is "yes" to question number 1 above, answer the following questions. Which one of the following is? (You can choose more than one option)
 

A. Humiliating and Degrading?	B. Embarasing
C. Threatens and Teasing	D. Verbal harassments
E. Cruel punishment	F. ALL
3. Who was the perpetrator(s) (who commit/rape on you)? (You can choose more than one option).
 

A. Boyfriend	B. Teachers	C. your intimate partner
D. Male students in the university		
E. Stakeholders ( any workers in your university)		
F. students and stack holders		
G. Teachers and your intimate partner		
H. Others (Specify) _____		
4. Did you report the problems / incident to the legal body or authority? A. Yes B. No
5. If your answer is "yes" to question number 4 above, answer the following questions. To which legal body did you report? (You can choose more than one option)
 

A. Gender office	B. discipline committee
------------------	-------------------------

- C. Your Department  
 D. Police  
 E. University Administration office  
 F. All  
 G. Other specify\_\_\_\_\_

6. What did these concerned bodies do to reduce these problems/incidents? (You can choose more than one option)

- A. Giving training  
 B. Giving warning  
 C. Giving punishment  
 D. Giving retirement letters from their work  
 E. Academic dismissal  
 F. Giving training & Giving warning  
 G. Giving punishment & Giving retirement letters from their work  
 H. Others (specify)\_\_\_\_\_

7. If your answer is ‘‘No’’ to question number 4 above, what is/ are the reasons for not reporting the problems/ incidents? (You can choose more than one option)

- A. Legal body not helpful  
 B. Afraid of parents  
 C. Threatened by rapist  
 D. Don't know

### B. Sexual Violence Related Issues

8. Have you ever had asexual violence within this year? A. Yes B. No

9. If your answer is ‘‘yes’’ to question number 8 above, answer the following questions. Which one of the following types of violence? (You can choose more than one option)

- A. Physical pressure for unwanted sexual activities  
 B. Verbal pressure for unwanted sexual activities  
 C. Sexual coercion (intercourse through the use of verbal pressure)  
 D. Sexual aggression (rape)

10. Who was your perpetrator(s) (violence on)? (You can choose more than one option)

- A. Boyfriend  
 B. Teachers  
 C. Male students in the University  
 D. Your intimate partner  
 E. Stakeholders ( any workers in your university)  
 H. Others (Specify)\_\_\_\_\_

11. For how many times? A. One B. Two C. Three D. More than three. 12.

Did you report the problems / incident to the legal body or authority? A. Yes B. No

13. If your answer is “yes” to question number 12 above, answer the following questions. To which legal body did you report? (You can choose more than one option)

- |                                     |                         |
|-------------------------------------|-------------------------|
| A. Gender office                    | B. Discipline committee |
| C. Your Department                  | D. Police               |
| E. University Administration office | F. All                  |
| G. Other specify_____               |                         |

14. What did these concerned bodies do to reduce these problems/incidents? (You can choose more than one option).

- |  |                       |                      |
|--|-----------------------|----------------------|
| A. Giving training   | B. Giving warning     | C. Giving punishment |
| D. Giving retirement letters from their work                     | E. Academic dismissal |                      |
| F. Giving training & Giving warning                              |                       |                      |
| G. Giving punishment & Giving retirement letters from their work |                       |                      |
| H. Others (specify)_____   |                       |                      |

15. If your answer is “No” to question number 12 above, what is/ are the reasons for not reporting the problems/ incidents? (You can choose more than one option)

- |                           |                      |
|---------------------------|----------------------|
| A. Legal body not helpful | B. Afraid of parents |
| C. Threatened by rapist   | D. Don't know        |

### 10. Physical Violence Related Issues

16. Have you ever had a physical violence during this year? A. Yes B. No

17. If your answer is “yes” to question number 16 above, answer the following questions. Which one of the following types of violence?

- |                           |            |              |
|---------------------------|------------|--------------|
| A. Slapping               | B. Beating | C. Battering |
| D. Attempted or thearened | E. All     |              |

18. Who was your perpetrator(s) (violence on)? (You can choose more than one option).

- |  |                               |                                |
|--|-------------------------------|--------------------------------|
| A. Boyfriend                                     | B. Teachers                   | C. Male students in University |
| D. Stakeholders( any workers in your university) |                               |                                |
| E. your intimate friend                          | F. Students and stack holders |                                |
| G. Teachers and your intimate partner            |                               |                                |
| H. Others (Specify)_____                         |                               |                                |

19. How many times have you ever had a problems?



G. Peer factors( )

H. Multi-sexual partners ( )

J. Others (specify) \_\_\_\_\_

25. Do you drink alcohol? A. Yes B. No
26. If your answer is "yes" for question number 25 above, how many days are you drinking alcohol within a week?  
A. 1 B. 2 C. 3 D. 4 E. 5 F. All days in a week
27. Do you Chew Chat? A. Yes B. No
28. If your answer is "yes" for question number 27 above, how many days do you chew chat within a week?  
A. 1 B. 2 C. 3 D. 4 E. 5 F. All days in a week
1. Do you smoke cigarette? A. Yes B. No
2. If your answer is "yes" for question number 29 above, how many days do you smoke cigarette within a week?  
A. 1 B. 2 C. 3 D. 4 E. 5 F. All days in a week
31. Do you watch pornographic film consumptions? A. Yes  
B.No
32. If your answer is "yes" for question number 31 above, how many days do you watch pornographic film consumptions within a week?  
A. 1 B. 2 C. 3 D. 4 E. 5 F. All days in a week
33. Do you smoke shish? A. Yes B. No
34. If your answer is "yes" for question number 33 above, how many days do you smoke shisha within a week?  
A. 1 B. 2 C. 3 D. 4 E. 5 F. All days in a week
- C. This questionnaire will help the researcher get valuable information on the degree of agreement or disagreement on the negative attitude to wards female students, peer influence and multi-sexual relationship.
35. Most of the time, I do what my partner wants to do.  
A. Strongly disagree B. Disagree C. Uncertain  
D. Agree E. Strongly agree
36. When my partner asks and I disagree, my partner gets his way most of the time.  
A. Strongly disagree B. Disagree C. Uncertain

D. Agree E. Strongly agree

37. My partner might be having sex with someone else.

A. Strongly disagree B. Disagree C. Uncertain

D. Agree E. Strongly agree

#### **PART IV: ROLES PLAYED BY RELIGIOUS INSTITUTION**

This questionnaire will help the researcher get valuable information on your understanding about the roles played by religious institutions. Please choose one of the following questions” **Yes** “if your response is “**Yes**”, “**No** “ if your response is” **No**”

38. Are there religious bodies or institutions that assist victims of gender based violence against female students based on their doctrine surrounding your university? A. Yes

B. No

39. Do you believe that religious institutions provide trainings about respecting each other, and other issues to reduce gender based violence against female students based on their doctrine surrounding your university? A. Yes B. No

40. Do you believe that religious institutions can provide information on gender based violence issues, based on religious scriptures and teaching surrounding your university?

A. Yes B. No

41. Do you believe that religious institutions give counseling service to victim students surrounding your university? A. Yes B. No



**APPENDIX II**  
**HARAMAYA UNIVERSITY**  
**POSTGRADUATE PROGRAM DIRECTORATE**  
**SDEPARTMENT OF PSYCHOLOGY**  
**INTERVIEW GUIDE**

**Dear Respondents**

Good morning /good afternoon sir or madam, my name is Meskerem Addis, I am a post Graduate Student of CEBS, and conducting thesis research entitled **“Causes of Gender Based Violence against Female Students and the role of religion institutions in eastern Ethiopian public universities.”**

I would like to appreciate your genuine co-operation and willingness to my interview. Your genuine responses and idea have their own significance contribution to the study. As a result, I kindly request you to provide me with the required information for the study. Thank you so much once against for your invaluable time and effort in the interview. I would like you to inform you that the information you provide me will only be used purely for academic and research purpose by the researcher and hence will be kept confidential.

Thank you in advance for your kind cooperation.

## 2. I. Research Site and Personal Information

Site Name\_\_\_\_\_ Date\_\_\_\_\_

Place\_\_\_\_\_

### 2.1.1. Personal Information

Sex\_\_\_\_\_ Position in the University\_\_\_\_\_

Age\_\_\_\_\_ Department/institute\_\_\_\_\_

Academic Status\_\_\_\_\_ How long you stayed in this position\_\_\_\_\_

Religion\_\_\_\_\_

### 2.1.2. Questions

1. Can you please describe the existing relations between female and male students and/or teachers in your university?
2. Can you please explain the causes of gender based violence against female students in your university?
3. What do you think are the causes of gender based violence against female students in your university? What specific conditions are creating favorable environments for gender based violence against female students in your university?
  - I. Do you think that religious institutions have any role to reduce GBV against graduating class female students in your university?
  - II. If yes which one of the following Orthodox, Muslim, Protestant and catholic? Can you please describe the roles of religious institution to reduce gender based violence on female university students? If no why?
4. What are the most frequent types of gender based violence against female students in your university?
5. How do you characterize the trend of gender based violence in different periods (past and present)? Is it decreasing or increasing? If it is decreasing, how? If it is increasing, why?
6. How do you handle complaints of gender based violence against female students? Does your office treat gender based violence against female students as a violation of the human rights of female students?

7. What are the major measures taken to reduce GBV against female students in your university?
8. Do you think that, the available institutional mechanisms in your university are sufficient to deal with gender based violence against female students? If yes, what are they? If no, why?
9. Can you please describe the activities of different bodies in the campus in reducing Gender based violence against female students? In your opinion what should be done to effectively implement the existing institutional mechanisms in your university?
10. Any additional points related to the issue at hand?

**Thank you very much for your valuable information!!!!**