

**RELATIONSHIP BETWEEN GENDER-BASED VIOLENCE AND STUDENTS'
TEST SCORES IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA COUNTY,
KENYA**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of the
Degree of Doctor of Philosophy in Sociology of Education at Masinde Muliro
University of Science and Technology**

SEPTEMBER, 2025

DECLARATION

I declare that this is my original work prepared with no other sources than the indicated ones and has not been presented elsewhere for a degree or any other award.

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CERTIFICATION

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DEDICATION

I would like to dedicate this thesis to my parents, Lt. John and Jones Masibo who have always been my source of motivation and inspiration in making my decisions in the course of my education.

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ABSTRACT

Research on Gender Based Violence (GBV) in Kenya among school-going students has mainly dwelt on the negative consequences of violence as opposed to the effects on internal test scores. This research aimed at investigating the relationship between gender-based violence and the test scores of students in public secondary schools in Bungoma County. The objectives were; to establish the relationship between physical forms of gender-based violence and students' test scores in public secondary schools in Bungoma County; to determine the relationship between sexual forms of gender-based violence and students' test scores in public secondary schools in Bungoma County; to examine the relationship between psychological forms of gender-based violence and students' test scores in public secondary schools in Bungoma County and to assess the effectiveness of the policy frameworks on gender-based violence in public secondary schools in Bungoma County. The research was grounded on Social Feminism theory and Resilience theory. The research design used was correlational, and the sampling was stratified random, where 184 secondary schools were chosen out of 342. A sample of 1,104 students was determined in the target population of 250,000 through a simple random sampling to be involved in the study. Purposive sampling was utilized to select 184 heads of Guidance and Counseling teachers, 3 Sub-County Directors of Education, 13 GBV survivors and one County Woman Representative. Information gathering was done through questionnaires, interviews, and analysis of documents. The students were offered questionnaires face-to-face, thus the researcher could make the instructions understandable and answer any questions or concerns that arose. The pilot study was conducted in one of the sub-county mixed day secondary schools in Bungoma County, which was not included in the main study. Reliability of the research instruments was checked using the Cronbach's Alpha coefficient. Qualitative and quantitative research methods were employed, and quantitative data were analyzed using descriptive and inferential statistics. Descriptive statistics involved bar charts and pie charts, whereas inferential statistics involved Pearson Product-Moment Correlation and analysis of variance (ANOVA). Interviews and document reviews were used as qualitative data collection methods; therefore, the data were discussed with the help of the theme and discourse analysis and presented in the form of narratives and quotations. Data analysis was done using SPSS version 26. A statistically significant but weak negative correlation was observed between physical assault and academic performance ($r = -.074$, $p = .043$). This suggests that increased experiences of physical assault are modestly associated with lower academic outcomes. The Pearson correlation coefficient for sexual GBV was -0.45 , which showed a moderate negative correlation between test scores and sexual violence. This implied that the more the frequency of sexual violence, the lower the test scores. The Pearson correlation coefficient between psychological violence and academic outcomes was -0.076 with a significance level of 0.037 , implying a weak adverse effect which meant that students who were victims of psychological violence were likely to record low scores in tests. The research concluded that GBV in Bungoma County in the public secondary schools has a negative impact on the performance of the students. Based on these results, it is further suggested that the schools and policymakers need to intensify their efforts to prevent and report gender-based violence, improve counseling and psychosocial assistance to victims, and fully implement the national policies on gender-based violence to enable the learners to have a safer and more conducive learning environment.

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ACRONYMS AND ABBREVIATIONS

ACPF	African Child Policy Forum
COVID-19	Coronavirus Disease 2019
EFA	Education For All
FDSE	Free Day Secondary Education
FGM	Female Genital Mutilation
GBV	Gender-Based Violence
ICC	Internal Complaints Committee
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
MoEST	Ministry of Education, Science & Technology
MDG	Millenium Development Goals
MMUST	Masinde Muliro University of Science and Technology
NCCDF	National Government Constituency Development Fund
NCPD	National Council for Population and Development
NCES	National Center for Education Statistics
NGO	Non-Governmental Organization
OASIS	Opportunities for Achievement and Safety in Schools
PTSD	Post-Traumatic Stress Disorder
OCPD	Officer Commanding Police Station
SAMRC	South African Medical Research Council

SDG	Sustainable Development Goals
SRH	Sexual Reproductive Health
SRGBV	School Related Gender Based Violence
TIMEC	Teacher Induction, Mentorship and Coaching
UN	United Nations
UNAIDS	United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children’s Education Fund
WHO	World Health Organization
UNSDGs	United Nations Sustainable Development Goals
SRGBV	School Related Gender Based Violence
SCDE	Sub County Director of Education
UNGEI	United Nations Girls Education Initiative
FGM	Female Genital Mutilation
VAC	Violence Against Children
VAW	Violence Against Women
WAWA	Violence Against Women Act

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education for All (EFA) and achieving Sustainable Development Goals (SDGs) and especially SDG 4 on inclusive and equitable quality education is a significant challenge in contexts characterized by school violence. School-Related Gender-Based Violence (SRGBV) violates the rights of students to education, protection, and safety and is considered one of the most pressing priorities facing attainment in education globally, and Kenya is no exception (UNESCO 2015; UNGEI 2015). Students in both private and public schools experience GBV to differing extents, students who witness or experience GBV at school normally record negative impacts on school participation, attendance, and academic performance (Brookings Institution 2020; BMC Public Health 2025).

Violence against women remains one of the most pervasive human rights violations worldwide. According to UN Women (2018), one-third of all women globally have experienced physical or sexual violence, with over half of these acts committed by an intimate partner. While School-Related Gender-Based Violence (SRGBV) is often framed as primarily affecting girls, boys are also vulnerable, and both genders experience wide-ranging consequences. This type of violence is not just meaningful in magnitude but is also so deeply embedded in social, cultural, and institutional relationships of power that perpetuate inequality. According to Chitsamatanga and Rembe (2020), the exposure of school-related violence among 500 million to 1.5 billion children can be physical, sexual, or psychological, including bullying. The consequences of this violence are significant as it affects the academic performance, psychological health, and future opportunities of the learners,

which is why specific interventions and policy response are urgently needed to safeguard every student.

As reported by UNESCO (2016), it is estimated that every year about 246 million children around the world experience School-Related Gender-Based Violence (SRGBV). This number includes a broad category of abuse, such as corporal punishment, sexual violence, bullying, and psychological harassment. To a great extent, SRGBV is motivated by the existing gender inequalities, which still influence the cultural norms and institutional practices of various societies. These disparities can be in the form of power inequalities like between teachers and learners or boys and girls and it can be said to create an environment where violence and exploitation is possible.

These unequal dynamics do not only physically, emotionally and socially harm learners but also support the general societal ideologies that condone or neglect gender-based discrimination and violence. Consequently, SRGBV will become a symptom and a factor contributing to the continuation of gender inequality in and out of school, which will eventually harm students in terms of their safety, wellbeing, and education results.

The existing literature postulates that there is a direct correlation between low educational achievement and SRGBV. Kennedy (2021) found out that 68 per 100,000 children in Jamaica had experienced violence in school, which impacted on school attendance and performance in the long run. Similarly Peart (2019) noted that the adolescence girls with early or unplanned pregnancies were far more likely to be interrupted or discontinue schooling, both of which are commonly due to sexual violence. A research carried by Ghimire (2016), in Nepal, found that the girls affected by GBV had increased risks of becoming anxious, depressed, and experiencing emotional trauma, which also influenced their concentration and school results.

GBV within school systems is also a great challenge to the education of girls in the Sub-Saharan Africa. In a study conducted by the United Nations Girls Education Initiative (UNGEI, 2019), it is stated that sexual violence is common in schools. It is normally perpetrated by teachers and other students and even the community members. The results highlighted that girls who were subjected to such violence tended to keep out of school, lacked concentration, and eventually dropped out. Another study by the World Bank (2018) complemented this by stating that victims of GBV are 1.5 times more likely to drop out of school. Such results undermine learners' personal growth and reproduce poverty, exclusion, and disempowerment cycles.

Several effects of SRGBV have been reported in the literature: poor academic performance, low self-esteem, absenteeism, high dropout rates, early and forced marriages, and levels of stress and anxiety (UNICEF & UNGEI, 2019). To illustrate, in Malawi, 21 percent of women and school-going girls were reported to have experienced some gender-based violence (Decker *et al.*, 2018). On a larger African scale, Crooks *et al.*, (2016) indicated that 55.03 percent of learners in Africa had been exposed to GBV, which was the immediate cause of school dropout and poor academic performance. These conclusions correspond with those of Cahill and Romei (2019), who purport that the Eastern and Southern African regions experience an excessively high degree of sexual violence being perpetuated against both girls and boys alike. UNAIDS and UNFPA (2018) found that 32 percent of young women aged between 18 and 24 years and 18 percent of young men of the same age group were sexually abused before the age of 18 in Kenya. This type of exposure to trauma at a very tender age has many repercussions in terms of academic participation and, in most cases, leads to psychosocial disorders like inferiority complex, depression, and failure to participate in school work.

A more localized issue in Kenya is the effect of cultural practices that promote GBV and hinder the education of girls. These are female genital mutilation (FGM), domestic abuse, involuntary

circumcision, and gender discrimination. Bah and Barasa (2021) noted that there are groups like the Bukusu that have patriarchal societies that worship male domination. In such societies, female victims of GBV make up 95 percent, usually caused by cultural and family demands. Domestic violence is also not an exception, and both the mother and their daughters are subjected to psychological, physical, and sexual abuse. The consequences are disastrous to education- girls living in abusive families often skip school or never attend at all because of trauma, injury, or early marriage pressure (Muhula *et al.*, 2021).

SRGBV has both academic and psychological as well as physical effects. The students who belong to families afflicted with domestic violence have trouble focusing in class, or they can have a history of chronic absenteeism because of physical injuries or emotional distress. Most girls in the communities that practice FGM are pressured to get married at an early age, which interferes with their education and careers. These are not theoretical facts; they are the conditions that thousands of Kenyan students live in, especially in rural counties like Bungoma, where both cultural conservatism and poverty combine to strengthen gender inequalities.

The considerable evidence notwithstanding, a critical research gap exists about the localized effect of SRGBV on educational performance in Kenya. Particularly, no research has been carried out in the county of Bungoma to examine the connection between gender-based violence and internal academic performance measures of the students, specifically end-of-term test scores. The performance in internal tests is important as it is predictive of the outcome in final national examinations. In addition, the majority of the current studies are unbalanced since they pay excessive attention to female victims, leaving out the plight of male students who are also exposed to psychological, physical, or sexual violence. The other important gap is the poor interrogation of how local social, cultural, and institutional processes shape the expressions and outcomes of SRGBV, especially within the new Competency-Based Education (CBE) system.

The introduction of the Competency-Based Education (CBE) system in Kenya has taken place alongside a range of learning challenges that were significantly intensified by the COVID-19 pandemic. According to the UNSDGs Report (2020), the pandemic pushed global education systems to the brink, with school closures affecting more than 90% of learners worldwide. Low-income countries had reduced access to digital learning infrastructure, which enhanced the loss of learning, with more than 500 million students failing to access online classes. The high rates of domestic and sexual violence among many learners especially girls were witnessed during this time as families were strained economically, were confined and protection efforts were weakened. UNESCO (2020) also cautioned that home, school, and community violence weakens the quality of education and equity since it contributes to intergenerational poverty, marginalization, and trauma experienced by learners and educators.

These trends in the world explain why School-Related Gender-Based Violence (SRGBV) in the context of Kenya should be addressed urgently. With the implementation of the CBE approach in schools in the Bungoma County, it is still important to establish safe and conducive learning environments to ensure the academic success of learners. The inconveniences and excess violence observed during the pandemic show the weaknesses that may undermine the implementation of CBE, as well as the academic achievements of students, increasing the topicality and urgency of the current research.

Global Partnership to End Violence against Children (2019) provided additional evidence to prove this stance by making the conclusion that violence in schools can cause life-long negative outcomes in children such as the poor state of mental and physical health, decreased success in educational institutions, and the increased rates of school dropouts. Similarly, the World Health Organization

(WHO, 2021) stressed that children having experienced violence were significantly more prone to skip school, retake courses, or drop out of school, accordingly, impacting their social and economic prospects in the long term. The United Nations Development Programme (UNDP, 2018) further confirmed that violence was an obstacle to development, denying students their full potential and undermining national development in the context of the SDGs.

The absence of locally based studies on SRGBV in Bungoma County creates a significant literature gap considering the distinctive socio-cultural background of the region and the prevalence of school dropouts and teenage pregnancies. (cite) Besides, although there are various policy frameworks to deal with GBV in schools, their application, tracking, and success are questionable. Little information is available on the effectiveness of these policies in terms of understanding, implementation, or modification in the school setting, especially in rural counties where patriarchal values are dominant.

This study therefore attempted to critically explore the connection between physical, sexual, and psychological gender based violence and the end-of-term test scores of students in the public secondary schools in Bungoma County. It also determined the effectiveness of GBV policy frameworks within the school system. The research focused on various respondents such as students, teachers of Guidance and Counseling, Sub-County Directors of Education (SCDEs), Student survivors of GBV, and the County Woman Representative.

The findings of this study are both academically and practically significant. Academically, the study contributes to the limited body of literature on gender-based violence (GBV) and academic performance in rural Kenyan settings. Practically, the findings inform school managers, policymakers, and local government on how to structure specific interventions to avert SRGBV, enhance reporting system, and the creation of safe and supportive learning environments. Moreover,

the research provides information that can help to shape policy changes and institutional policies to enhance academic performance among all learners irrespective of their gender by identifying the causes and effects of gender-based violence in learning institutions.

1.2 Statement of the Problem

Gender-based violence (GBV) has continued to be a major problem to the welfare, security, and academic enrolment of students in Kenya. According to national statistics of the Kenya Demographic and Health Survey (KDHS, 2022), 41 percent of women aged 15 to 49 years have been exposed to any type of intimate partner violence, 34 percent of whom have been physically abused and 13 percent sexually. These statistics point to a national issue that over-represents women and girls especially in disadvantaged educational institutions.

The county of Bungoma has one of the greatest rates of GBV in the country. KDHS (2022) demonstrates that 62 percent of women aged between 15 and 49 years in Bungema have been subjected to physical violence since the age of 15, and 30 percent have experienced sexual violence, which is also higher than the country statistics. The county recorded 9,089 cases of GBV involving girls between the ages of 10-17 during the period of January 2016 and July 2023, which shows that school going children are the ones who are most susceptible to violence, both physically, sexually and psychologically. Such experiences have the ability to affect the concentration, attendance, emotional and academic performance of students negatively.

Although girls are the most often victims according to the majority of the statistics, boys also fall victim to physical bullying, influence, and psychological attacks, yet they mostly remain unreported (CREAW-Kenya, 2022). Regardless of the Kenyan government policy, legislation, and school-based interventions, the cases of GBV are reported every day in the media and on social networks,

which is why the question of the effectiveness of the current protection mechanisms and the security of the school settings arise.

These problems are also manifested in the results of education in Bungoma. Kenya Certificate of Secondary Education (KCSE) performance in 2021 showed that there was a low academic achievement, high rates of teenage pregnancy, high school dropout, and high number of students missing national examinations a clear indicator of disrupted education.

Nevertheless, little empirical data has been found to associate certain types of GBV such as physical, sexual, and psychological ones with student performances in internal tests that are predictive of their performances in national examinations. This knowledge gap will interfere with the creation of evidence-based interventions and policies that can help to enhance school safety and academic outcomes. The present research aims at addressing this gap, by investigating the association between GBV and students test cores in public secondary schools in Bungoma County, and evaluating the effectiveness of the current GBV policy systems on the basis of stakeholder engagement.

1.3 Purpose of the Study

The study investigated the Relationship Between Gender-Based Violence and Students' Test Scores in Public Secondary Schools in Bungoma County, Kenya.

1.4 Objectivxes of the Study

The specific objectives of the study were;

- i. To establish the relationship between physical forms of gender-based violence and students' test scores in public secondary schools in Bungoma County.
- ii. To determine the relationship between sexual forms of gender-based violence and students' test scores in public secondary schools in Bungoma County.

- iii. To examine the relationship between psychological forms of gender-based violence and students' test scores in public secondary schools in Bungoma County.
- iv. To assess the effectiveness of the policy frameworks on gender-based violence in public secondary schools in Bungoma County.

1.5 Research Questions

This research attempted to answer the following research questions.

- i. What is the relationship between physical forms of gender-based violence and students' test scores in public secondary schools in Bungoma County?
- ii. What is the relationship between sexual forms of gender-based violence and students' test scores in public secondary schools in Bungoma County?
- iii. What is the the relationship between psychological forms of gender-based violence and students' test scores in public secondary schools in Bungoma County?
- iv. How effective is the policy framework in addressing gender-based violence in public secondary schools in Bungoma county?

1.6 Hypotheses

The study was conducted to respond to the following three null hypotheses in line with the study objectives:

H₀₁: There is a no statistically significant relationship between physical forms of gender-based violence and students' test scores in public secondary schools in Bungoma County.

H₀₂: There is a no statistically significant relationship between sexual forms forms of gender-based violence and students' test scores in public secondary schools in Bungoma County.

H03: There is a no statistically significant relationship between psychological forms of gender-based violence and students' test scores in public secondary schools in Bungoma County.

1.7 Significance of the Study

The outcomes of the research can be useful to numerous education stakeholders in Bungoma County and other parts of the world. First, the findings can guide policy makers and governments to be able to comprehend the underlying causes and symptoms of the gender-based violence (GBV) in government secondary schools. This fact can justify creation of policies and specific interventions to protect learning conditions and facilitate the academic performance of students.

Secondly, the research can be useful to school leaders, principals, and Guidance and Counseling instructors by offering a better understanding of ways of identifying, preventing, and responding to GBV cases. This can reinforce the school-based case management systems and improve the ability of personnel to provide trauma-informed care to victims.

Moreover, the results can inform the school administration to develop measures that can result in good parent-school relationships and channels of communication. Enhanced communication and communication mode could lead to better timely reception and action to issues associated with GBV. The findings can also motivate schools to revise the current GBV policies and practices to make them holistic, topical and adaptive to new challenges.

On the county level, the research can be used to develop data that can be used to balance the allocation of resources like National Government Constituency Development Fund (NGCDF) bursaries and county-sponsored scholarships. This will be useful in enhancing affirmative actions to facilitate access, retention, participation, and academic success of vulnerable students.

In the case of the Ministry of Education, the results can be used to design the programs to engage professional counselors to visit schools, organize open forums with students, and create awareness of the systems of preventing and reporting GBV. Besides, data collected at the level of the system

by the study can help to track the achievements of the goals of the educational development and measure the efficiency of using the resources.

Lastly, the research can make contributions to the national and international gender equity, school safety, and inclusive education. It offers a basis by closing existing knowledge gaps, planning, formulating policy and monitoring progress towards safer and more equitable learning conditions with respect to international targets such as the Opportunities of Achievement and Safety in Schools (OASIS) framework.

1.8 Justification of the Study

The study was warranted by the fact that there was an urgent issue requiring attention in the education sector in Kenya that lacked a thorough investigation. Gender based violence falls under the mitigation of criminal offenses by the Constitution of Kenya (2010), which gives children guarantee on protection against any kind of physical, psychological, and sexual abuse. This is reinforced through the law of the land (Sexual Offences Act (2006)) and through the law of the land (Children Act (2022)) and mandate schools to protect learners. Nevertheless, it has been established that GVB is still prevalent and it is still destabilizing the wellbeing and studies of students. According to UNESCO (2019), school-based GBV is one of the most negative aspects of attendance, concentration, and emotional stability, and WHO (2021) confirms its consequences in the long term, which are psychological and cognitive. Local reports, such as CREAM-Kenya (2022), also note that cases of both boys and girls are taking place. These authoritative results also show that urgent investigation should be conducted empirically hence justifying the current study.

The necessity of this study was also supported by the fact that there was no localized empirical data that could identify links between certain types of gender-based violence, namely, physical, sexual, and psychological violence, and performance of students in internal examinations in public secondary schools in Bungoma County. Despite the national and global reports pointing to the educational impact of GBV, very little is understood about how these particular forms of the

violence take shape and have an impact on the learners in this specific context. In the absence of this context-specific data, policymakers, educators and other interested parties do not have the information needed to develop a specific intervention, enhance school-level prevention systems, and develop effective response systems. This research thus bridges a gap in knowledge that is critical as it offers localized evidence that can be used in informed decision making and sustainable action.

In addition, despite the existence of national and institutional policies on School-Related Gender-Based Violence (SRGBV) there is scanty research testing their effectiveness in realities of Kenyan schools. This paper has filled this gap by evaluating the position and the direct impact of these policies in public secondary schools in the Bungoma county and suggested evidence based purposes. The knowledge of the extent to which these measures are being applied is essential to the development of contextually relevant interventions, which can potentially effect the change. Finally, the research was needed to fill the gaps in the existing knowledge, inform evidence-based policymaking, and help establish safer and more inclusive learning settings. The study will give a good basis in long-term measures to improve the academic achievements of students and protecting the rights and dignity of every learner in the secondary schools as it can be analyzed in connection to various forms of GBV and their role in the low test scores of the students.

1.9 Assumptions of the Study

The assumption on which the present research was founded was that varying forms of GBV influence the performance of the learners on the internal examinations in the public secondary schools. All students can be safe and secure, which will allow improving, retaining, and participating. This premise of the study was that the level of educational output would be improved in case all forms of GBV were identified and prevented.

1.10 Delimitations of the Study

The study involved public secondary school; there was no attempt to use the private secondary schools in the county.

The choice of public secondary schools in the Bungoma County as the sole population was based on the requirement of a more manageable, homogenous, and policy-relevant population. The state schools are governed by the same governance system, disciplinary measures, staffing systems and reporting systems established by the ministry of education. Such standardized systems simplify the process of comparing experiences of School-Related Gender-Based Violence (SRGBV) and performance outcomes in schools. The inclusion of the private schools with a wide range of policies, resources, and management practices would bring in heterogeneity, which would undermine internal validity of the study and make it challenging to make meaningful comparisons. Moreover, most learners in the county are enrolled in the public schools hence they provide a representative and valuable environment to study the issue of GBV in learning.

1.11 Limitations to the Study

Sensitivity of the topic was also one of the major limitations of this research because it was not easy to elicit truthful and accurate information. Other respondents were not obligated to give information, which was likely due to the fact they were personal and potentially painful to talk about. To counter this challenge, the researcher tried hard to build the trust with the subjects by explaining how valuable the study was, how all the information provided would be treated under strict confidentiality, and that the information would be utilized only in the current research scenario.

1.12 Theoretical Framework

The two theories that guided this study were the Feminist theory, which explored how students were socialized into unequal positions in school and society as a whole. They are usually silenced

whenever they are abused at home and school, and the Resilience theory, which was based on the ability of individuals to endure, adjust to, and recover in case of exposure to gender -based violence.

1.12.1 Social Feminism Theory and Gender-Based Violence.

Social Feminism theory came **existence** in the late 19th and early 20th century as a critique and synthesis of liberal and Marxist **Feminist** thought. It offered a critical perspective on the structural and systemic aspects of gender oppression. Ritzer and Stepnisky (2014) claim that Social Feminism was developed by an international and interdisciplinary network of activists and scholars who aimed at dealing with the intricate relationship between capitalism, patriarchy, and other power axes that lead to the marginalization of women. The theory argued that GBV **was** not simply a product of personal pathology but the result of systematic social inequality and institutionalized power (Eisenstein, 1977; Garcia, 1989).

The theory of Social Feminism is based on the fact that gender inequality is constructed and maintained by social structures, cultural norms, and institutional practices as opposed to biology. It proposes that women are subordinated due to how society structures labour, power, and resources; that is, gender roles are socially constructed and reinforced in the process of interacting with family, school, religion, and community. The theory assumes that patriarchy is both an interpersonal process and a structural process, which influences expectations, behaviour and opportunity to boys and girls differently throughout the life course. Social feminism also assumes that gendered experiences, in particular violence, discriminatory practices, and access to educational facilities, are incorporated in the larger social organisation that favours masculinity over femininity. It highlights the necessity to confront the oppressive norms, alter social institutions, and empower women and girls by means of providing equitable policies and awareness and by redistributing power. Finally, the theory states that effective gender equality is possible only when the social circumstances that reproduce the inequality are destroyed.

The Feminist theory examined how patriarchal systems contributed to gender-based violence (GBV) and the contribution of the patriarchal system to the coping abilities of the victims. The theory also emphasized the role of power imbalances and social stigma in the help-seeking behavior of a victim. It describes how blame is internalized and victims are silenced because of society standards (Dobash & Dobash, 1979; hooks, 2000).

Applying Social Feminism to the education setting, one can explain the connection between GBV and the students' academic performance, including test marks. The GBV in schools takes the form of sexual harassment, physical violence, emotional abuse, and economic coercion, which introduces fear and insecurity to the school community, especially female students and other gender identities that are marginalized. Social Feminist thinkers state that these experiences remain within the context of the larger patriarchal systems and overlap with other oppressions, including socio-economic status, ethnicity, and age (Few-Demo & Allen, 2020; Crenshaw, 1991). These parallel identities increase students' susceptibility and restrict their academic potential, leading to a lack of focus, poor attendance, and eventual test performance.

Although Social Feminism has typically been utilized to reflect the experiences of women and girls, its power-based approach, institutionalized norms, and systematic inequalities can be applied to boys, non-binary, and gender-diverse students as well. GBV can also affect these students, although their plight is commonly overlooked because of gender norms that deny boys their feelings and encourage them not to seek help, or because of the norms that make the experience of non-binary students invisible (Connell, 2005). Within educational context, these norms can lead to underreporting of abuse and a lack of institutional response to instances of abuse that involve boys. Thus, the use of Social Feminism as a universal approach to gender shows the damaging nature of patriarchal systems not only to women, but also restricts and silences other gender identities, meaning that responses to GBV in schools should be comprehensive and inclusive.

Moreover, Social Feminism focuses on the fact that **academic** institutions tend to reflect the societal order, strengthening the hierarchies of power and gender inequality. In such a case as seen in Bungoma County where society may not be ready to talk about GBV, and the existing institutions may have minimal ability to act, students may fail to get the support systems they need to handle the trauma of violence. Inadequate provision of gender-sensitive policy, psychosocial support services, and inclusive methods of pedagogy compound the impacts of GBV on the cognitive development and academic engagement of the students (UNESCO, 2019).

The theory also gives the role of social institutions and advocates the concept of structural change as among the methods of achieving gender equity in education. This can be done through encouraging the creation of other facilities like school-based health clinics, counseling units as well as safe reporting systems. Social Feminism targets the criticism and reversal of patriarchal demands and creating more open and accommodating learning environments (Basu, 2016). These interventions are very crucial in reversing the adverse effects of GBV on the academic performance of the students.

In addition to this, Social Feminism implies the need to think about the multivocal experiences of students in the educational environment, which is against universal answers to the gender inequality problem. The theory presupposes that the educational discrepancies that could be traced in the performance of the students are the symptoms of more serious social injustices. Hence, a major effort to improve the academic performance of GBV survivors must address the structural and systemic aspect that has led to marginalization of GBV survivors regardless of their gender (Hooks, 2000; Fraser, 1997).

Although Social Feminism gives us detailed accounts about the structural factors and consequences of GBV, the psychic trauma and personal mechanisms of surviving by the victims are not covered

appropriately. In this regard, it was necessary to apply the Resilience theory in order to provide a more specific picture. The theory of resilience is focused on the capacity of individuals to maintain or regain psychological health in the presence of adversity, such as exposure to GBV. It also emphasizes the role of protective elements such as positive relations, coping skills and healthy school settings that may buffer the negative effects of trauma and result in recovery (Ungar, 2011; Masten, 2001).

The application of Resilience theory to education enables one to investigate the way students and especially GBV survivors may gain adaptive coping strategies to enable them to continue with their academic pursuits and performance undetectably. It should be mentioned that it is a general model, which also considers the fact that both male and female students can also experience or undergo multiple traumatic experiences and need gender-sensitive assistance. As an example, the withdrawing or the externalizing behaviors with regard to academic activities are some of the ways through which the boys can demonstrate themselves in response to the trauma. Conversely, gender diversity students can be discriminated against based on identity which makes them even more vulnerable. The idea of resilience also suggests that interventions like trauma-based teaching, identity-affirming peer groups, and school climates that are inclusive of the experiences of all the students need to be put into place (Luthar and Cicchetti, 2000).

Social Feminism and Resilience theory provides a wide and consistent conceptualization that can be used to monitor the compound nature of interdependence between GBV and academic performance of students. They stress that multi-layered interventions, legal, structural, psychological, and educational, are necessary to assist GBV survivors and create an equal academic setting with learning and achievement opportunities among students of different genders.

1.12.2: Resilience Theory and Gender Based Violence

The term resilience is rooted in the Latin word '*resilire*', which means to return to the initial position (Vaccareli *et al.*, 2018). This shows that a body can recover its previous state after temporarily deforming (that is coil). Social and human studies describe resilience as eliminating the deficit model to a better and all-inclusive perspective (Williams,2011). It enables individuals to become copers and adapt to various processes that change with time (Walsh, 2006).

Resilience Theory is founded on several major concepts, which elaborate on the way in which individuals are able to adapt well despite the challenges. One, the theory implies that it is not necessary to prevent a weakening of coping strategies to difficult situations, but can result in adaptive responses. It emphasises the significant role of protective factors, such as positive relationships, personal strengths and positive schools or community contexts, which have the potential to mitigate the adverse impact of risks.

Resilience is understood to be dynamic and changing and is observed to vary with time, circumstances, and at different developmental stages instead of being an attribute. Another observation in the theory is that the combination of risks and protective factors brings about positive results. It implies that individuals experiencing similar adversaries of the same nature can vary in their responses depending on the supportive nature.

The other important concept is that resilience is exhibited by positive adaptation, like being emotionally stable or performing well in education, in the face of adversity. Also, Resilience Theory recognises contextual and ecological factors of human development. It postulates that resilience is a combination of the effects of family, peers, school, community, and systems of culture.

The theory stresses that resilience usually is the result of daily adaptive mechanisms, such as problem-solving ability and consistent support by adults, but not of superpowers. Finally, it acknowledges that resilience can be attained in numerous ways since people are able to employ any of various coping mechanisms or resources to handle and overcome challenges

Research conducted by Polidore (2004) on the same recognizes resilience **from** an ecological perspective, which includes the spheres of external influence or environmental influence of an individual, such as family, school, workplaces, or even the broader social systems in the life span. For example, early childbearing in the family reduces the socioeconomic status **of Pregnant and Parenting Learners (PPLs)** since the years spent in formal education will be shortened (Odu, Ayodele, and Isola 2015). Therefore, this necessitates the development of strategies that will help them resist the negative influence of early childbearing on their educational ambitions and argues that Resilience theory proposes that protective factors play an important role in enabling individuals to cope positively and respond to adverse environmental events. (Van Brenda, 2018).

It is based on the study of adversity and interest in how adverse life experiences affect people negatively. However, some individuals can find an escape route from the harmful experiences that affect their life prospects. The theory proposes that individuals' positive psychological and social growth is linked to social processes and individual traits (Ungar, 2008). Richardson (2002) explains that the process that results in resilience begins with a comfort zone (state of bio-psycho-spiritual homeostasis) whereby an individual is spiritually, mentally, and physically balanced. This implies that protective factors play a significant role in coping positively with unexpected challenges in situations where other people would have easily given up or reacted negatively (Eisenberg *et al.*, 2014). Theron (2016) states that the theory of adverse social systems examines mediating factors or processes that will enable positive life outcomes, not deficits. It comes up with factors that can cushion individuals and enable them to fight the odds. Based on that, it provides an idea of how

various protective factors may interact and supplement one another to lead to the success of the student (Anderson *et al.*, 2019).

In education, there is the academic Resilience theory which examines the performance of students who are put at risk through risk factors that would have seen most students in similar situations to perform poorly (Morales & Trotman, 2005). The basis of this theory is in the fact that students with high risks of academic failure due to some risk factors (poverty, discrimination, and violence) can succeed in their academic progress provided that they possess some protective factors those factors are social support, good relationships with adults, and feeling of belonging (Castro *et al.*, 2011). The theory is important in examining the success over time and it allows assessing the long term consequences of certain features and conditions (Stainton *et al.*, 2019). Academic resilience is considered one of the most important skills of the 21st century. It is time construct because it is a construct that explains the anomalies of educational outcomes which a person constantly experiences when he or she has been exposed to at least one risk factor that statistically relates to poor educational outcomes (Morales & Trotman, 2004). The theory is concerned with the ability to perform in an educational context regardless of the exposure to one or multiple risk factors that encompass the lack of family support, overly high family expectations, mentor support, and personal factors that lead to the development of academic resilience (Zalaquett, 2016)

Lee (2020) suggests that a certain emotional regulation mechanism is provided to students in their daily life at the school. It diverts people to the positive psychological and social development, which is associated with the social processes and individual characteristics (Ungar, 2008). In illustration, academic resilience as suggested by research done by Radhamani *et al.*, (2021) refers to the ability of the student to cope effectively with academic breakdowns, apprehension and academic stress; it enables the capable students to develop the strength to respond, conquer or heal severe academic dangers (Masten (2001). The theory of academic resilience claims that the

academic resilience intervention against risks should be grounded in personal protective factors that are expected to deter and promote the success of GBV survivors.

This can include the support, educating, counseling, nurturing and good role models and mentors to the GBV victims. It can also be work to alter social norms and attitudes that cause school dropout, gender equality, and social justice. According to the theory, one should combine the Sustainable Livelihood Approach(SLA) and apply it to the lives of the PPLs who are prone to the following issues, including poverty and vulnerability(DFID,1999;UNDP, 2017; Serrat,2017). Sustainable Livelihood Approach is an active and dynamic approach to analyzing and planning developmental interventions. It includes providing food and medical services to the vulnerable groups that make them more resilient to food insecurity and malnutrition (Serrat, 2017). The study gives a summary of the significance of academic resilience establishment in GBV survivors and how far it contributes to their heightened academic performances.

This theory offers a useful lens based on which the correlation between the issue of gender-based violence (GBV) and the academic success of students, particularly, their test results could be researched. It provides an example on how students regardless of their gender respond to adversity, and the presence of protective factors in mitigating their negative effects. Applying the Resilience theory reveals why some students are able to maintain or even improve their performances at school despite being affected by GBV, and others perform dismally.

GBV should be considered an important stressor to the student victims as it affects their psychological, emotional, and physical health and, therefore, academic functioning. Among the core tenets of resilience theory is that a significant disturbance, in this case GBV, derails development and everyday operations. In schools, GBV such as sexual harassment, emotional

abuse, physical assault, or coercion may have severe consequences on students' capacity to focus on school, regular school attendance, and academic performance.

Although GBV may affect male and female students, its manifestation and social reaction may differ. Girls tend to be disproportionately affected by prevalence and severity, especially in such contexts as coercive sexual **experiences** or school-related harassment. Nevertheless, boys are not an exception, particularly to physical violence, bullying, or sexual exploitation, but they might be less willing to report or seek help, as there is social stigma around these actions.

According to Rutter (2014), support systems either at the home or school level are highly significant in the way students experience such adversity. In the case of weak or absent systems, emotional distress resulting from GBV may result in school dropouts and academic decline among both boys and girls.

The **R**esilience theory emphasizes the protective influence of protective factors, which are conditions or interventions that absorb the adverse effects of adversity. Garmezy (1984) emphasised that individual characteristics and environmental factors are important in helping to build resilience. Among the protective factors in the environment of students exposed to GBV, it is possible to distinguish; Supportive teachers and staff at school who can identify the signs of abuse and act accordingly; Peers support groups that help decrease isolation; A sense of belonging and parental or guardian engagement that provides emotional safety and validation and the access to the school-based counseling and anti-GBV campaigns that stimulate awareness and prevention.

These are protective factors that are vital to both boys and girls. A male student who encounters GBV **but has access to** a mentor or counselor can still excel in his studies, and one who does not have such support may drop out or fail. In the same way, a female student who is a victim of **GBV** can **maintain or improve** her grades with the help of **suppotive** teachers or classmates.

The Resilience theory also emphasizes internal strengths, including self-efficacy, self-esteem, and coping skills. Masten (2011) and Zimmerman and Brenner (2010) state that when students accumulate these personal assets, they are better equipped to overcome adversities. Intrapersonal interventions, such as mentorship, safe spaces and psychosocial interventions are essential to both sexes. They assist the pupils to avoid internalizing the trauma and be able to have long-term academic performance.

The Resilience theory can be utilized in explaining various academic performances among the victims of GBV among students in cases where other challenges are present, such as poverty, teenage pregnancy, and cultural practices as is the case in the Bungoma County. Depending on the protective factors, both boys and girls can react to GBV differently. This variability can be explained by the difference between inner strength and that of support systems very often.

The theory of Resilience thus calls upon teachers and policymakers to apply strength-based interventions. Interventions must build resilience by designing supportive structures that support all students. This is in the form of gender-sensitive programming, training the teachers, and programs to empower both boys and girls in dealing with GBV cases.

However, the theory of Resilience is not devoid of limitations. It is too easy to believe that every student can recover or become successful with enough support, because recovery is a complex process. The resiliency may be drained by the continued exposure to GBV. A child or adolescent who first overcame the stress would subsequently drop out at school because of accumulation of the stress or failure to receive assistance regularly or a social stigma. This points out that the resilience process cannot be regarded as a constant and fixed process, but rather, a dynamic and time and context-dependent complex interaction of numerous factors.

The Resilience theory is an appropriate theory to explain how GBV affects the performance of both genders in academics. It transforms the victimization narrative to the narrative of healing, empowerment, and the life-changing and transformative power of social and personal support. However, application of this theory must be covert and situational as it is witnessed that resilience is a process and not a promise. Academic resilience cannot be achieved solely through personal assistance and facilitation, but it must also involve systemic changes to reduce GBV and to ensure that every student, regardless of his/her gender, has an opportunity to perform.

1.13 Conceptual Framework

From the objectives of the research topic, the independent variable (Predictor Variable) was various forms gender-based violence; the dependent variable (Outcome Variable) was test scores.

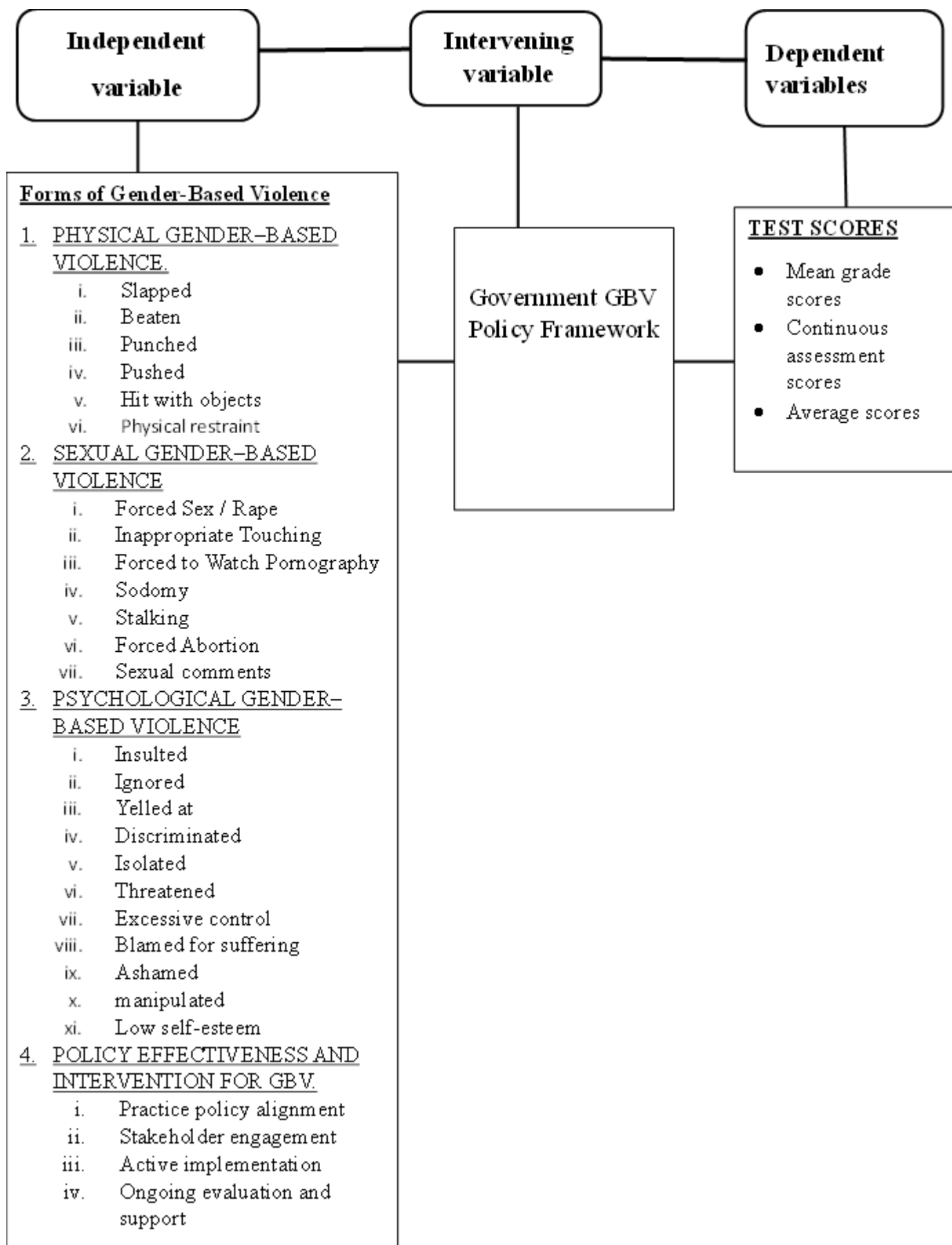


Figure 1.1: Conceptual Framework

Source: **Aurthor**

This study examines how Gender-Based Violence (GBV) is associated with test scores among the students in public secondary schools, focusing on four major independent variables, including physical GBV, sexual GBV, psychological GBV, and the effectiveness of gender policy frameworks. The variables are used as predictors, and the outcome or variable of interest is **internal test scores**.

Physical GBV involved physical violence that included beating, slapping, or any physical attack by classmates, teachers, or other people either in or out of school. The hypothesis was that there was no statistically significant correlation between the physical types of gender-based violence and the test scores of students in the public secondary schools in Bungoma County.

Sexual GBV entailed unwanted sexual contact, sexual harassment, coercion, or abuse. Such types of violence were said to cause mental health problems to the students, impair their concentration levels, and cause psychological trauma in the long run. As a result, there was a hypothesis that there was no statistically significant relationship between exposure to sexual GBV and test scores of students in the public secondary schools in Bungoma County.

Psychological GBV was the non-physical abuse that included verbal insults, threats, isolation, or blaming one's suffering. Such abuse might weaken the self-esteem of the students, raise the level of anxiety and stress, and decrease the motivation. These emotional and psychological effects can lead to poor academic performance because affected students are not likely to fully engage in the learning process.

The effectiveness of Gender Policy Frameworks entailed the presence and application of school-level, national, or institutional policies to prevent and react to GBV. They were reporting systems, interfering with reporting cases, punishing the culprits, and student protection programs. Schools that had more gender policies were supposed to demonstrate positive academic results among the students despite the threat of GBV because of enhanced protection, awareness, and accountability systems.

Students' test scores were the dependent variable measured by the end-of-term examinations using standardized test scores. The grades became a proxy for students' cognitive development and educational progress.

1.14 Operational Definition of Terms

Gender-Based Violence : Physical, sexual or psychological harm or mistreatment directed towards a student because of their gender in public secondary schools in Bungoma County.

Academic Performance: Performance of students in end of term one tests in public secondary in Bungoma County.

Forms of Violence: Refers to different types of harm students face in public secondary schools in Bungoma County.

Gender-Social cultural differences between boys and girls in public day secondary schools in Bungoma County

Gender discrimination: Giving an added advantage to one gender and denying the other opportunities in public secondary schools in Bungoma County.

Gender Equity: Being fair to both boys and girls when dealing with them in school and outside school in Bungoma County.

Gender Equality- Treating boys and girls the same way in public secondary schools in Bungoma County.

Gender Sensitive: - Giving deliberate attention to gender issues or problems in public secondary schools in Bungoma County.

Gender Awareness: The ability to identify problems arising from gender inequality and discrimination even if these are not obvious to observe on the surface

Gender Responsive: Acting to correct gender bias and discrimination to ensure gender equality and equity.

Gender Roles: Responsibilities and roles assigned by society or school to boys and girls.

Gender Mainstreaming- Efforts put in place to promote and achieve gender equality for both boys and girls.

Physical Violence: Being beaten, slapped, thrown objects at to cause bodily harm to a student in public secondary schools in Bungoma County.

Psychological Violence: being insulted, humiliated, threatened etc directed to students in public secondary schools in Bungoma County.

Public Secondary Schools: Refers to schools funded by the government to educate community's students.

Sexual violence- being touched inappropriately, forced sex, forced abortion without a student's consent in public secondary schools in Bungoma County.

Test Scores- Refers to the numerical results obtained by students in end of term one examinations in public secondary schools in Bungoma County.

Violence - The use of force or physical action to cause harm or hurt students in public secondary schools in Bungoma County.

Victims: A student in public secondary school in Bungoma County who has experienced Physical, sexual or psychological form of violence.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examined pertinent literature, which helped the researcher familiarize with the ideas of other studies on the association between gender-based violence and academic performance. The examined literature helped the researcher identify the gaps to be bridged by the current study.

2.2 The Concept of Gender-Based Violence

Gender-Based Violence (GBV) is an intertwining social phenomenon that is deeply rooted and represents and reinforces the structural inequalities, asymmetries of power, and socio-cultural norms. According to the United Nations, GBV is any harmful action committed against people due to their gender, which most of the time leads to physical, sexual, or psychological violence, especially to women (Muluneh *et al.*, 2020). Although this definition forms a point of departure for discussion, there are significant questions that this definition indicates about victimhood universality, the gendering nature of global systems, and the situational contextualities that GBV assumes in different contexts and for different people. One of the most widespread human rights issues in the world is gender-based violence. It has no social, economic, or national barriers; in the world, one in every three women is likely to be physically or sexually abused during her lifetime (UNFPA, 2016).

Despite the identification of GBV as a global health crisis by such scholars as Muluneh (2020), who point to the fact that GBV disproportionately impacts women in developing countries, the framing can also lead to the simplification of the problem into the binary victim-perpetrator situation, which does not reflect the systemic and intersectional nature of the phenomenon. The violation of personal rights is not the only effect of GBV which plays a significant role in trapping intergenerational

poverty, educational inequality, and social marginality. This blurring of GBV into violence overlooks the institutionalization of GBV, e.g. in schools, where inequalities between genders are generally normalized or invisible.

Lombardo and Rolandsen (2016) relate that GBV is not the result of a certain external factor but it is generated by properly established gender hierarchies, abuse of power, and social-cultural programming. However, these arguments are to be regarded as critical to the local practices and lived experiences. To illustrate this, it is possible to discuss Africa and Kenya where GBV is not a single way of pathology but a common way of male power and dominance. It is tolerated by the family, educational and religious institutions. The next question one asks after the fact that GBV is so rampant in schools to acquire the name of School-Related Gender-Based Violence (SRGBV) is whether the teachers, peers, and school policies are either encouraging or discouraging GBV in schools (Gwirayi et al., 2020).

Such interrogation elicits a wider conceptualization of GBV than the limited interpretation of female victimhood. Carpenter (2017) is disrupting the customary story through revealing the position of male victims who are largely overlooked, particularly in the war zones. Even though women and girls are the most vulnerable to GBV in any part of the globe, men also stand a chance of falling prey to GBV, albeit in different forms. These observations are a protest of the assumed gender dichotomy of the GBV narratives and are a call to more holistic approaches, including all the manifestations of gendered violence.

Even though the international interventions concerning sexual violence against women are required, it has indeed limited the analytical and policy discourse of GBV. The issue of why certain forms of violence attract more prominence or are given more priority than others and what this entails in terms of resource allocation, advocacy and programmatic actions must be challenged.

In Kenya, GBV is a major blow to the attainment of inclusive and good education, particularly in the marginalized communities (UN Women, 2024; NGECC, 2025). School environment, which tolerates or ignores the situation about gender based harassment, assault, and intimidation, contributes to making school environments unfriendly to learning and resulting in school drop-out, particularly among girls. Nevertheless, such trends are never reported due to stigma, the fear of punishment, and cultural silence on the subject of abuse (Runhare & Gwirayi, 2021). The question arising out of this is whether the current legal provisions, reporting mechanisms and support structures at schools and within the community are enough.

In addition to that, the more encompassing types of GBV as more frequently seen in African settings, including child marriage, Feminine Genital Mutilation (FGM), and trafficking, are to be challenged not only as cultural but also as highly resistant tools of social control and demotion. These practices, in my opinion as the researcher, are not isolated violations; rather they are component of structural barriers that affect the bodily autonomy, dignity and long term wellbeing of girls. They also put girls under very strong restrictions on their educational path which in most cases leads to school dropout, under-performance or even total exclusion of classrooms. This is in line with what Klugman (2017) argues that until GBV is fully dealt with, achievement of Sustainable Development Goal 5 (gender equality) and SDG 4 (quality education) would be on paper but not on practice.

Therefore, this paper critically analyzes how GBV correlates with school performance of Bungoma County secondary school learners in Kenya. It challenges the presence of overt and covert GBV in academic involvement, results, and ambitions by reflecting on the results of the performance of the students in the term one assessment examinations. The current trend which is the normalization of GBV in schools demands urgent exploration of the institutional facilitation of the occurrence, the cultural processes, and policy failures that allow GBV to persist.

2.3 Physical Forms of Gender-Based Violence and Students' Test Scores

Physical violence can involve cruel sentences, punching, striking, choke, biting, scratching, throwing objects, and stabbing among others. The Republic of Kenya (2019) stated that 49 percent of girls and 48 percent of boys of 13-17 years old had experienced physical violence, and 11 percent of girls and 4 percent of boys had experienced sexual violence. According to the Kenya report on VAC, 45.9 percent of the females and 56.1 percent of the males have experienced childhood violence and that physical violence is the most common form of violence in childhood (Republic of Kenya, 2020). This is a group of school going children and exposure to physical violence may affect their performance in schools.

According to the Kenya Violence against children Survey (VACS) 2019, 49 percent of girls and 48 percent of boys aged 13 to 17 years experienced physical violence and 11 percent of girls and 4 percent boys experienced sexual violence (Republic of Kenya, 2019). The collaboration between the government, NGOs, schools and the society should also ensure that violence is eliminated in the society and learning institutions.

The Sub-Saharan Africa is one of the regions where one can easily find the problem of physical violence in schools because it affects the emotional state of children and their academic performance. Aboagye et al. (2021) conducted a study to examine the prevalence and predictors of interpersonal violence among in-school adolescents in the area. The statistical synthesis of the data collected by eight countries found out that 53.7 percent of the students were exposed to interpersonal violence including physical fighting and physical attacks. Critical risk factors causing the rise of violence were reported to be bullying, truancy, substance use, and mental health issues, including anxiety. The findings support the fact that school-related violence is highly prevalent in **Sub-Saharan Africa**, and physical violence is among the key issues that negatively affects the academic performance of students, including their test scores. **No GAP**

According to Aboagye *et al.* (2021), bullying was closely related to physical violence, as bullied students were more prone to becoming violent themselves. Also, the students who were injured were two times more likely to be subjected to interpersonal violence, which in most cases was reflected in poor performance. Other important correlates that were also identified in the study to contribute more to the adverse impacts of violence on education among students included substance abuse and mental health struggles.

Although the study by Aboagye *et al.* offers invaluable information regarding the overall situation with school violence in Sub-Saharan Africa, it also shows that there is lack in the knowledge of the mechanisms of the effect of physical violence on academic performance based on the school environment. The research did not investigate the impact of various factors, including the school's location, students' socioeconomic status, or local policies that can influence the degree to which violence occurs or impacts academic performance. Specifically, the study did not dwell on the fact that male victims of school violence are underrepresented and tend to suffer in silence because of cultural stigmas of being bullied or corporally punished. The effects of GBV on male students' test scores is a field that is still unexplored in research.

The study underlines the importance of a more locally-based study of how school-level processes and cultural norms mediate the connection between physical violence and academic achievement.

In addition, the research deficit in terms of the experiences of male students indicates a potential research gap that can be filled in future work that examines the impact of various gender experiences of violence in school on test scores and general academic performance across Sub-Saharan Africa.

Otieno (2020) noted that violence in the school setting can also cause additional violence when it is exposed to the students. She also stated that gender equality is affected by gender-based violence

(GBV) in schools as a whole, since when violence is normalized and tolerated in schools, it **has** wider effects on gender equality. Victims are likely to feel helpless, and perpetrators feel invincible. Such attitudes and abusive **practices are not limited to** schools but continue to perpetuate inequality and GBV in society.

Mingude and Dejene (2021) examined the prevalence rate and related factors of gender-based violence in Baso High School female students. The research was based on the mixed-methods research design, involving quantitative and qualitative research methods, **for example** surveys and interviews. The researchers found that there **was** a strong negative relationship between physical violence and the academic performance of the students. However, the study concentrated more on female students and did not pay much attention to the experience of male students, which restricts generalization of **findings** to gender. The present research **filled** this gap by **engaging** both male and female students in the government **sponsored** secondary schools in Bungoma County to present a more balanced gender view.

Baghdady and Zaki (2019) examined the governance of secondary education in Sub-Saharan Africa. They found that bullying and physical aggression, such as corporal punishment, were rampant and had adverse impacts on performance. The rate of attendance and anxiety was higher among students who were victims of physical violence. Nevertheless, this study aimed at a **wider** picture of governance and education systems in Sub-Saharan Africa and failed to probe into local school-level dynamics. Compared to that study, the present one is more localized, focusing on the case of Bungoma County, thus **investigating** the issue of physical GBV and its **relationship with** students' test scores in a more local manner.

Tanton *et al.* (2023) reviewed the disclosure of GBV **in** schools. The review stressed the necessity to advance data collection procedures. It revealed that the test scores of the victims of corporal

punishment and peer bullying were lower, and the levels of anxiety and depression were high. Nevertheless, it was based on secondary literature and placed as the methodology of data collection rather than students' experience. This gap **was** filled by the **current** study, which gathered and analyzed primary and secondary data to reflect current and locally specific physical GBV experiences among Bungoma County **public secondary** students.

Beyene *et al.* (2019) provided a meta-analysis of 24 studies to estimate GBV prevalence among women and youth in Sub-Saharan Africa. They concluded that physical GBV significantly correlated with the students' academic performance. Nevertheless, the data examined were restricted to publications until 2017. They, therefore, **did** not capture the latest trends or the effects on policies, and concentrated on females and overall academic performance. Conversely, the **current** study undertaken **was** modernized with updated data, the sample consisted of both genders, and explicitly, the impact of physical GBV on internal test scores **was** studied, which **was** not as well-researched in previous studies.

Gichuhi (2022) conducted a purely qualitative research on gender-based violence among learners in the coastal region of Kenya. The research highlighted the relevance of policies, effective reporting, and community sensitization. Although it was informative, this research was more focused on the voices of local administrators and less on students, and the qualitative-only nature of the study restricted the statistical analysis of the effect of GBV on the specific academic outcomes. The present study **was** an advancement since it focused on students specifically and employed a mixed-method design to enable statistical and thematic analysis of the **correlation** of various types of physical **GBV on test scores**.

Karanja(2019) conducted a study on the impact of domestic violence on student performance in public day secondary schools in Tetu sub county, Nyeri County. The study employed a descriptive

research design and the respondents included 200 students, 20 guidance and counseling teachers, and 10 school heads (total sample size of 230). The study established that 72% of the student respondents were aware of the existence of domestic violence; 60% reported being victims of domestic violence; 90% of teachers agreed domestic violence had an impact on academic performance. The study concluded that domestic violence had an extreme impact on academic performance of students in these schools

Although Karanja (2019) has given insights on how domestic violence affects the academic performance of students in Tetu Sub-County, Nyeri County, a number of gaps are still present. The geographical scope of the study was narrow and only restricted to day secondary schools of the public, and the academic performance was measured primarily using general measures and perceptions of teachers. It failed to disaggregate physical abuse into definite forms like slapping or pushing, as well as to correlate the various types of gender-based violence (GBV) to genuine student test achievement using precise statistical methods. Further, it failed to evaluate the efficacy of policy frameworks or give current data that showed the current trends in GBV. The current research fills these gaps by focusing on the quantitative test scores of physical, sexual and psychological types of GBV in the Bungoma County by analyzing the secondary schools with population of 12-17 years of age, distinguishing between physical, sexual, and psychological forms of GBV, using strong statistical analysis and measuring the effectiveness of policy hence offers a more precise and up to date perspective of the connection between GBV and academic performance.

Physical violence is a significant problem in schools particularly in Bungoma County in Kenya. The study carried out by Beyene et al. (2019) aimed at identifying the impact of physical violence, including bullying and corporal punishment, on student performance in secondary schools in the area. The study findings demonstrated the negative effect of this kind of violence to the academic

performance of the students, in particular, their test-score performance. Nevertheless, the paper failed to comprehensively consider the correlation between a physical form of violence in schools in Bungoma County with its intersectionality such as how socioeconomic status, disability and marginalized identities might contribute to a further aggravation of violence impacts on the learning experiences of learners.

It is at this intersection that there **was** an absence of how different social influences, particularly those of the countryside, including Bungoma County, can relate to the academic performance of the victims of the violence, who are the students. Besides, the effect of the school's educational environment, whether public, private, urban, or rural, could alter the consequences of physical violence, which was not the subject of the study. The lack of adequate infrastructure and an emotional support network for the students in Bungoma, where schools are often poorly equipped and in distant locations, could aggravate the extent to which physical violence can have an impact on academic **achievement**.

Mwenesi et al. (2025) conducted a study titled “Exploring Teachers’ Lived Experiences with Regard to Alternatives to Corporal Punishment in Addressing Moral Decline in Secondary Schools in Bungoma County, Kenya” to investigate how teachers perceive and implement alternative disciplinary strategies following the ban on corporal punishment. The paper was based on communitarian philosophy that focuses on the importance of shared community norms in the development of morals and was based on a hermeneutic phenomenological design to be used in the study to elucidate the life experiences of school leaders. The population to be studied included deputy principals and heads of guidance and counselling in secondary schools where an eight purposive sample of participants were chosen to give qualitative in-depth information. The data were gathered by unstructured interviews and analyzed by Interpretative Phenomenological

Analysis (IPA) with supplementary information on the secondary data of policy documents, literature, and media publications.

The research established that the current alternatives to corporal punishment were not very adequate in solving moral deterioration among the students. Teachers also cited that the practices did not correspond with the recommended disciplinary options, as they found that the alternatives were not philosophically based and could not be related to the moral and cultural situation of the school. The authors suggested that other forms of discipline should be based on the principles of communitarian philosophy and fulfilled using such mechanisms as Socratic dialogue that focuses more on reflective questioning and critical thinking to develop moral and ethical behaviour in students.

Although it has contributed, the study had a number of research gaps that were applicable to the current study. One, the study did not consider the views of the classroom teachers, students, parents and other stakeholders, who are the most vital in establishing the overall school culture. Second, the study investigated disciplinary alternatives but failed to address how the disciplinary alternatives relate with quantifiable results, including the academic performance, absenteeism, or student engagement. Third, the qualitative sample size is not sufficiently large to generalize as well, and the researchers did not empirically determine the effectiveness of particular alternative disciplinary programmes. Lastly, the paper did not focus on gendered school discipline or violence, and thus there was a gap in the comprehension of how moral decline, discipline and possible gendered issues relate to shape student outcomes.

The gaps and findings that Mwenesi et al. (2025) identified form an excellent basis to the current research. Their contribution emphasizes school culture, perception of teachers as well as philosophical foundations in the formation of student behaviour which is similar to the situation in which gender-based violence is perpetrated. With the limitations of their study, especially the lack

of quantitative data to correlate disciplinary practices with academic progress and the focus on gendered violence, this study aims to examine how gender-based violence influences the academic performance of students in state-run secondary schools in Bungoma County, thus, overwhelming a very significant gap in the current literature.

One of the sufficient frameworks within which the dynamics could be studied was the article by Wasonga and Makahamadze (2020) regarding student protests and violence in the context of Kenyan secondary schools. The theory of total institutions of Goffman and the theory of violence of Fanon can be summarized by arguing that an oppressive school environment, especially boarding schools, contributes towards restlessness among students, and violence was also used in the research. Wasonga and Makahamadze (2020) note that authoritarian structures, strict rules in such schools, and living conditions are more likely to induce opposition and violence. Their findings capture the picture in Bungoma County, where corporal punishment and bullying continue to be practiced in the school as forms of discipline, and a culture of fear and defiance is instilled in school children. Academic failure attained in such settings may lead to even higher failure levels of disadvantaged students due to marginalizing factors such as socioeconomic factors and others.

This research raises the significance of a more intersectional look at the relationship attachment between violence in school and academic achievement, particularly in rural areas, as in Bungoma County, whereby social and monetary separation, as well as education disparities may further intensify the effects of physical assault on the test grades and general accomplishment of understudies.

In conclusion, various researchers indicated that physical manifestations of gender-based violence (GBV) were substantial barriers to the academic achievements of students. Some of the physical violence, such as corporal punishment and peer bullying, was known to impact negatively on test

scores, attendance in classes, and the general well-being of students. Nevertheless, the literature had several gaps, such as the unavailability of Bungoma County data, minimal attention to in-school test scores as an academic outcome, inadequate gender-based research, and the absence of disaggregated physical GBV forms analysis.

These gaps were covered in the current study as it targeted both male and female secondary school students in Bungoma County, employed a mixed-methods design, gathered primary data of the most recent period, and analyzed a particular form of physical violence and its impact on the test scores achieved by students. Such contributions contribute to increasing the knowledge of the adverse effects of physical GBV on academic achievement and allow for the design of well-informed interventions in schools.

2.4 Sexual Forms of Gender-Based Violence and Students' Test Scores

The problem of sexual violence is ubiquitous and has significant consequences on the educational performance of children and adolescents. Kibriya *et al.* (2016) explained that sexual violence involves such behaviors as rape, unwanted sexual contact, sexually explicit comments, threats of a sexual nature, and harassment. According to the estimates provided by the World Health Organization (WHO, 2021), about one billion children under 17 years of age have been victims of physical or sexual violence worldwide. In particular, 1-21 percent of girls are sexually assaulted before they reach 15 years, and about 150 million girls and 73 million boys are under the age of 18 and have experienced some form of sexual violence (UNICEF, 2019; WHO, 2021).

Even in Kenya, there is a worrying trend of sexual violence in schools. In the study by UNICEF (2014), it was noted that 20 percent of victims of sexual violence experienced it at an early age before they turned 18, and this was their first experience in school. Moreover, one out of three girls

in Africa is forced to marry early and against their will before the age of 18, and 5 percent before the age of 15, which usually affects their educational pathways negatively.

Although sexual violence in educational institutions is a widespread occurrence, there are very few empirical studies on the direct relationship between sexual violence and academic performance, especially in measurable forms like test scores in Kenya. Bradbury *et al.* (2019) highlighted the broad scope of gender-based violence (GBV) that encompassed cyberbullying and intimate partner violence, yet stated that most of the studies were Eurocentric, paying little consideration to African or Kenyan secondary schools. Furthermore, many studies did not support the correlation between GBV and educational performance. Other forms of GBV such as early and forced marriage and female genital mutilation also had a low representation in the literature and this means that there was ignorance on the overall educational effects of such.

In a study conducted by Carpentier (2017) on the issue of GBV in men and boys in conflict regions, the researcher revealed that sexual violence produced psychological traumas and social stigma, which negatively impacted academic activities. However, the contextual constraint of the study was that it focused on the conflict-inflicted areas and male victims, which was not comparable to the environment in Kenya, which was more peaceful, and the research was in secondary schools. The gap was bridged when the researcher focused on the study of GBV in a school setting within the Bungoma County as well as between male and female students.

By using the mixed-methods method, Latzman et al. (2018) found that dating violence led to low test scores and high levels of absenteeism among students. However, the study focused primarily on dating violence, therefore omitting other prevalent GBVs in schools. This was improved by the present research by incorporating various forms of sexual GBV, which would give a more accurate picture, which could be generalized to the life of Kenyan adolescents.

A research study by Decker et al. (2015) on adolescent girls in the low- and middle-income countries revealed that the relationship between GBV and poor academic performance, absenteeism, and dropping out was significant. The study however, carried out was predominantly on female students, which is not gender inclusive. On the other hand, the present research was conducted among both male and female students to enhance the diversity and generalizability of the findings.

Postmus et al. (2015) examined psychological outcomes of sexual violence in Liberia through the use of focus groups to inform the study of its impact on academic achievement. Despite the fact that the research was informative, the methodology may have provided social desirability bias that limited the validity of the responses provided by the participants. The current study has overcome this limitation with the application of individual interviews and surveys to encourage more sincere responses and ensured to ensure a wider generalization.

Cahill et al. (2019) in their participatory action research in East and Southern Africa also showed the adverse effects of sexual violence on education, which explains the significance of community-based prevention actions. Nevertheless, it had a methodology gap because the research lacked quantitative academic variables like test scores. This gap was addressed by the current study which had to investigate statistical correlations between GBV and academic performance.

Nyaane (2020) focused on the primary school pupils in a study in Zambia and used a qualitative approach and a small sample of 50 people. The study results could not be generalized as students in the secondary school may be more susceptible to sexual violence. The latter limitation was overcome in the current research, which employed a statistically representative sample population of students in public secondary schools, and the sample size was bigger.

Dawit (2019) conducted a qualitative study in Ethiopia and involved 30 respondents who are females and recruited using snowball sampling. Though the study found that GBV was one of the factors that made its participants feel inferior and poorly perform in their academics, the limited number of participants and the fact that the male participants were not part of the study also reduced the generalizability of the study outcomes. The current research deal with these methodological and demographic shortcomings by using the mixed-method approach and including both sexes.

In their Ethiopian study, Alemu and Dejene (2021) applied the logistic regression to determine the association between gender-based violence (GBV) and poor academic achievement among female students. Their study was however confined to one institution and did not include male students thus limiting the extrapolation of their study. Conversely, the current research is more broad since it embraced the participation of various public secondary schools in Bungoma County and both male and female students were filled.

Finally, Kibriya et al. (2016) investigated school-related GBV (SRGBV) in Botswana, Ghana, and South Africa using such international data as PIRLS and TIMSS. The study was informative, but it did not delve into the situation in Kenya and focused on bullying but not on other forms of sexual violence such as harassment, coercion, and abuse. The current study addressed these thematic and regional gaps by enabling a filling of the gaps with the different sexual types of GBV in Kenyan secondary schools.

In the study, the researcher has used various statistical tools in order to establish the relationship between bullying and academic achievement. These were Ordinary Least Squares (OLS) and Directed Acyclic Graph (DAG). The matching strategies were used whereby bullied students were matched with a non-bullied student who had all the other observable variables in common. The influence of bullying **was** determined through the research by looking at the differences in the

average performance of the two groups of students. Nevertheless, one of the major loopholes in this strategy **was** that it assumed the same academic potential for the bullied and the non-bullied students. This limitation **was** avoided in the present research because a correlational design and methodological triangulation **were** applied, which offered a more sophisticated and context-specific picture of the association between gender-based violence (GBV) and academic performance. In addition, past research mainly concentrated on bullying in general without breaking it down into the types of GBV, which the current study **addressed**.

Kibriya et al. (2016) conducted a study that investigated the effects of sexual violence on academic performance, i.e., test scores of the students. The study used a mixed-methods research design that involved a cross-sectional survey and secondary data analysis, and involved global samples of adolescent girls and boys. The research study pointed out that the emotional and mental health of students was adversely affected by various types of sexual violence, such as harassment, assault, and rape, which had usually resulted in poor academic performance. The victims of sexual violence performed worse academically, as their scores in tests were lower, and they were less engaged in school life.

Although the researchers recognized the adverse effects of sexual violence on students, Kibriya et al. (2016) found a serious gap in the literature, i.e., the absence of studies that directly address the connection between sexual violence and the measurable academic performance outcomes, e.g., test scores. Despite the extensive body of research that has already been devoted to the emotional and psychological consequences of sexual violence, there is a lack of research that would specifically focus on the relationship between sexual violence and academic performance. This literature gap denies educators, policymakers, and communities the ability to come up with specific mechanisms to reduce the educational loss occasioned by sexual violence. The gap should also be filled by undertaking an attempt in future research to measure the impact of sexual violence on standardized

test scores and academic involvement directly, or on its outcome. Such knowledge about the relationship can provide more precise data to facilitate some practical actions that can benefit the affected students and enhance their performance in school.

In Africa, the topic of sexual violence and its effects on the academic performance of students was considered to be a real issue, especially regarding such phenomena as early marriage, female genital mutilation (FGM), and school-related harassment. Bradbury et al. (2019) conducted a sequence of case studies and ethnographic surveys and studies to know how sexual violence affects the educational performance of African student adolescents, particularly girls. Results of the study indicated that sexual violence, which includes early marriage, sexual harassment between peers and teachers, and FGM, is horrendous to the mental health of students and their focus on learning. Such forms of violence are the reasons behind school absenteeism, early school leaving, elevated stress as well as trauma, and this is detrimental to the academic performance of students, as well as their performance in tests.

Nonetheless, even with the useful information offered by the previous researchers, Bradbury et al. (2019) found that there was a significant gap in the literature. In particular, empirical studies on the direct correlation between sexual violence and academic achievement did not exist, especially on objective measures like test scores. The majority of the current literature has focused on the general implications of sexual violence such as emotional distress, school dropout rates, and psychological well-being and has not talked much on how sexual violence impacts academic achievement specifically. This disparity was especially large in African settings, where education is usually underfunded, and female learners are exposed to additional obstacles because of the sexual violence they experience. The gap is important to bridging the gap on the extent that sexual violence adversely affects academic performance. Such research outcome can inform specific treatments at

the school level, be used in evidence-based interventions with the affected students, and offer a more comprehensive picture of how sexual violence affects education and how to eliminate it.

In the study by Samakao et al. (2023), the authors investigated how GBV affects the welfare of higher learning institutions learners in Zambia. The research adopted a mixed-method study that is pragmatic on the philosophical approach. It was founded on the exploratory study design and involved probabilistic and non-probabilistic methods of data collection where 150 participants took part. The greatest results were the implications of GBV in students, and there were both scholarly and non-scholastic consequences that were encountered, with consequences such as stigma, poor educational results, mental trauma, and dropout rates. Nevertheless, it was only conducted in tertiary institutions and limiting its implementation in the secondary school structure. The current research study addresses this gap in the population because it concerns the students at the public secondary schools in Bungoma County. It has a very broad and bigger sample size that can comprise 13 sub-counties that enhance generalizability.

The main aim of the research, carried out by Tamirat et al. (2021), was to establish how GBV affected the performance of female students in Gesuba Primary School in Ethiopia. The research employed a probability sampling to sample 39 respondents and relied on the use of interviews and questionnaires. The study is limited as much as the research enlightened the performance of primary school girls due to the effect of domestic and peer-related GBV, but it did not discuss male students, bigger samples, and secondary schools. The current paper addresses this demographic and contextual gap, and it includes both female and male students in Bungoma County of secondary schools, which further increases the encapsulated analysis in terms of representativeness and inclusivity.

The research by Mtasingwa and Mwaipopo (2022) examined the impact of GBV on education of high school learners in Bagamoyo district in Tanzania. The mixed-method study managed to determine that GBV was created in different settings: at home, school, and community. The results

were low performance, teenage pregnancies, school absences, and illnesses. Nonetheless, this research study was helpful, but it failed to disaggregate GBV by type with academic scores, and it did not directly statistically correlate the types of GBV with internal test results. This conceptual and analytical gap is addressed by the present study, which examines the particular association between different types of GBV and the internal examination marks of students.

Sexual gender-based violence (SGBV) and academic performance have been of great concern in Kenya, and specifically in rural settings such as Bungoma County. Decker et al. (2022) carried out a mixed-methods research study to identify the prevalence and impacts of intimate partner violence (IPV) and non-partner sexual violence (SV) on Adolescent Girls and Young Women (AGYW) in Nairobi, Kenya, in response to the COVID-19 pandemic. IPV was the same between the pre- and pandemic periods because it stood at 17%. During this time, IPV was highly linked with low levels of social support and financial insecurity that contributed to increased violence in relationships. Moreover, the financial stress and alterations in everyday activities, including curfews, caused by the pandemic led to a higher risk of IPV.

Even though the research targeted the urban setting, the results align with the problems threatening rural places such as Bungoma. Economic instabilities and social pressures usually intensify the vulnerability of young women to sexual violence in these regions, and this, in turn, influences their academic achievement. The study by Decker et al. (2022) highlights the importance of short-term and long-term interventions targeting the social and economic drivers of SGBV, particularly in rural learning institutions, so that girls can pursue education and social life without fear of violence.

A study by Bah and Barasa (2021) on the Bukusu people of Kenya showed that indigenous knowledge and patriarchal systems are the cause of sexual violence and low levels of education. Although the study was informative in establishing the relationship between cultural norms and GBV, it was not statistical, ethnographic and informative. In addition to this it could not directly connect these cultural forces with any quantifiable academic outcomes in the school setting. The

current research extends them through the synthesis of the quantitative analysis with the correlational design, which involves the consideration of the cultural factors in the Bungoma County.

Andere (2018) has conducted a study to determine the relationship between GBV and academic achievement in high schools in Nakuru county and implemented qualitative and quantitative research design. The study was able to determine that the SRGBV had an enormous impact on student performance and attendance.

To a large extent, though, the available studies have been based on a descriptive survey research design and have not exhausted internal academic performance indicators like test scores. Also, a sociological view, which explains the navigation of the student through trauma and adversity, has been largely ignored in previous research even in the context of Social feminist theory. This research builds on this literature of research by combining both the feminist theory and the resilience theory to explore the effects of GBV on the mental health of students, their attendance at school and performance in school. The application of the resilience theory enabled the researcher to examine the coping and overcoming strategies of students who endure the adverse effects of GBV, including the protective forces that help the students to stay in school. This study takes a rigorous methodological approach, in terms of methodological triangulation through the use of various data collection tools, plus analysis internal examination scores, as such an approach enables the presentation of a stronger insight into the academic implications of GBV.

In Kenya, Sexual Gender-Based Violence (SGBV) and academic achievement have been a concern that has been on the increase in rural set-ups, especially Bungoma County. Even though the available literature, including the mixed-method study by Decker et al. (2022), targeted adolescent girls and young women (AGYW) in the Nairobi setting during the COVID-19 pandemic, the results apply to the rural setting. Decker et al. demonstrated that there was consistently a 17% prevalence

of intimate partner violence (IPV) before and during the pandemic. The researchers found low social support and economic vulnerability as two of the factors that relate to IPV, and the pandemic-related upheavals such as curfews and everyday routine changes increased the risk of violence because of financial stress.

Even though these conclusions were made in an urban environment, it is theorized that this may also be the same in a rural location such as Bungoma County. These communities can be prone to economic instability and social pressures that might contribute to the vulnerability of young women to sexual violence and the effects are direct, that is, their academic performance. This study extends the findings of Decker et al. (2022) by highlighting the necessity of both immediate and extended interventions that should focus on the social and economic causes of SGBV in the rural learning institutions to ensure that girls have the opportunity to continue with their education without the fear of being victimized by violence and other social consequences.

2.5 Psychological Forms of Gender-Based Violence and Students' Test Scores

The psychological / emotional violence is more an acknowledged manifestation of gender-based violence (GBV) which, though it is silent but prevalent, has a negative effect on the mental health, attention, and motivation to learn in students. This violence manifests itself through verbal abuse, intimidation, humiliation, threats, and isolations, which gradually ruin the self-esteem and academic confidence of students. Various studies conducted both in the local and international scene have attributed poor academic performance to psychological violence among students. Verbal abuse, cyberbullying, and emotional manipulation in general are viewed as a form of psychological gender-based violence (GBV), which is one of the core issues that lead to poor academic performance among students.

Cantone *et al.* (2015) performed a systematic review to identify the efficiency of different interventions that can be applied to minimize bullying and cyberbullying in schools. Their findings showed that physical, verbal, and cyber bullying considerably impacted the mental health and well-being of students, which in turn affected their academic performance. The victims of bullying have low levels of self-esteem, anxiety, depression, and social isolation, leading to poor academic performance.

Cantone *et al.* (2015) reviewed the literature of school-based and universal interventions to combat bullying. The review established that most programs effectively minimized bullying in the short term, but their effectiveness in the long run was mixed. For example, the interventions aimed at the whole school community proved more effective than those aimed at individual behaviors. The long-term outcomes were not always promising, particularly where the interventions failed to involve all the stakeholders, such as teachers, parents, and the community.

The research also revealed that the differences were significant depending on gender, age, and socioeconomic status. Bullying activities were more common among boys, and the consequences of bullying were commonly more serious among students of lower socio-economic status. These results pointed to the necessity of further context-specific interventions that would take into account these variables when working with psychological violence in schools. Although the article by Cantone *et al.* (2015) gave significant information on the global impact of bullying, as well as the effectiveness of different interventions, there is still a gap in the research especially in such rural settings as in the Bungoma County in Kenya where the relationship between various forms of psychological GBV and academic performance has not been fully explored.

Psychological violence in schools is a widespread problem in Africa, and it has a significant impact on the academic achievements of learners. Research by Njelesani *et al.* (2022) in Zambia examined

the lives of students with disabilities, in particular, how they became victims of school violence, verbal abuse, and bullying. The study conducted in Lusaka and the Southern provinces of Zambia involved a qualitative research design to determine the effects of school violence on the students' psychological well-being and academic participation.

The research results showed that students who had disabilities were often victims of emotional and physical violence perpetrated by their peers, most of the time in the form of insults and physical attacks. Isolation, distress, and low self-esteem were examples of complaints made by such students, which resulted in decreasing academic activities. Moreover, the authorities at the school did not do a lot to suppress the violence. In other cases, disabled students were suspected to have been the contributing factor to the violence and that worsened their mental torture. To present a case in point, some of students said the teachers did not merely do nothing in response to them but also presented them with even more serious punishment in terms of their disabilities. These attitudes of teachers helped in facilitating the academic issues of such students.

According to Njelesani *et al.* (2022), such violence resulted in increased absenteeism rates because students with disabilities tended to evade school to avoid the hostile environment. The emotional experience of bullying or being neglected by the teachers significantly impacted their concentration and academic performance. This research draws attention to the fact that the literature has a severe gap because the experience of students with disabilities and their particular problems in academic performance due to psychological violence have not been quantitatively measured in prior studies. The absence of an effective, methodological way of dealing with psychological violence in schools is one of the biggest obstacles to educational equity in Zambia and other African states.

Psychological gender-based violence (GBV) is non-physical abuse of an individual because of gender or gender identity and that is likely to harm his or her mental or emotional health. This

violence can be either implicit or overt and is more likely to incorporate behavior patterns that are aimed at controlling, intimidating, degrading, or isolating the victim (Berbegal-Bolas et al., 2020; Parkes et al., 2016). Even though psychological GBV does not result in any physical signs, it was reported to have long-term psychological consequences such as anxiety, depression, low self-esteem, and trauma, which could impact the school performance of a student (Makhene, 2022; Otieno, 2020).

An emerging body of empirical data indicates that psychological GBV is associated with negative academic outcomes. The study by Berbegal-Bolas et al. (2020) conducted a quantitative study on students of health sciences and social work at a university, in which a negative relationship between experiences of psychological violence and academic performance was found to be significant. Their work highlighted the scholastic implications of emotional abuse. However, a population-based dissimilarity constrained it since it was not concerned with younger students who are more susceptible and had less coping skill.

Likewise, Makhene (2022) surveyed the psychological GBV in higher education institutions and stated that verbal, emotional, and cyber abuse was correlated with reduced academic performance. Nonetheless, this study was also limited to adults and did not consider the secondary school learners in rural settings, like Bungoma County, where mental health facilities are scarce.

Some studies have concentrated on GBV in non-African or urban backgrounds; hence, the findings are irrelevant in rural Kenyan areas. Patel *et al.* (2021), studied the problem of violence against adolescent girls in India and focused on the emotional consequences of maltreatment. This study was insightful, but did not consider academic outcomes like test performance, which was the primary interest of this study. Furthermore, its cultural and geographical peculiarity additionally restricts its applicability to Kenya.

Parkes *et al.* (2016) provided an international synthesis of school-related GBV (SRGBV), along with psychological violence. Even though the research provides a rich insight about the whole world, it does not provide localized, detailed information that may be used to guide policy and practice in the rural counties in Kenya. The contextual gap, therefore, lessens the study's usefulness in informing interventions in Bungoma County.

Other researchers point out the existence of psychological violence in schools, but do not use strong methodology in estimating its academic impact. In such a way, Chitsamatanga and Rembe (2020) applied qualitative research to study SRGBV in schools in South Africa. They found that psychological violence is one of the key barriers to education. However, the lack of statistical data in their study undermines their findings on academic performance. Hence, the methodological and data gaps were addressed by the current study.

Gichuhi (2022) carried out a qualitative study in the coastal region of Kenya and detected an adverse effect of GBV on students' academic performance. Although the study was contextually relevant, it is not quantitatively validated, and hence it is not easy to generalize the results or use them to make policy decisions.

The research by Karanja (2019) focused on investigating the outcomes of domestic violence on student performance in public day secondary schools in the Nyeri County in Kenya, Tetu Sub-County. The research involved 230 respondents which included students, guidance and counseling teachers and school heads where the questionnaire and interview were used in the collection of data. The results indicated that 72.9 percent of the students had heard of domestic violence occurring in their homes and 60.5 percent had been a victim of it. The most prevalent reported abuse existed in the form of psychological (90 percent by teachers), physical (85 percent) and sexual abuse (5 percent). The research concluded that psychological abuse was very detrimental to the

concentration of students, self-esteem and the general performance of students in school. The heads of all schools acknowledged that students who were exposed to domestic violence had poor academic outcomes.

The results by Karanja correspond to those of Khan et al. (2021) in Pakistan. They discovered that school-acquired violence, particularly gender-based verbal insults and emotional bullying diminished self-confidence and academic performance of students. Students in Kapchorwa Municipality, Uganda (2024) also demonstrated in East Africa that students who were exposed to gender-based violence performed poorly in exams than their non-victim counterparts.

These researches demonstrate that there is a definite correlation of psychological violence and poor academic achievement. Nonetheless, the majority of the studies, such as that conducted by Karanja (2019), concentrated on domestic violence, which is why there was a gap in the knowledge of how the psychological violence is occurring in secondary schools, particularly in rural Kenyan regions. This research gap necessitates the present study which investigated the relationship between psychological types of gender based violence in the public secondary schools in Bungema County and the test results of the students. Through the rural secondary school setting, this research developed an elaborate understanding of the relationship between emotional and psychological abuse in schools and the academic performance of students.

The other studies have examined GBV in other institutional contexts and hence cannot be applied in the school context. Blindow *et al.* (2024) have systematically reviewed GBV in workplaces and identified its connections to stress, absenteeism, and other adverse occupational outcomes. Nonetheless, the research does not generalize its results to education or analyze such outcomes as academic achievement.

Ajdukovic *et al.* (2021) considered capacity-building to prevent GBV in schools but did not evaluate the academic outcomes. Although informative in planning interventions at the school level, the absence of data on quantifiable academic variables is a significant data gap.

Otieno (2020) explored the bullying and verbal abuse in the Kenyan primary schools and offered valuable information on early exposure to psychological GBV. However, the research also presented a population and a contextual gap, as it omits the secondary school setting, where the psychosocial struggles are more complicated, such as digital abuse.

The majority of the available studies like ([Berbegal-Bolas *et al.*, 2020](#); [Makhene, 2022](#);) focus on university students, thus missing secondary school students, who are at a developing stage of life and do not have appropriate coping strategies.

The specifics of socio-cultural and educational realities of rural areas of Kenya, including the Bungoma County, might not be fully captured in international research (Patel *et al.*, 2021; Parkes *et al.*, 2016).

The majority of reviewed studies were based only on a qualitative approach (Gichuhi, 2022; Chitsamatanga & Rembe, 2020) or literature review (Makhene, 2022; Blindow *et al.*, 2024), which also indicated the necessity of mixed-methods studies involving the combination of statistical analysis and the depth of context.

The majority of the reviewed literature failed to draw direct and measurable links between psychological GBV and academic performance, especially standardized academic performance measures like test scores.

GBV is usually discussed as a general concept, and not much attention is paid to isolating psychological violence as a specific factor, like verbal insults, intimidation, or cyberbullying, that influences academic achievement.

The literature review revealed that it was agreed that psychological GBV had adverse effects on mental health and learning performance of students. However, this still left key gaps in the knowledge of how this affects the secondary school students in the rural Kenyan setting particularly the impact on a quantifiable academic performance as measured by academic test scores. The above gaps were filled in the proposed study which focused on investigating the psychological GBV and its relationship with the academic performance of the secondary school students in the Bungoma County. The research design that was used in the study is a mixed methods research design, which offers a comprehensive, context-driven, and statistically focused information towards the discussion and education of GBV.

Psychological violence as a type of Domestic Violence (DV) is the issue that has been found to be problematic in the Bungoma County, Kenya, and one of the key factors that affects the academic performance of students. In their study, Nyaranga et al. (2022) aimed at examining the impact of domestic violence on the behavior of secondary school students in the classroom with a special emphasis on various forms of domestic violence, such as sexual abuse, physical assault, psychological torture, and emotional abuse. The research used a descriptive survey design and research was done with 648 respondents who included students, principals and guidance and counseling teachers.

The study found out that the students who had either experienced DV in their homes or witnessed the same type of violence had their behaviors in classes change significantly. The majority of such students lamented about lack of concentration in their classes, lack of engagement in school affairs, and lack of motivation in general. The emotional aspect of observing or experiencing DV particularly sexual abuse and psychological torture led to their non-involvement and low performance in school. Moreover, the study also concluded that such students were generally faced

with a feeling of isolation not to mention the trauma that was also adding to their academic complications.

The article observed that psychological violence which is verbal abuse and emotional torture may not be evident all the times but the effects were tremendous. The tortured students were usually withdrawn emotionally or psychologically and this had an effect on their performance at school. The fact that these revelations were completely worrying because, the abuse, which was perpetrated in the home, was not reported much, and the students would rarely seek any assistance, fearing to be punished even more. The authors came up with a conclusion that the problem of domestic violence needed an improved intervention by the schools running in Bungoma County. They suggested that such intervention programs as counseling services and parent-teacher collaboration within the school should be implemented so that they could help the affected students and create safer learning conditions. The paper also demanded the policies to identify the relationship between DV and academic performance since the need to intervene early to ensure that a cycle of violence can be discontinued and that a higher level of academic performance is possible among the student population with violent background at home.

The research provided valuable data concerning the correlation between domestic violence and school performance in Kenya and the significance of employing a complex approach to the resolution of the psychological and educational issues of the learners involved.

2.6 Policy Framework on Gender-Based Violence in Public Secondary Schools

The government of Kenya is a signatory to the 1989 UN Convention on the Rights of the Child (UN General Assembly 1989), which engages the nation in child protection and school safety by undertaking various legislative and policy measures. Among them, one can refer to The Children Act (2001, revised in 2012) that prohibits discrimination, cruel treatment, and sexual exploitation of children, and Gender Policy in Education by the Ministry of Education (2007) that is focused on the

elimination of the sexual harassment, gender stereotyping, and negative socio-cultural attitudes at schools. The other laws include the Kenya Sexual Offences Act (2006) and the Basic Education Act (2013), which advance the rights of the children to free education and freedom of corporal punishment.

Although there are elaborate legislative and policy frameworks set to combat gender-based violence (GBV) in Kenyan secondary schools, the incidence of these violence is still a reality, which means there are significant gaps in realizing and practicing the policies. Studies conducted by the African Population and Health Research Center (APHRC, 2024, 2025) demonstrate that most schools claim that they have policies on GBV or sexual harassment, however, their implementation and sensitization are not consistent. Other studies also emphasize the fact that school leaders are not always able to offer or even demonstrate that there are such policies, indicating a poor interpretation of laws into practice (CGD, 2024; MDPI, 2019). Besides, the gaps of the implementation are even greater in rural and distant regions, where resources, training, and control are scarce, and there is little empirical evidence to evaluate the efficacy of these policies in preventing GBV and safeguarding students (APHRC, 2024; APHRC, 2025). This highlights the importance of improved institutional capacity and surveillance systems in order to make sure that legislative intentions have any meaningful implementation in schools.

Gender-based violence (GBV) in educational institutions is a widespread problem with far-reaching consequences such as the insecurity of students, their emotional states, and academic achievements. Different policy frameworks have been established in order to deal with this violence. One of the most significant and renowned policies, which the United States Title IX guarantees, is the inability of students to be discriminated against on the basis of sex, even in the cases of GBV in the federally funded educational institutions.

Title IX is an education amendment that was passed in 1972. It also forbids sex discrimination as regards federally funded education programs or activities. The issue of sexual harassment or

violence is not clearly stated in the law. Nevertheless, it has been applied to these areas to a greater degree, particularly following the introduction of sexual harassment as a form of sex-based discrimination as a part of Title VII of the Civil Rights Act of 1964. According to Melnick (2020), Title IX requires schools to establish policies and procedures in the prevention and response to sexual harassment, including sexual violence, and provides legal recourse to victims. This includes the need to have schools conduct research on complaints as soon as possible and take appropriate corrective actions and support services to the victims in form of counseling and provision of academic accommodation services.

Practically, Title IX stipulates that the educational institutions should treat sexual misconduct in a way that will not harm the complainant further. These also entail the assurance that the victim shall not be victimized or against. Other aspects highlighted in the policy are that the environment should be made non-threatening and supportive to all the students by preventing through education, proper reporting procedures, and sensitization programs. Besides, schools should act in time on complaints, provide the victims with resources and support, and investigate the allegations. In the case where the schools fail to address the GBV issues satisfactorily, the students themselves can also seek redress to court, and this holds the institutions responsible of what they are doing.

Although Title IX has been an important instrument in reducing GBV in schools in the U.S., Melnick (2020) identifies a significant research gap, which is the absence of in-depth research on how Title IX and other comparable policies directly influence measurable academic performance. Even though there is no doubt that Title IX has contributed to safer schooling conditions and improved victim support structures concerning GBV, the connection between implementing such policies and academic achievements is underrepresented. The long-term outcomes of these policies have not been completely quantified in terms of student retention, graduation rates, and test scores. Since trauma and violence are associated with performance in studies, further research is necessary to establish how GBV policies can improve the performance of all students.

Similar frameworks to address GBV in schools have been implemented in most countries. As an example, the Safe Schools Act in Canada presupposes the creation of school safety plans, and the United Kingdom introduced its anti-bullying policy and sexual harassment policy. Such policies vary depending on the country, but are geared towards ensuring that schools are safer and that all children are safe against violence. Like Title IX, these policies outline a legal framework to respond to GBV, assist the victims, and encourage preventive measures and education. However, investigations into the immediate impact of GBV policies on academic achievements are still lacking. Studies have shown that such policies, when adopted, result in fewer cases of GBV reporting. Nonetheless, specific academic benefits of such projects are not well-researched. The research gap requires further focused research to measure these policies' effects on students' success.

In other cases, policies are also aimed at changing the school culture. On the example of the United States, the guidance provided by the Obama administration on Title IX in 2011 was aimed to change the culture of campus sexual assault in the United States, and the emphasis was put on the necessity to make sure that the culture of sexual violence should not be accepted in the United States campuses. The policies encouraged schools to expand their areas of operation, isolate and penalize the abusers, avert the source of violence, and create a culture of respect and equality.

Irrespective of these developments, opponents of the Title IX approach have stated that the actualization of policies can unintentionally disregard the intricacy of handling GBV in academic settings. Melnick (2020) states that, according to some critics, a trend toward focusing more on prevention and cultural change can occasionally lead to legal disputes where due process rights are prioritized over victims' rights. Another argument is also that the regulations by which investigations and hearing of sexual misconduct cases are governed may constitute a hindrance to justice particularly when the victims are supposed to confront their opponents in the adversarial setups such as live hearings.

The policies and GBV prevention work in Brazil, South Africa, and Liberia were investigated by Parkes (2016) and revealed the fact that the middle level of the national policies implementation into the local school had a significant gap and it had to be related to the contextualized factors of school resources, professional culture, and community norms. This observation is more so applicable to Kenya where geographical distinctions and varying school environments may influence the adoption of policies. Nonetheless, the research paper by Parkes failed to look into the educational implication of such gaps in policy implementation and this leaves a gap in the linkage between GBV prevention programs and the academic performance of the student.

Various other researches in other contexts such as the one at Khurram (2015) that is a qualitative study in Karachi, Pakistan, had detected socio-cultural factors that led to violence against women across various classes. Despite its usefulness in analyzing the overall tendencies in gender-based violence, this research was not concerned with school-based GBV and its impact on the academic performance of students. Similarly, the Indian legislative system, including the Protection of Women against Domestic Violence Act (2005) and the Sexual Harassment of Women at Workplace Act (2013), portrays that the legal interests in combating GBV are high. However, little empirical evidence was available on whether these policies are effective in the education setting and whether they are related to the academic achievement of students.

The Government of Kenya (2012) has done an extra mile to address GBV in the government secondary schools. The national government, the non-governmental and civil society organizations have also established different policies and programs to combat the vice of gender-based violence which is predominantly targeting vulnerable students in the rural areas like Bungoma County. The efforts are consistent with Kenya as a nation, in its quest to ensure equality between the genders, as well as safeguard the rights of children as provided in the Constitution of Kenya of 2010, and the Children Act of 2001.

The Kenyan policy system deals with GBV in a variety of perspectives such as prevention, response, and support of the victims. The Government of Kenya insists on gender-sensitive education through the National Policy on Gender and Development (2012) to increase respect and equality and reduce instances of violence in schools. Also, the policy requires schools to develop their own policies regarding managing GBV cases, including well-established reporting and investigations of violence cases. The policy also provides the necessity of training the school staff and administrators to recognize and react to cases of GBV so that the school staff is prepared to address such sensitive situations.

Despite these extensive activities, research intentions indicated by the Government of Kenya (2012) imply that much still needs to be done to investigate the success of these policies, particularly in rural settings. The interviews conducted with policymakers, school administrators, and educators demonstrate that policies have been established, but their application has **exposes some** loopholes. In Bungoma County, among others, most schools do not have the means to implement GBV policies. Moreover, teachers and students lack awareness and training regarding the existing support systems, which may delay reporting and solving GBV cases.

The loophole in Kenyan policy research is the need to know the direct relationship between the implementation of GBV policies and the subsequent academic performance. As it is clear that GBV has negative impacts in terms of psychological and physical security of the students, not much studies have been done on how implementation of GBV policies can be translated into better grades. This association plays a central role in the assessment of the efficacy of GBV interventions and the development of the evidence-based decisions that could enhance the educational achievement of the students subjected to violence.

Intersectionality of gender-based violence (GBV) with other social problems including poverty, cultural norms, and low access to education is one of the key problems in Kenya. Students who have experienced GBV have other setbacks in rural regions such as Bungoma County where there

are high rates of poverty and there is a poor state of school infrastructure. An example is that students can skip school in fear of being beaten up or traumatized psychologically by the abuse which will adversely impact academic performance. Also, cultural beliefs could be a reason why victims will not report abuse or seek assistance, worsening the situation. An analysis of the gaps in Kenya at the level of county shows that the majority of survivors are not able to receive formal GBV services due to harmful social norms and lack of supportive structures (Fernandes, Phipps-, and Schmidt, 2020). All these overlapping factors argue the necessity of the culture sensitive and student specific GBV policies that are regional specific.

The Kenyan and global policy frameworks have gone a step further when it comes to dealing with the GBV in schools, although much is desirable in this regard. The gaps include a weak evidence base of the effects of GBV policies on academic performance. Although the policies could result in less violence and harassment, not a lot is known about the influence of such direct interventions on the performance, attendance, and retention of the student population. The identified gap in the research needs more longitudinal research and policy analysis to understand the effectiveness of GBV policies in enhancing academic performance in particular among those students who were exposed to violence.

The other loophole is the inconsistency in the application of the policies especially in the rural areas or areas where resources are limited such as Bungoma County. The policies can be thorough on paper but they are faced with the challenge of shortage of resources, training of teachers, and cultural barriers during the implementation phase. To solve this, the Kenyan government and schools need to invest in ensuring that the schools are empowered to successfully implement GBV policies. These entail, provision of the tools needed within the school, educating the school teachers and personnel on managing instances of GBV and creating a favorable environment where the students will feel comfortable reporting the instances of violence without the fear of any retaliation.

In addition, community should be more engaged in the fight against GBV in the school. Effective policies should be used to cooperate between schools, government, parents, local leaders, and community organizations to reduce GBV. The schools ought to build a relationship with the local stakeholders in order to develop a support network of GBV victim students. In addition, generating awareness in the community regarding GBV and its impact on education would also be helpful in attitude change and the establishment of a zero tolerance to violence culture in schools.

The Kenya and international secondary school policy frameworks of gender-based violence play essential roles in the development of safer schools. Even though these policies have been performing better in preventing violence and assisting victims, studies need to be conducted to clarify their direct impact on academic performance. In addition, frequent supervision of the policy implementation is required, particularly in rural environments like Bungoma County, to ensure that these frameworks are effective and all-inclusive. This is possible by filling the research and policy implementation gaps so that Kenya and other countries can improve the security and academic achievements of the students victimized by GBV.

Collectively, these insights suggest some of the most critical research gaps: the non-existence of evidence regarding how Kenya GBV policies are implemented in practice on the school level, particularly in rural settings; the absence of studies that directly correlate the occurrence of GBV and the adoption of policies with academic success of students; and the lack of contextualized data, which would consider the life experience of students and school communities. Such gaps are obligatory to come up with policy implementation measures to ensure that students are not endangered by GBV, with no impact on their learning performance.

In the article *Unlocking the Potential for Change: Education and Prevention of Gender-Based Violence*, Fergus and Van (2013) conducted a global review. They measured the efficacy of

the educational interventions in nations. The areas reviewed included gender norm education, community engagement and sustainable programming. However, the study has failed to provide context-specific information and quantitative evidence to connect GBV and academic performance. The study used secondary data and cannot be considered as an empirical foundation of the correlation between GBV and academic results in the local environment.

Some of the policies that have tried to mitigate the effects of GBV to education in South Africa are the National Policy Framework on Gender-Based Violence (2019) and the Learner Pregnancy Prevention and Management Policy (2018). These models emphasize on support and sexual education. Empirical research studies to estimate the academic impact of GBV on the students have however not been many. Even though these policies are comprehensive, there is no empirical evidence to underpin it by evaluating the direct relationship between GBV and academic achievement.

Dlamini (2021) discussed the issue of GBV as the second pandemic to COVID-19 in the framework of policy analysis. The study examined the level of effectiveness of the policies in addressing GBV in learning institutions. Although very insightful, the study was not empirical on the relationship between GBV exposure and academic performance. The research focused on policy analysis without the data of academic performance or students.

Parkes (2016) conducted a historical study of the GBV policies in schools. In the qualitative content analysis study, the change of policy direction and successful implementation was reviewed. It was observed that the shift to preventive measures took place, and the problem of funding and professional development were discovered. The study did not quantify the impacts of GBV on education achievement, although it did not use a mixed research design to bring together student voices and academic statistics.

Mergaert et al. (2023) claimed that to analyze the problem of gender-based violence (GBV) policies, a theoretical framework that would incorporate Perspectives, Principles, Practices, Processes, Policies, Power, and Partnerships was suggested and arranged within the 7P Framework. The overall nature of this model amounted to promoting the concept and application of GBV policies by looking at them in alternative dimensions and accentuating the concept of intersectionality. The research was more theoretical as it aimed at assessing the manner in which GBV policies are formed, imagined, and implemented in various socio-political environments. The analysis method has helped the paper determine the effect that each of the seven elements may have on policy design and implementation, and ways in which GBV policy frameworks can be bettered.

The lack of coherence and integration of various elements of GBV policies was also one of the findings of the study by Mergaert et al. There was an ongoing gap in policy and practice intentions despite the fact that many of the policies were supposed to bring on board influential guiding principles. The paper has also highlighted the importance of the political will, institutional power relations in shaping the effectiveness of the implementation policy on GBV and the cooperation between the government and the non-governmental agencies.

Although the 7P Framework provides a helpful concept for studying GBV policies, the research is mainly theoretical and policy-based. It fails to explore the empirical consequences of these policy structures, especially in their influence on the grassroots, including those in the public schools. Besides, the study fails to address the influence of the gap between GBV policy and practice on student well-being or performance. Such a gap is particularly crucial where evidence is needed to design effective interventions, such as in the case of Bungoma County in Kenya. Therefore, empirical studies are required to link policy analysis to quantifiable educational outcomes like students' test scores, to understand better the results of GBV on academic achievements in practice at school.

Akram *et al.* (2020) performed a systematic review on the cross-section of education and GBV in a related study. Their study sought to know the role of educational attainment and access in GBV experiences. In quantitative research methodology, the research surveyed students, teachers and professionals in various institutions and used multiple linear regressions to determine the association between factors related to education and exposure to GBV. The findings indicated that the higher educational levels were largely associated with reduced risks of being exposed to GBV. Namely, gender sensitive material and curriculum in schools resulted in reduced instances of GBV among learners.

However, despite the fact that the protective effect of education was demonstrated in the study by Akram *et al.*, it did not directly investigate the effect of GBV experiences on students in terms of their academic aspects such as test results or their activities in the classroom. Even though the research revealed the significance of gender sensitive curricula and institutional support, it has not investigated how and whether these variables cause the failure or success of students who undergo GBV. In addition, the study was not context-specific especially in low resource like rural Kenya and was conducted on a large global scale and there was lack of context of that study. This was a notable research gap as the effects of GBV in education within a specific cultural and institutional context had not been given a lot of consideration.

Collectively, these studies identified serious gaps in the existing body of literature. Though the work by Mergaert *et al.* (2023) and Akram *et al.* (2020) was significant regarding the GBV policy and the role of education, neither of the works adequately focused on the direct effect of GBV on academic performance in schools. Specifically, no empirical studies have been conducted on the impact of GBV on the test scores of students in public secondary schools in specific geographical areas like Bungoma County. Also, the connection between the quality of implementing GBV-related policies in schools and the students' academic performance was not well-recognized.

Thus, the present study filled these gaps by exploring the connection between GBV and students' test scores in the Bungoma County public secondary schools. The study provided practical implications that could be applied in policymaking and practice because the research problem was framed in a local context and was quantifiable in terms of academic outcomes. By so doing, it did not only add the theoretical frameworks suggested in the past literature but also filled the gap of the urgent need for empirical evidence between GBV and educational performance within the public education system of Kenya.

The research of AUDA-NEPAD (2023) on Combating School-Related Gender-Based Violence in Africa Using Digital Technologies adopted a case study research methodology aimed at the implementation of technological solutions in the school environment of Africa. The research indicated that using digital tools to report GBV cases and online support tools to manage the cases had a substantial positive impact. Nevertheless, the ability of these tools was diminished by the challenges of low digital literacy and lack of access to technology.

Although the study gave an insight into how technology could be applied to manage GBV, it failed to address the direct academic consequences of students with GBV, especially the test scores. In addition, county-wise data were not considered, like in Bungoma County, where digital disparities could be even higher.

Some of the educational reforms that Kenya has undertaken are the Free Primary Education and the Free Day Secondary Education (FDSE) to enhance access and retention. Gender equity was highlighted by the 2010 Constitution and the two-thirds gender rule in government employment. Nonetheless, GBV is still a common problem, not only in the post-COVID-19 pandemic due to the negative social impact of the pandemic, which increased school dropout rates, early pregnancies, and gender-based violence. Even though there was a lot of literature on interventions at the national

level, an empirical gap was detected in the literature regarding the effect that the existence of GBV has on academic outcomes, specifically test scores, especially in the rural counties such as Bungoma where socio-economic and infrastructural conditions are socio-economically disadvantaged.

Brown et al. (2020) explained that GBV had an adverse impact on the educational performance of girls, including an increased dropout rate and low grades. These claims were reflected in the National Policy on Gender and Education (2019) and National Guidelines on the Management of Sexual and Gender-Based Violence in Schools (2021). These two frameworks were concerned with awareness, reporting systems, and security of the learners. Although the policies recognized GBV as an obstacle to education, there was no systematic research on quantitative associations between GBV and students' performance on standardized tests or national examinations, especially at the county or school level.

The policy of Kenya that permits the re-entry of teenage mothers and prohibits corporal punishment in schools was meant to curb violence in schools. The policies are essential to inclusion and lack the analysis of their real impact on academic performance. The perspectives of long-term academic progress of students who re-enter school due to GBV-related incidents (e.g., sexual abuse or early pregnancy) are also one of the most under-researched issues, including their performance on critical assessments.

In a study of the Coastal Region, Gichuhi (2022) established that GBV had detrimental effects on students' mental health and academic focus. There was more absenteeism and reduced test scores among victims. The study had underlined that local administrative support was significant in policy enforcement and awareness. These findings were applicable but geographically restricted to the coastal area, and the dynamics in Bungoma County were not investigated. Also, there were no

disaggregated data provided to correlate the types of GBV (emotional, physical, sexual) with specific academic outcomes, such as subject-wise test scores.

According to the Government of Kenya (2012), the GBV policies were also reviewed in terms of their compatibility with international standards, and they found poor connections between the policymakers and the implementers. It restated the need to have better training and resource distribution to school leaders.

The difference between policy and realistic academic outcomes was observed. No assessment was made to determine whether there was an improvement in the policy implementation in relation to better academic performance among the GBV-affected students, and particularly the under-resourced counties like the Bungoma.

Evidence of the use of context-specific, such as teacher training and effective monitoring, interventions as indicated in comparative international studies in Kenya, South Africa, and India, may be effective. However, there was a major barrier to digital competency. Even though these interventions seemed to be promising, they have not been keenly applied to the rural secondary schools under the Bungoma County, which also has its own infrastructural and cultural problems. In addition to that, the effects of GBV on the academic development of male-students were rather a field of study.

2.7 Summary of the Study Gaps

The present study addressed a number of research gaps that have existed regarding GBV in public secondary schools in the county of Bungoma, Kenya. Even though GBV is a concept that has been well studied both internationally and locally, there were critical gaps in terms of contextual focus, gender inclusivity, methodological rigor, and assessment of outcome in academic contexts.

First, the research bridged a gap in the context. Available literature has primarily been on urban or given generalized results of mixed environments in Kenya, and rural counties such as Bungoma have not been well covered. Bungoma provides a unique socio-cultural and economic environment in which the small accessibility of education facilities, powerful cultural ideology, and poverty may expose students to the effects of GBV. Very little research had directly examined the effect of physical, sexual, or psychological violence on test score and school participation in such rural areas. The current research focused on Bungoma County and offered localized evidence-based information that is vital in creation of specific interventions and policies that are rural Kenyan-specific.

The research was aimed at filling a gap in the gender-inclusive research of GBV. The previous studies have made imbalanced and disproportionate representations of the female victims as compared to male students being victims of GBV and particularly, bullying, coercion, and psychological abuse. This gave a skewed and gendered interpretation of the problem. The present research was gender-emerging since it explored the effects of GBV on both boys and girls. This allowed the researchers to investigate the different types of violence which have varying effects on academic performance on both sexes and provided a platform of providing a fair policy and support structure within schools.

Thirdly, the current study addressed a methodological gap of earlier studies: most of the earlier studies on GBV in schools have used qualitative designs that provide rich narratives with weak statistically significant outcomes to construct either a broad pattern or statistically significant impacts. To address this, the present paper was undertaken with the objective to combine the quantitative data including test scores and attendance with the qualitative accounts of emotional and psychological experiences. This combination thus bolstered this study and enabled the community

to have a more comprehensive perspective on GBV as well as its academic ramifications. Lastly, it addressed a significant gap in the academic literature. It is true that despite increasing literature suggesting the socio-psychological and health impacts of GBV, little have associated violence to objective measures of academic success such as test scores. This is why the academic cost of GBV has not been estimated to a large degree. Taking into consideration the effect of various forms of GBV on academic performance, the current research presents realistically the way violence reduces the participation, concentration and performance of students during the internal exams. The findings offer an evidenced-based justification to claim that school-based interventions, protection, and psychosocial support of the affected learners should be better. Overall, this research was very useful as it focused its attention in a rural Kenyan setting, included both genders, had a mixed-method design, and directly related GBV with academic performance. Its results are essential in the development of more effective, context-sensitive, and justifiable approaches to alleviate the effect of GBV on the education of students in Bungoma County and other similar rural environments.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction.

The chapter shows the methodological procedures that were used in carrying out the study. It explains the research design, philosophical orientations (paradigms) of the research, the area of study, study population, sampling method and sample size, sources of data, methods of data collection and data collection tools, pilot study, validity and reliability of research tools, data analysis and presentation methods and the ethical consideration.

3.2 Philosophical Underpinnings of the Research

Conceptualization of a research process starts by looking at philosophical assumptions that inform inquiry. A research paradigm is based on these assumptions, which are the abstractions of the researcher regarding knowledge, reality, values, and methodological preferences (Grix, 2004; Mack, 2010). A paradigm influences how a researcher perceives reality (ontology), how he gains knowledge (epistemology), how he selects relevant procedures (methodology), and how he thinks of values in research (axiology).

This research applied a pragmatic research paradigm, which is particularly suitable for investigating a complex social phenomenon like the association between gender-based violence (GBV) and students' test scores. Pragmatism focuses on practical solutions through combining the perspectives of positivism and interpretivism, depending on the nature of the research questions (Creswell & Plano Clark, 2018; Morgan, 2014).

The positivist worldview assumes that reality is objective and can be found out by empirical observation and measurement. The paradigm is usually done using quantitative methods to come up with patterns and correlations. The positivist approach underlies the analysis of statistical links

between different types of GBV and students' performance in the scores of internal tests in this study.

Conversely, the interpretivist (or constructivist) paradigm accepts the subjective reality as socially constructed. It is interested in understanding the meaning that individuals put on their experiences and will tend to employ qualitative research techniques such as interviews or a focus group discussion. This element of the analysis will help to illuminate how students and other stakeholders will visualize and interpret the correlation of GBV on academic performance.

These two opposite paradigms are made to meet in the pragmatism. Pragmatism does not anchor methods and strategies on any fixed rigid methodological and philosophical positions, but it demands the relevance of methods and strategies which are best suited in answering research questions in practical contexts (Maxcy, 2003; Tashakkori & Teddlie, 2003a). More focused on what works it is more tolerant of methodological pluralism that works well insofar as educational research involving complex and multidimensional phenomena, such as GBV, are concerned (Yvonne, 2010).

Thus, the pragmatic paradigm provides an appropriate philosophical background of this research work. It enables the integration of quantitative data such as test results and prevalence rates of GBV with qualitative information of how students live their lives and in what circumstances. It is a deeper methodology that adds validity and relevance of the findings, and it is more specific because of the relationship between gender-based violence and test scores of students in the secondary school of Bungoma County.

3.3 Research Design

The correlational research design was selected in the study due to the specific ability of the study to focus on the relationship among variables without controlling them (Creswell, 2017). The

independent variable in this research was the experiences of gender-based violence (GBV) and the dependent variables were test scores of the students. The correlational design also allowed the researcher to establish the direction and the strength of the relationship between GBV and academic performance without interfering with the natural setting in which the experiences are taking place.

Feminist theory and resilience theory were also used to justify the selection of this design. The Feminist theory focuses on the societal frameworks and hierarchies that perpetuate GBV, and the role of the systemic barriers which influence how students access an educational process. The correlational technique would allow the research to monitor such effects in the real-life learning environment. At the same time, resilience theory is concerned with the ability of the students to adapt and deal with adversity. It was designed in such a way that it could be examined how exposure to GBV is related to test scores, providing information about the degree to which resilience of students can protect or not protect these adverse effects. Thus, a correlational design was the best because it gave a clear framework of the understanding of the relationship of GBV, resilience, and academic performance without an intervention that will be the guiding factor in the analysis and the practicalities.

3.3.1 Mixed Method Approach

As explained by Creswell and Plano Clark (2018), a mixed methods study is characterized by qualitative and quantitative methods being applied in their studies to different degrees and it is characterized by formulation of research questions, data collection, data analysis, data interpretation, etc. Studies based on mixed methods may be sequential or parallel, but this is determined by what a research undertaking is attempting to accomplish (Creswell and Creswell, 2018). The method enables the researcher to merge quantitative and qualitative research advantages to present a deeper insight on the multifaceted research subjects (Plano Clark & Ivankova, 2016).

The mixed methodology is effective to use in education because the researcher will focus on the confirmatory and exploratory research questions simultaneously. Indicatively, quantitative data can statistically prove the effect of a given variable. Conversely, qualitative data can include a contextual explanation of the causality of such impacts (Creswell & Plano Clark, 2018).

Mixed sampling methods were utilized in this research: the probability sampling methods were applied to collect quantitative data, and non-probability sampling methods were applied to gather qualitative data. The data collection tools were questionnaires, interviews, and textual analysis to collect quantitative and qualitative data, respectively.

A mixed methods approach was also used in data analysis. The descriptive and inferential statistical methods were used to analyze quantitative data, and the thematic analysis of qualitative data was carried out with an emphasis on words, body language, and verbatim patterns.

3.4 Study Locale

The research was conducted in public secondary schools in Bungoma County in Kenya. The Ministry of Education (2024) reveals 370 secondary schools in Bungoma County. Based on these, the researcher purposely sampled 342 schools classified as county and sub-county. These schools were selected because they mostly accommodate students domiciled in Bungoma County, and therefore a more representative of the local population and social dynamics that apply to the study. Bungoma County is located on the former Western Province of Kenya, with a latitude of 00°33'48.60" North and a longitude of 34°33'37.98" East. The Republic of Uganda neighbors it to the northwest, Trans-Nzoia County to the Northeast, Kakamega County to the East and Southeast, and Busia County to the West and Southwest. The County is 3,032.4 square kilometers, with its administrative capital at Bungoma town. It is further divided into 13 education sub-counties,

namely Bungoma East, Bungoma West, Bungoma South, Bungoma North, Bungoma Central, Bumula, Cheptais, Tongaren, Kimilili, Kimaeti, Mt. Elgon, Kopsiro, and Webuye West.

The county is populated by 1,670,570 people, 812,146 males, and 858,389 females (National Council for Population and Development [NCPD], 2019). The Bukusu community is the dominant ethnic group in the region, with their social systems primarily based on patriarchal cultures. The economy of Bungoma is mainly agricultural, with sugarcane and maize production as the main economic activity, as well as manufacturing, retailing, tourism, and the service sector. The area receives much rainfall throughout the year, and it is also characterized by several rivers, which facilitate small-scale irrigation.

Bungoma County was purposively chosen because of the recommendations made by the earlier researchers that a similar research should be conducted elsewhere. This is based on the Kenya Demographic and Health Survey (KDHS, 2022), in which Bungoma County had the highest number of women in the country who had experienced physical and sexual violence (Kenya National Bureau of Statistics [KNBS], 2023). Although most of the reports have concentrated on girls and women, some new evidence has indicated that boys are also becoming victims of physical violence, emotional abuse, and harmful traditional practices, which may equally affect their educational performance.

According to the data presented in the county, 9,089 cases of sexual and gender-based violence (SGBV) among children aged 10-17 years were reported between January 2016 and July 2023, with a national total of 18,510 cases during the same time (National Syndemic Diseases Control Council [NSDCC], 2023). Since a majority of the reported cases involved girls, underreporting of violence against boys is also a serious issue because of the stigma, social norms, and poor reporting mechanisms. Moreover, in the county, there is an increasing rate of HIV infections among

adolescents. The number of adolescents (10-24) who are HIV-positive was 1,679 between 2016 and 2023, and 508 people of the same age group died of HIV/AIDS (NSDCC, 2023). Although the prevalence rate of HIV in Bungoma is lower than the national average of 4.5 percent (2.6 percent), the rate is on an increasing trend that requires concerted efforts to curb the vice of sexual exploitation and abuse in adolescents.

County GBV and adolescent health issues can be discussed as a Triple Threat Effect that includes early and forced child marriage, teenage pregnancy, unsafe sex, and GBV and HIV infections among the youth at high rates (NSDCC, 2023). The prevalence rate of SGBV in Bungoma is already 23%, much more than the national rate of 13% (KNBS, 2023). These problems have been associated with poor attendance, lack of concentration, poor grades on tests, and high rates of dropouts. Additionally, the Kenya National Examinations Council (2021) results showed that Bungoma was among the top three counties with the most students who failed to take national examinations, which implies that there may be specific associations between GBV and academic underperformance.

This weakness of the county has turned it into the epicenter of several national and international interventions. In 2021, Bungoma became the first county to have the Kenya-Finland Bilateral Programme to end GBV, which was initiated by the Ministry of Public Service and Gender in partnership with the Embassy of Finland in Kenya. The programme was designed to enhance institutional capacity in preventing and responding to GBV, support survivors, and promote gender equality. Bungoma was also among three counties that were to benefit from the initiative of the "Let it Not Happen Again", which is a joint program between the UN Women Kenya and the Office of the United Nations High Commissioner for Human Rights (OHCHR) with the help of the Italian Agency for Development Cooperation. Although the initiative was started to prevent violence

against women during the electoral process, it **was** extended to encompass more SGBV prevention and response, access to justice, and youth participation in peace-building.

Considering these socio-cultural, educational, and health dynamics, Bungoma County offers a data-rich, convincing environment to research the relationship between GBV and academic performance in public secondary schools. The study is relevant to the current work as it represents the information at the school level and thus the life experience of both male and female study samples. It seeks to address significant knowledge deficits related to the impact of various types of GBV on learners' academic performance, and thus influence gender-sensitive education policies and initiatives on the safety and well-being of learners and their academic achievement.

3.5 Target population

The proposed population was the public secondary students, both the survivors and the ones at risk of either home-based or school-perpetrated GBV in Bungoma County. They are also the immediate beneficiaries of the study's recommendations in the concluding **study**. The rest of the respondents were secondary targets. They only aimed at enhancing, triangulating, and supporting the consolidation of evidence of GBV around the main target to enhance the quality of the study.

The researcher targeted students in form one to four in county and sub-county public secondary schools since this group of **students** was an age group that was sexually active as compared to the primary school level cohort and had higher probabilities of dropping out of school due to the effects of GBV. In addition, this age category had spent enough time in school, and chances were high that they could have been victims of gender-based violence both at home and in school.

Table 3.1 presents the target population, including heads of guidance and counseling, students, student victims of GBV, the Sub-County Director of Education (SCDE), and the County Women Representative, along with their respective population sizes.

Table 3.1. Target Population

Target Population	Population (number)
Heads of Guidance and Counseling	342
Students	205,315
Sub County Director of Education(SCDE)	13
Student Victims of GBV	342
County Women Representative	1
Total	206,013

The study used purposive sampling to select key informants who were well placed to give detailed and contextual information on gender-based violence (GBV) and its [relationship with](#) academic performance in the public secondary schools in Bungoma County. The respondent selection was informed by the respondents' roles, experience, and proximity to GBV-related cases in the school setting.

A purposive selection of students who had experienced or were exposed to gender-based violence was done as primary informants. They were important in this study since they are the direct victims or witnesses of GBV. Therefore, the best people to describe the personal, social, and academic implications of such experiences. Through their narratives, the study collected the subtle experiences of GBV on school attendance, academic performance, concentration, self-esteem, and interpersonal relationships. The involvement of students made the research more real and based on lived experiences, so that the problem could be understood more comprehensively than the institutional one.

The head of Guidance and Counseling (G&C) departments [were](#) chosen since they work with students exposed to GBV. Being the first responders in psychosocial support and trauma counseling, these professionals had deep knowledge of the emotional and academic impact that GBV had on students. They also possessed some information that was not ordinarily available to

other school administrators or the general public, such as behavioral changes, absences, and poor grades by the victims through confidential counseling sessions. Therefore, their views were priceless in triangulating information obtained through students and other stakeholders.

The Sub-County Directors of Education (SCDEs) were also involved because of their supervisory role in all education-related issues in their areas of operation. They have official and detailed records of GBV cases **of all** the reported cases in the public secondary schools, as they are reported to their offices. In addition, SCDEs are responsible for ensuring disciplinary actions are taken against offenders and organizing legal or psychosocial assistance **for the** victims. Their input in this research gave a wider picture of the administrative and policy level of GBV cases handling within the school system and the level of policy enforcement at the sub-county level.

The County Woman Representative was chosen because **she has been** at the forefront of GBV-related activities in Bungoma County, such as being in charge of the Bungoma Gender-Based Violence Rescue Centre. Even though the Center was not fully operational at the time of data collection, the office was a significant source of information concerning the county's prevalence, forms, and demographic distribution of GBV cases. Moreover, the office of the Woman Representative provided information on the systemic issues with addressing GBV, resource limitations, and deficits in applying legal and institutional frameworks to protect student victims.

The combination of the two types of respondents allowed obtaining multi-layered data that are somewhat informative about the problem of GBV in schools and how it may correlate with academic achievements. The two groups introduced skills that were complementary to each other and ensured the findings of the study to be more credible and thorough.

3.6 Sampling Technique and Sample Size

The number of public secondary schools in Bungoma County amounts to 370. National and Extra-County schools were locked out since their students are a national sample that would not have provided a real picture of the GBV circumstances in the Bungoma County.

Table 3.2. gives the distribution of public secondary schools in the Bungoma County by type. It also displays the respective number of students attending each type of school and this gives a clear picture of the educational picture in the county.

Table 3.2: Total Number of Public Secondary Schools in Bungoma County

Type	Number	Population
National Schools	2	5,331
Extra County schools	24	37,671
County Secondary schools	69	42,824
Sub-County Secondary Schools	273	118,930
National Special	2	559
Total	370	205,315

Source : Ministry of Education,2024

3.6.1 Sample size

The sample size was calculated using the standard sample size formula that was modified to a finite population. This formula is a common practice that is generally accepted in sampling theory (Cochran, 1977).

In the case of a finite population, the formula was modified in the following way:

$$n = \frac{n}{1 + (n - 1) / N}$$

Where:

- n= The sample size of the first formula.
- N = Total population size

On substitution,the formula obtained the following sample sizes:

The total population of students is 205315; a practical sample was calculated as 1104 students, which was obtained through the selection of six students within 184 schools. This provided statistical representativeness as well as practicability in collection of data (Kothari, 2004).

The Heads of Guidance and Counseling sample was calculated in the same way, which led to the 184 respondents to have the same number of samples in every school. In the case of Sub-County Directors of Education (SCDE), 3 respondents were purposely chosen in order to have a geographic representation of urban, peri-urban, and rural.

Since the victim category of GBV is small and sensitive ($N = 13$), all student victims were going to be included in a census manner. This guaranteed complete representation and among the trauma-informed and ethical research practices (Creswell and Creswell, 2018). In the survey of the 342 students that were identified as probable victims of GBV, 13 students were sampled in the study. The purposiveness of this small sample is due to the fact that qualitative research is a depth research rather than breadth research, it includes rich detailed information that is provided by the participants who can have significant insights (Guest, Bunce, and Johnson, 2006). This decision was informed by the notion of data saturation: once more data is saturated, adding more interviews or cases does not produce new themes or information that can be used in answering the research questions.

Due to the sensitive nature of GBV, the inclusion of all 13 victims guaranteed that there were ethical considerations and saturation was realized. The study was able to take in a wider range of experiences and undertones of GBV using this approach without straining the participants too much. Studies indicate that saturation is sometimes achieved with small samples in homogeneous and focused groups especially when the objective is to learn about patterns, perceptions, and experiences without making generalizable conclusions (Creswell and Creswell, 2018).

Therefore, the number of 13 student victims was adequate to cover this high-risk group, and it was ethically correct since it did not harm the participants, which corresponds to the best practices of research in the area of traumas.

In general, the study sample included 1,104 students, 184 Heads of Guidance and Counseling, 3 SCDEs, 13 student victims of GBV, and 1 County Woman Representative, which added up to 1,305 respondents out of a population of 206,013. Table 3.3 gives the breakdown of the sample distribution.

Table 3.3: Sample Distribution Matrix

Population Category	Target Population	Sample Size
Guidance & Counseling	342	184
Students	205,315	1,104
SCDE	13	3
Student Survivors of GBV	342	13
County Women Rep	1	1
Total	206,013	1,305

3.6.2 Sampling Techniques

In this research, probability and non-probability sampling methods were used.

Schools were stratified into sub-county and county schools, and stratified random sampling was employed. Stratified sampling was also used to sample individual public secondary schools in the following categories: girls-only boarding, boys-only boarding, mixed boarding secondary schools, and mixed day secondary schools within the county.

Once schools were sampled, purposive sampling was employed to sample the heads of the Guidance and Counseling departments. The Sub County Director of Education were also selected through stratified random sampling, while purposive sampling was applied to select the County Woman Representative.

To select the samples in mixed secondary schools, simple and stratified random sampling were used to sample the students who were to participate in the study.

The heads of Guidance and Counseling did the purposive sampling of the students who were survivors of GBV.

Table 3.4 presents the sampling matrix for the study, showing the target respondents, their population sizes, sample sizes, sampling techniques, and the data collection tools employed. This table outlines how participants were selected and the instruments used to gather relevant data for the research.

Table 3.4: Sampling Matrix

Target Respondent	Population (number)	Sample Size	Sampling technique	Tool
G&C teachers	342	184	Purposive	Interview Guide
Students	10,001	1104	Simple random/Stratified	Questionnaire
SCDE	13	3	Statified,simple random	Interview Guide
Women Representative	1	1	Purposive	Interview Guide
Student Survivors	13	13	purposive	Interview Guide
Total	10699	1305		

3.7 Research Instruments

Three methods were used to gather the needed data in the study. They contained questionnaires, documentary analysis schedules, and interviews. This research did not use the Focus Discussion due to the topic's sensitivity. Victims would not have been willing to discuss their experience in a group, and researchers would not have gotten the appropriate information.

3.7.1 Document Analysis Guide

All the objectives were collected using the document analysis guide. This was to know the performance trend in internal examinations. Mark books of teachers were reviewed to obtain the performance of students sampled to participate in the research.

Sub-County Director of Education (SCDE) records were also examined to classify the schools as county and sub-county public secondary schools, boarding girls only, boarding boys only, mixed boarding schools, and mixed day secondary schools. Also, GBV case statistics were examined to check the effectiveness of implementing GBV prevention strategies.

The analysis of records in the Guidance and Counseling departments was done to determine whether the GBV victims could cope with the school life after undergoing psycho-social counseling, and to obtain a picture of the GBV reported. The case that was found to have experienced GBV was purposively sampled to be interviewed.

The records in the Representative County Office of Women were also examined to establish the extent and magnitude of GBV in the county, as well as the forms of GBV that were frequently registered, and to establish whether justice had been accorded to the victims.

The researcher also examined the gender-based violence cases reported at the sub-county education office to determine whether the cases were pursued to the end and justice served to the victims, as well as perpetrators brought to book. The data sources of the official curriculum and policy documents on gender-based violence were also examined in order to form an opinion of the content and methodology of the curriculum on GBV. The researcher also obtained the following documents in the relevant institutions, such as the Ministry of Education (MoE) and reports of different UN bodies and Non-Governmental bodies concerned with the welfare of children, to determine the efforts being made to end GBV in schools and society as a whole.

3.7.2 Questionnaires

The questionnaires were administered to the students. The four objectives were measured using this research tool to collect quantitative data. The researcher employed a questionnaire tool whereby students had enough time to provide well-considered responses (Wiersma & Jurs, 2005).

The questionnaire was divided into six sections; the section 1 comprised of demographic data; section 2 comprised of a breakdown of performance per subject in end of term one examination, section 3 comprised of various forms of physical gender- based violence experienced in the public secondary schools, section 4 sought information on various forms of sexual gender- based violence experienced in the public secondary schools, section 5 contents were on various forms of psychological gender based violence experienced in the public secondary schools and section 6 had questions on effectiveness of current policies and interventions aimed at preventing GBV in the public secondary schools.

It was also possible to maintain uniformity in how questions were posed through the questionnaire, thereby making it possible to compare between respondents (Cohen & Manion, 2003). Therefore, the researcher constructed a questionnaire to obtain data regarding the various types of gender-based violence among students in the targeted public secondary schools. The questionnaire also contained open-ended questions that aimed at soliciting the perception of students on what male and female students have gone through as both victims and perpetrators of GBV.

The researcher administered questionnaires to students face-to-face, enabling clarification of the instructions to respondents and answer any questions and concerns that arose. When the researcher was done, the questionnaires were collected to prevent postal loss and delays.

3.7.3 Interview Schedule

The researcher prepared and applied an interview schedule in this study to gather information from the Guidance and Counseling teachers, Sub-County Directors of Education, County Women Representatives, and the Victims of GBV.

This research tool was employed to gather the qualitative data for the four objectives of this study. The interview schedule comprised open-ended questions to gather qualitative data (Powney & Watts, 2018). The researcher and the trained research assistant interviewed the participants on the material day. The participants filled in the answers in the boxes provided in the standardized interview schedule. The interviewer clarified the questions on the answers to attain a profound insight.

3.7.3.1 Interview Schedule for the Guidance and Counselling Teachers

The tool aimed at collecting information on the different forms of GBV reported in detail from the Guidance and Counseling teachers. The tool also examined the effectiveness of the existing policy frameworks and whether the victims of GBV were using aware of the frameworks. Another question asked in the interview was to determine whether any of the cases of GBV reported were committed at home or at school.

3.7.3.2 Interview Schedule for the County Director of Education

The Sub-County Director of Education must make schools safe for all the students. All the GBV in his jurisdiction must be reported to the office. Therefore, this tool determined the prevalent forms of GBV that were reported. The researcher also attempted to identify the effectiveness of the existing policies and interventions to alleviate the prevalence of GBV in Bungoma County public secondary schools.

3.7.3.3 Interview Schedule for the County Woman Representative

The tool collected data on the **four objectives**. The office of a County Woman Representative is in charge of the Bungoma County GBV Rescue **initiatives**. Since the researcher had determined that the centre was not yet in operation, the researcher wanted a detailed perception of this study's objectives. The County Woman Representative gave the current information regarding the four objectives. The researcher also determined the problems facing the rescue missions of the victims of GBV.

3.7.3.4 Interview Schedule for the GBV Survivors

The interview schedule was made to address the lived experiences of gender-based violence (GBV) by the survivors as well as the perception of how it affects academic performance among secondary school students in Bungoma County. In line with qualitative inquiry requirements, the instrument contained open-ended and non-leading questions to enable participants to explain their experiences in details. The interview process was carried out in a safe, confidential and traumatic environment. Participants were made aware of their rights such as voluntary participation, choice to withdraw anytime, and the confidentiality of answers. Following the interviews, psychosocial referral data were given.

3.8 Quality Control of Research Instruments

Three methods were employed to ensure quality control of the research instruments: piloting, validity assessment, and reliability testing.

3.8.1 Piloting of Research Instruments

The pilot study was done in February 2024 in one of the sub-county mixed day secondary schools in Bungoma County, which was not included in the main study. The pilot was on 40 students (20 boys and 20 girls) **Stratified** and randomly identified in Forms I-IV to be representative in terms of

age, gender, and academic level. The school was selected intentionally because its **composition allowed** access to both genders. The students were deemed a good representation of the broader population of the public secondary school of Bungoma County in terms of demographics, school type, socio-economic background, and academic performance.

The researcher piloted a semi-structured interview schedule with a Guidance and Counselling teacher to improve the interview procedures at the school. This step helped the researcher become more confident, **conversant** in interviewing, and improved the instruments developed according to the observations in the field. The pilot study was used to achieve several goals: to determine the effectiveness of data collection instruments, correct possible problems, and adjust the study's goals to the field feedback (Creswell & Creswell, 2018). As an example, the Focus Group Discussions were also discarded because it was noted that schools would not be able to hold group sessions beyond 30 minutes since they had a very tight academic schedule.

3.8.2 Validity of Research Instruments

The instrument validity is the extent to which an instrument measures what it is supposed to measure (Kombo & Tromp, 2006). In this research, the validity of the research instruments was determined before the actual data collection process. The Content Validity was assessed with supervisors, colleagues, and subject experts in the Department of Educational Foundations at Masinde Muliro University of Science and Technology. **Burton and Mazerolle (2011) argue that one of the most popular ways of determining the Content Validity is by consulting the professionals or experts in the area of concern.** These people are assumed to be well informed in the field the instrument is meant to measure (Netemeyer, Bearden, & Sharma, 2003). The validity of each item was measured with the help of the Content Validity Index (CVI), which counted the number of experts who rated an item as highly relevant, divided by the total number of experts consulted, as Yusoff (2019) explained.

Expert Judgment where at least two professional subject experts was used to validate items in the data collection tools used in the study. Two experts were asked to assess the relevance of each item in the questionnaire to the study objectives and to relate each item on the 1-4 scale where 1 = was Not Relevant (NR), 2 = was Somewhat Relevant (SWR), 3 = was Quite Relevant (QR) and 4 = was Very Relevant (VR). The analysis of this study focused on content validity.

Table 3.5 gives the inter-rater consistency of two judges who rated the relevance of items on a scale ranging between 1 to 4 where 1 means not relevant and 4 means very relevant. The Table demonstrates the percentage of each rating combination that Judge One and Judge Two gave. The highlighted area indicates the ratings of 3 (quite relevant), 4 (very relevant), the most relevant ones. According to these ratings, the Content Validity Index (CVI) was determined as the ratio of items rated 3 or 4 by both judges and gave an index of 0.84 (16 out of 19), which is a good content validity result.

Table 3.5: Inter-Rater Agreement on Relevance Ratings

		Judge two				
		1	2	3	4	Total
Judge one	1	0	0	0	1	1
	2	0	0	0	0	0
	3	0	1	1	1	3
	4	1	0	2	12	15
	Total	1	1	3	14	19

Note. The shaded area represents 3 and 4 that is very relevant and very relevant respectively. $CVI = N3/N4 = 16/19 = 0.84$.

The content validity index (CVI) was 0.84; this is a good result because recent research indicates that a I-CVI of 0.78 and S-CVI of 0.90 indicate strong content validity (Mustikasari et al., 2024). The tool was also enhanced on the basis of the professional response of the Department of Educational Foundations, which made it more comprehensible and useful.

3.8.3 Reliability of Research Instruments

Reliability is a degree of consistency of a measure tool; in other words, whether it is applicable to measure the degree to which it can deliver the precise and consistent measure at the same time, between the same people. In this study, internal consistency of the questionnaire was studied by split-half reliability. The tool was enhanced and optimized based on the data gathered throughout the pilot research. Trustworthiness is used as a measure of rigour and quality of research which increases trust and confidence of findings and conclusions. In this study, the relationship between gender-based violence (GBV) and the test scores among students in the government secondary schools in Bungoma County, credibility was achieved through four key dimensions, including credibility, transferability, and dependability as well as confirmability (Creswell, 2018).

3.8.4 Trustworthiness of Qualitative Data

Trustworthiness in the research study through rigour and quality increase the trust and confidence in the findings and conclusions. In this study, to ensure credibility, the researcher had to take into account four crucial factors, i.e., credibility, transferability, dependability, and confirmability, which were essential in realizing credibility in addressing the relationship between gender-based violence (GBV) and the test scores of the students in the government secondary schools in Bungoma County (Creswell, 2018).

3.8.4.1 Credibility

Credibility is the degree to which the outcome of a qualitative research is considered to be true, valid and true to the participants. It is not based on the sample size to provide the representation of a larger population, but the richness of the collected data and the depth of an analysis conducted (Gunawan, 2015). Triangulation is also normally used to increase credibility. It is by this that several methods or places are used to explore the same phenomenon hence results are more valid.

Triangulation in qualitative research usually takes four types. The latter include the following: data triangulation (the utilization of various sources of data, such as the use of prior studies or the use of diverse groups of participants); methodological triangulation (the utilization of several methods of data collection, often in a mixed-methods design); investigator triangulation (the use of several researchers in order to minimize individual bias); and theoretical triangulation (the use of more than one theoretical framework in order to explain the data) (Gunawan, 2015).

In the present research, credibility was attained in several ways. First, the data was cross-checked using different sources of information, such as a comprehensive literature search and input from knowledgeable individuals like teachers of Guidance and Counseling in schools, Sub-County Directors of Education, and the County Woman Representative in Bungoma County. Second, a mixed-methods approach was used in the study, which produced two independent flows of information dealing with the same research objectives, which extended the depth and breadth of analysis. Thirdly, the research employed two theories: The Social Feminism Theory and the Resilience Theory in directing the research, and lastly, supervisors and experts in the field of study were consulted to examine further and polish the data, which supported the credibility and overall trustworthiness of the research findings.

3.8.4.2 Dependability

Dependability is the degree to which a study produces similar and reliable findings over time (Connelly, 2013). It entails recording and improving the steps taken during data collection, analysis, and interpretation. It also provides adequate contextual details, allowing other researchers to repeat the work and attain comparable results (Amankwaa, 2016). The dependability in the present study was enhanced by the fact that the information-rich subjects were selected purposively, for example the Guidance and Counselling teachers, Sub-County Directors of Education, and County women Representative. The participants were well advised about the aim and expected advantages of the

study. There were no forceful methods to engage them, and confidentiality procedures were made known to them. To obtain the accurate responses of the respondents, the interviews were recorded using an audio recorder but later transcribed. These procedures resonate with the new directions of achieving rigor and credibility in qualitative research (Korstjens and Moser, 2018).

3.8.4.3 Confirmability

Confirmability is the degree of the final result of a study being the mirror of the experience of the participants rather than that of a researcher in their personal prejudice, motivation, and interests (Gunawan, 2015). It also does not use assumptions to draw its findings but uses real information (Connelly, 2013). As Nowell et al. (2017) note, the confirmation will be multiplied with the assistance of a detailed audit trail, which will record a process and decisions of the research and interpretations. In this study, the confirmability was boosted through recording the interviews, rephrasing the main message of the interviewees and re-sending it to the interviewees so that they can confirm. The participants confirmed such summaries, and this implied that their opinions were documented accordingly. The researcher also adhered to tough ethical guidelines that discourage biasing with oneself and therefore the results of the research are depictive of the thoughts of the subjects.

3.8.4.4 Transferability

Lastly, to determine the transferability or how the study results can be relevant to other contexts similar to the one being studied, the researcher has adopted strategies that align with qualitative inquiry. Transferability describes how much the findings can be applied to other settings, populations, or situations with comparable elements (Amankwaa, 2016). In the present study, the text was thick and delved into details to offer adequate contextual information to allow readers to determine the applicability of the findings to other environments. The mixed methods research design also contributed to the transferability since it was possible to examine the phenomena more

deeply. The deliberate sampling of information-rich respondents, namely, Guidance and Counselling teachers, Sub-County Directors of Education, and the County Woman Representative, contributed towards a wide and contextualised range of views. Besides, the study site in Bungoma County was chosen because it relates to the research objectives, which is backed up by previous literature, and by consulting the County Director of Education. The county provided a rich background with features that are core to the area of interest of the study, thus enhancing the generalizability of the study results.

3.9 Data Collection and Analysis Procedure

The researcher collected data with the help of the [research assistants](#), who were initially trained on the structure of the questionnaires, ethical issues, and data management. Questionnaires were used and administered face-to-face to the students, allowing the researcher to explain and clarify the directions and answer any questions or problems raised. The researcher retrieved the questionnaires once completed, so there was no loss or delay during postage.

Table 3.5 shows the Data Collection Matrix, which will include the aims of the research, the respondents to be targeted, methods of data measurement, and the data collection tools.

Table 3.5: Data Collection Matrix

Objective	Respondents	How to Measure	Tool
Physical forms of GBV	G&Cteachers,SCDE,Students, Woman representatives,GBV Vict.	Qualitative Data/Quantitative	Questionnaires/Interview Schedules
Sexual forms of GBV	G&Cteachers,Students, Woman Representative and SCDE,GBV Vic	Qualitative Data/Quantitative	Questionnaires/Interview Schedules
Psychological forms of GBV	G&C teachers, SCDE, Students, and Women Representative,	Qualitative Data/Quantitative	Questionnaires/Interview Schedules
Policies interventions	G&Cteachers,SCDE, Students, and women Representative,GBV Vic	Qualitative Data/quantitative	Questionnaires/Interview Schedules

3.9.1 Data Analysis

In instructional studies, data interpretation mainly involves the data analysis as its key element (Hsu, 2005). Data of this specific study was reviewed and examined as follows:

3.9.2 Quantitative Data Analysis

The data produced by the questionnaire (quantitative) which was scored manually and transcribed accordingly and correctly was transcribed satisfactorily into a computer file. The analysis and presentation of the research was done using the Statistical Package of the Social Sciences (SPSS) version 26 (Onwuegbuzie and Leech, 2006).

In data analysis, a combination of the descriptive, bivariate and multivariate statistical techniques was employed in this study. The most important variables were characterized using the first descriptive statistics (frequency and percentage distribution of categorical variables (gender and the experience of violence) and measures of central tendency and dispersion of continuous variables (test scores). Such a simple analysis gave a general picture of the data and preconditioned additional research. In order to examine the correlation among various variables, continuous variables were examined using bivariate statistics (Pearson Product-Moment Correlation), and

categorical data were tested using Chi-Square tests. These tests helped determine whether there are important relationships between GBV and academic performance.

Multivariate statistics were used to measure the more complicated **relationship** among the variables. Linear regression models were employed to study the effects of several types of GBV on the test scores of students with other variables being controlled, i.e., gender and age. There was also use of logistic regression models where the outcome was binary, e.g., whether the student had been subjected to any sexual violence. Not only were these models helpful in determining the direct effect of GBV on academic performance, and the interaction of the consequences with other factors, such as support and institutional structures. In order to ensure the soundness of the findings, the diagnostic tests of these regression equations were conducted to determine that the assumptions of these models such as normality and multicollinearity were satisfied.

The primary goal of this study was the analysis of the connection between different forms of GBV physical, sexual and psychological. Moreover, test scores among the students **were** used to determine the effectiveness of the existing policy frameworks that deal with GBV in schools. The research question was to find out whether the students who were victims of physical violence, sexual abuse, or psychological trauma had poorer academic performance and whether the available support structures within schools could reduce these effects. The following objectives **informed** the data analysis that **were** carried out in this **study**, namely, examining the relationships between GBV and test scores and the effectiveness of support systems and policies in ensuring academic success among students.

3.9.3 Qualitative Data Analysis

Data transcripts collected through interviews were coded with the help of developing data labels and codes (Kawulich, 2004). The synthesized data, the coded data, and the data of observation and

documents were summarized into important concepts and interpreted by determining the meaning and implications.

Thematic analysis was used to analyze the researcher's qualitative data obtained from Guidance and Counselling teachers, Sub-County Directors of Education, and County Women Representatives with GBV victims. The thematic analysis process involved six basic steps, which included data familiarization, where initial code generation takes place, theme identification, theme identification, and theme review, where theme review takes place before theme definition and final analysis production.

The researcher familiarized with the data content by analyzing transcripts of several interviews. The researcher started by developing some starting codes which in a systematic manner identified meaningful chunks of information that were pertinent to the research objectives of the GBV which comprised of physical, sexual and psychological and policy interventions.

The researcher attempted to identify common aspects in the data provided in the code and, further, cluster the common aspects into potential themes. These original themes were evaluated and multiplied when the researcher analyzed the individual data excerpts and the overall data of the research. The researcher assigned certain names and precise definitions to introduce the spirit of each theme and in what ways it was connected to the research questions.

The CAQDAS software (Computer-Assisted Qualitative Data Analysis) allowed the researcher to improve the data analytics and handle the large amounts of the interview data. The CAQDAS software simplified the process of coding, retrieving portions of data and performed organization functions, thus leading to better systematic analysis abilities. The findings of the qualitative analysis included the direct quotations of the participants themselves, which revealed the most important themes and presented the real information on the research topic. The quotes were the views and first-person account of GBV predicaments in day secondary schools.

To validate the results and to make a holistic understanding of the study topic, the research used source triangulation in comparing the results that were obtained under different data sources including Guidance and Counseling teacher interviews, SCDEs interviews, County Woman Representative interview, and direct inputs of GBV victims. The researcher used constant comparative analysis to identify similarities and differences among members of different groups.

In the process of dealing with such sensitive information by the GBV victims, the researcher applied the interpretative phenomenological research methods to analyze how the victims experienced their lives, maintaining confidentiality and ethical conduct. At the end of the study, qualitative analysis came up with rich contextualized data that supported the statistics by giving the complete picture of GBV experiences and associated challenges, as well as the success rates of interventions in the context of Bungoma County public secondary schools.

3.9.4 Analysis of Study Objectives

This section aims to evaluate the connection between the academic performance of the students and gender-based violence (GBV) using four objectives of the study. All the objectives are addressed based on the data gathered and analyzed using the quantitative and qualitative approaches. Comparing these findings with the literature that is available, we are able to understand the importance of this study better.

3.9.4.1. Objective i: To establish the relationship between physical forms of gender-based violence and students' test scores in public secondary schools in Bungoma County.

Pearson Product-Moment Correlation was applied to study the connection between physical GBV and academic performance. This approach enabled us to determine the intensity and the trend of the correlation between physical violence and the test score of the students giving a measurable value of such relationship.

The correlation analysis showed that physical GBV had a weak negative relationship with ($r = -0.074$, $p = 0.043$) the score of test by students. It implies that although there is some correlation between physical violence and academic performance, it is low in nature, which means that physical violence has a minor

negative impact on the academic results. The value of 0.043 is statistically significant but as well relatively minimal, which means that it is indeed significant but only of a relatively small size.

These results are consistent with the current literature, as it is stated that, although physical violence may negatively affect cognitive functioning and learning, its actual effect on academic performance is not as significant as other types of GBV. Past research has reported that although physical abuse might lead to trauma and poor concentration, those affects of GBV may have deeper effect on the academic performance of students. As an example, research by Finkelhor et al. (2014) has revealed that physical violence can be associated with emotional well-being, yet it may not have such a significant negative impact on academic performance as other types of violence such as sexual abuse.

3.9.4.2. Objective ii: To determine the relationship between sexual forms of gender-based violence and students' test scores in public secondary schools in Bungoma County.

Pearson correlation coefficient was also used to determine the relationship between sexual GBV and academic performance. A slight negative relationship was expected, as sexual violence should leave a more direct and strong influence on the well-being of students and their academic results.

The findings indicated that there was a moderate negative relation ($r = -0.45$, $p = 0.005$), which indicates that sexual violence and academic underperformance have a stronger and stronger relationship than physical GBV. Such a medium level of correlation suggests that students who are sexually violated have more chances to achieve lower test scores and this is as expected given previous studies.

These results are in agreement with the other research studies that highlight the severe outcomes of sexual violence on psychological and academic experiences. Graham-Bermann et al. (2016) outline that sexual abuse interferes with cognitive and emotional development, which has a crucial impact on the concentration and academic performance of students in a given task. In comparison to physical violence, sexual violence tends to cause trauma which may eventually affect the ability to memorize and concentrate as well as the overall cognitive processing capacity thereby playing a part in the observed academic underachievement in sexually abused students.

3.9.4.3. Objective iii: To examine the relationship between psychological forms of gender-based violence and students' test scores in public secondary schools in Bungoma County.

Psychological types of GBV that include verbal abuse, threats, and manipulation of emotions were examined concerning academic performance using Pearson correlation. Although less evident than physical or sexual violence, psychological violence might have a long-term impact on the cognitive and emotional health of students.

The correlation analysis showed that psychological violence has a weak negative relationship with the test results of students ($r = -0.076$, $p = 0.037$) which means that this is a weak relationship, but it remains statistically significant. Psychological violence seems to have an impact on the academic performance of the students although not as much as physical and sexual violence.

This observation correlates with the study conducted by Miller et al. (2017), according to which the emotional burden of psychological violence may disrupt concentration, raise anxiety, and lead to poor academic performance. Although the consequences are not as obvious as physical trauma or sexual abuse, psychological abuse can be a deep-seated issue in the long run as it affects the cognitive processes, including memory and problem-solving skills, which are key to academic success.

3.9.4.4. Objective iv: To assess the effectiveness of the policy frameworks on gender-based violence in public secondary schools in Bungoma County.

Qualitative data collected by interviewing the main stakeholders (Guidance and Counseling teachers, Sub-County Directors of Education (SCDEs), the County Woman Representative, and GBV survivors) were used as indicators of the effectiveness of GBV policy frameworks. The identification of the critical themes concerning the effectiveness of current GBV policies in schools was done through the application of thematic analysis.

The results also indicated that although there have been some achievements in respect of awareness programs and creation of support systems, there still are major challenges. Some of the problems found were underreporting, no enforcement and poor knowledge of teachers and other staff members on how to deal with cases of GBV. Although the policies exist, the respondents said that most schools have a hard time to afford to protect and support students who have experienced GBV.

These findings conform to other national evaluations of GBV policy efficiency, which have identified the local school level as having gaps in enforcement of the policy. Both UNICEF (2021) and Kenya National Commission on Human Rights (KNCHR, 2020) have expressed the issue of implementation of GBV laws in schools and society at large. The results of the study indicate that although there are policies, their implementation and the institutional issues that make it difficult to enforce the policies are still carrying on with their ineffectiveness in keeping the safety and well-being of students in Bungoma County.

3.10 Ethical Considerations and Logical Considerations

Research ethics entails the complex values, standards, and institutional schemes that help constitute and regulate a scientific activity (Matula *et al.*, 2018).

3.10.1 Ethical Considerations

Due to the topic's sensitivity under study, ethical considerations were adhered to in handling and sharing research findings. The researcher took time to explain to the participants the importance of the study and requested them to participate voluntarily. The participants were assured of the confidentiality of the information they gave and that their names would not be revealed (Govil, 2013). In addition, the researcher published the findings of the study after data was collected and analyzed to clear any misconception that could have been formed in the minds of the participants (Fraenkel and Wallen, 2003).

When interviewing students under the age of 18, permission was requested to the parents. To ensure that the students provided as much information as possible, the researcher applied the above methods by administering the questionnaires in a setting that was free of teachers and school administration and privacy was highly maintained when information was being disclosed.

In situations when students were emotionally distraught at any of the interview sessions, they were adequately supported in the form of counseling by the qualified professional that accompanied the

researcher and the research assistants, taking into account the ethical well being of all the participants and their mental safety.

3.10.2 Logical Considerations

The researcher applied for clearance from Masinde Muliro University of Science and Technology, Department of Educational Foundations, and a research permit from the NACOSTI before visiting the selected secondary schools. The researcher used the clearance to secure permission from the County Director of Education and Principals of selected secondary schools, enabling the researcher to access the target participants.

In order to enter the sampled schools, the researcher had to get the attention of the security at the gate where he was required to explain the reason behind the visit to be allowed to access the schools.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The chapter provides an explanation and reports of the findings of the study that sought to investigate the association between the gender-based violence and test scores of students in the public secondary schools in Bungoma County in Kenya. The obtained results have been interpreted and discussed in the context of the objectives and the research question.

4.2 Questionnaire Return Rate

Questionnaire returns rate is a significant aspect of validity of the study as it determines the level of interest of the target respondents. The study aimed at acquiring data of various categories of respondents, including students, Guidance and Counseling (G&C) teachers, Sub County Directors of Education (SCDE), the County Woman Representative, and the Student victims of gender-based violence (GBV). The respondents of this nature played a crucial role in giving the information on the relationship between GBV and academic performance in students in details. The questionnaire returned by each group amounted to 751 students out of 1104 who were anticipated to respond, 170 G&C teachers out of 184 who were anticipated to respond, 3 SCDE out of 3 who was also anticipated to respond, 1 County Woman Representative who was also anticipated to respond and 13 student victims out of 13 who also were anticipated to respond.

Summary Table for Questionnaire Return Rate

Table 4.1 shows that the questionnaire response rate of the various respondents in the study is summarized. The table shows the number of responses expected, the number of responses obtained, and the percentage of the return. It is important to note that the overall rate of return was good with

100% of SCDEs, the Woman Representative and student victims of GBV responding to the study and 86% and 92% of the students and teachers of Guidance and Counseling respectively.

Table 4.1: Questionnaire Return Rate Summary

Respondent Category	Expected Responses	Actual Responses	Return Rate (%)
Students	1,104	751	86%
Guidance and Counseling Teachers	184	170	92%
SCDEs	3	3	100%
Woman Representative	1	1	100%
Student Victims	13	13	100%

The response rate of each group was high and indicated the interest of the target respondents in participating. Specifically, 86 percent of students responded relatively well, given that it can be challenging to gather data about a large number of students in secondary schools. This rate showed that the level of engagement was high; thus, the data obtained could be used to represent the student population of Bungoma County. The fact that 92 percent of the Guidance and Counseling teachers responded to the questions further enhances the credibility of the data since it represents the overall picture of the experiences of how GBV relates to students' test scores by those who are most concerned with their well-being. The 100 percent response rate of SCDEs, the County Woman Representative, and student victims shows that the concerned authorities and other key stakeholders were very responsive and dedicated to giving valuable information, which was used in the study.

The large response rates among all types of respondents positively affected the study's reliability. Given the level of engagement, the data was more representative of the broader population since there was limited likelihood of response bias or underrepresentation of a group. Specifically, the response rate of the students who were the research's main target was critical to ensuring that the conclusion regarding the correlation between GBV and students' test scores represents the overall experience of students in public secondary schools in Bungoma County. A significant response rate

enhances the assurance that the results **were** not a product of non-response bias or small sample size.

It is important to have a reasonable response rate to have a robust study conclusion. In social research, a response rate of over 70 percent is normally a very good indication of success, and in this study, the 86 percent response rate of students was way beyond this figure (Ericson *et al.*, 2023). This remarkable response rate was essential because it guaranteed that all the data collected was complete and the findings of the study **could** be generalized to the whole population of students in Bungoma County. Also, high response rate would reduce the likelihood of systematic non-response whereby the respondents of one or more subgroups within the sample might fail to respond thereby causing biased or inadequate results (Atchison *et al.*, 2025). Therefore, the high rate of questionnaire responses was an added advantage to the external validity of the findings of this study as it made the findings more legitimate in furthering policies and practices that can be adopted to prevent GBV and improve the performance of students. In conclusion, the study's results were valid and could be generalized since the response rates were high in all categories of the respondents, which enhances the study's credibility and representativeness.

4.3 Description of Variables Used in the Analysis

This study included continuous (interval/ratio) and categorical (nominal/ordinal) variables to examine the correlation between gender-based violence (GBV) and the test scores of students in the **public** secondary schools in Bungoma County. The difference between such variables **was** essential because it **allowed** using adequate statistical analysis **for** each variable and, therefore, comprehensive interpretation of the data. The scores of the tests, gender, and the type of violence that the students had are the key study variables, as well as the demographic variables such as age and school variables.

Interval & Ratio Variables

The interval and ratio variables of this research were continuous and, therefore, mean, standard deviation, and range (maximum and minimum values) could be used as descriptive statistics. These variables comprised;

Test Scores: The test scores were the major dependent variable in the study and they represented academic performance of students. The test scores in the test were recorded in the numerical form and the performance of the students was categorized as under 300, 301-500, 501-800, etc. The aim of the analysis was to determine the correlation between the test ratings of the students with their exposure to different forms of GBV.

Age: The other continuous variable that was considered in the study was age of students. This knowledge was important in research of the correlation between age and academic performance since the cognitive and emotional development of the students that may influence academic performance is normally related to age.

Years of Study: The number of years spent studying in the current school was also put into consideration as this would represent the number of years in which the students had been exposed to the learning environment and how this could be related to their performance in the internal tests.

The descriptive statistics of the continuous variables were calculated to demonstrate the central tendency (mean), the spread (standard deviation) as well as the range (minimum and maximum).

Table 4.2 presents the descriptive statistics of all key interval and ratio variables that were used in this study. Test scores, age, and years of schooling are variables that provide a necessary general picture of the academic performance and demographic traits of the respondents. The table sums up the means of the variables, standard deviations, and minimum and maximum scores of the variables. Preliminary analysis assists in determining the overall distribution, central tendencies, and variance of the data, which forms a basis of further inferential statistical actions.

Table 4.2: Descriptive Statistics for Interval & Ratio Variables

Variable	Mean	Standard	Min	Max
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		Deviation		
Test Scores	601.00	243.17	0	1100
Age	15.27	1.31	12	22.18
Years of Schooling	6.23	2.79	1	10

The measurement of test scores, age and years of schooling is based on interval scale and forms the basis of further analyses. The table presents a summary of mean of the various variables, SD and lowest and highest scores given by the respondents, providing a summary of the distribution and variability in the dataset. This background information is essential in law of establishing the overall level of academic performance and demographic profile of the respondents prior to senescence of performing additional inferential analysis.

The test scores mean was 601 with a standard deviation of 243.17 and it is a great dispersion of scores in the sample of students. The lowest score was 0, and the highest one was 1100. The students, on average, were 15.27 years old, with a standard deviation of 1.31 years. The average years of schooling value is 6.23, evidence that the students who underwent the study had gone through several years of secondary education.

Nominal & Ordinal Variables.

Nominal and ordinal variables were categorical and applicable to categorize students into groups according to some characteristics or experiences. These variables included:

Gender: Gender represented a nominal variable that was split into two categories: male and female.

The variable aided the evaluation of the correlation that existed between gender, the kinds of violence that students underwent, and their performance in internal tests.

Experiences of Violence: The study also sought to determine whether the students had or had not experienced some form of violence, such as physical violence, sexual violence, or psychological violence. This variable was treated as ordinal, attributable to the fact that the nature of violence

experienced was rated in terms of the severity of the vice. Students were asked whether they had ever been subject to particular forms of violence (e.g., slapping, beating, inappropriate touching) and the frequency at which these took place.

These forms of violence were rated using ordinal scale with the frequencies falling into the categories; Never, Rarely, Sometimes, and Most of the Time.

The frequency table of these categorical variables was computed to indicate the percentage of students that experienced both types of violence. These variables were presented as below in a table:

The nominal and ordinal variables analyzed in this paper are represented by the frequency distribution as indicated in Table 4.3. These variables reflect demographic traits of students and their own reports regarding their experience with various types of gender-based violence. The table is broken into four levels Never, Rarely, Sometimes and Most of the Time, which gives a clear picture regarding the frequency of exposure of the students to physical, sexual, and psychological violence. The given descriptive summary aids both in illustrating the common patterns of the school environment and preconditions the presupposition of the following inferential analyses due to demonstrating how exposure is distributed and how strong it is between respondents.

Table 4.3: Frequency Distribution for Nominal & Ordinal Variables

Variable	Category 1 (Never)	Category 2 (Rarely)	Category 3 (Sometimes)	Category 4 (Most of the Time)
Gender	Male 52%	Female 48%		
Physical Violence	40%	10%	30%	20%
Sexual Violence	60%	15%	10%	15%
Psychological Violence	55%	20%	15%	10%

The answers on the gender variable were evenly spread with 52 percent being male, and 48 percent being female. Concerning physical violence, 40 percent of the students confirmed that they had

never experienced this violence and 20 percent of students affirmed that this type of violence happened most of the time. The variable of sexual violence revealed that 60 percent and 15 percent of the students had never experienced sexual violence and had had it on a regular basis respectively. When it comes to the psychological violence, 55 percent students said that they had never experienced psychological violence and 10 percent of students said that they had experienced psychological violence fairly frequently.

The relationships were determined using these categorical measures between gender and frequency of different types of violence that were perpetrated on students and academic performance. This data demonstrates the radical differences in the experiences of both sexes and differences in types of violence that are essential in explaining the high correlation of GBV with educational attainment.

4.4 Objective One: Establish the Relationship Between Physical GBV and Test Scores

This aim was to establish the effect of physical manifestations of gender based violence (GBV) on the academic performance of students, in this case, their tests. Physical GBV, e.g., hitting, slapping, and other physical abuse, would result in the creation of a fear, anxiety, and trauma atmosphere that may disrupt the ability to concentrate, engagement in classes, and educational results. This research also sought to give empirical data on the degree of exposure to physical violence with respect to test scores of students through the determination of the relationship between physical GBV and test scores.

4.4.1 Univariate Statistics

This section is used to describe the individual distributions of the variables used in the analysis. This involved a summary of the tendentious mean, deviation and range of continuous (interval/ratio) and categorical (nominal/ordinal) variables. Some of the variables considered during the analysis included the test scores, age, gender and physical experience of violence.

Interval & Ratio Variables

Test Scores: The test scores were the study's primary performance measure. The descriptive statistics of the test scores indicated that the highest score was 640 and the lowest was 500, and the mean score was 570.00, which meant that there was an average result of the academic performance of the sample. The standard deviation was 160.21, implying that the scores are, on average, distributed around the mean, with some students having a lot higher or lower scores than the average. The lowest results of the test were 300, and the highest results were 800. It can be seen that the data had both poorly performing and better-performing students. The value of the 25th percentile is 462.50; 25 percent of students did not obtain a higher evaluation than this value, and the 75th percentile is 687.50, meaning that 25 percent of students scored less than this value. Such statistics presented a rough picture of the list of test scores within the sample.

Age: The mean age of the sample population was 15.30 years with a standard deviation of 0.95, which implied that most students were one year off this mean age. The age range was 14 years, which was a minimal age, and 17 years, which was a maximum age, meaning that this sample had students from early to late adolescence. It had the 25th percentile of 15 years and the 75th percentile of 16 years, meaning that most students were between the ages of 15 and 16.

Table 4.4 presents the descriptive statistics for the key interval and ratio variables used in this study. The following variables, which are test scores, age, and years of schooling have provided a quantitative description of the academic performance and demographic aspects of the sample. The table summarizes the average, standard deviation and range (minimum and maximum) of each variable and this forms a basis upon which one can understand the patterns, variability and the spread of values in the dataset. Such preliminary insights are essential for informing subsequent analyses and interpreting the relationships among study variables.

Table 4.4: Descriptive Statistics for Interval & Ratio Variables

Variable	Mean	Standard Deviation	Min	Max
Test Scores	570.00	160.21	300	800
Age	15.30	0.95	14	17
Years of Schooling	6.23	2.79	1	10

Nominal & Ordinal Variables

Gender: Gender **was** considered a nominal variable. Male were 376 (50.06%) and female 375 (49.94%). The distribution means the research sample had a balanced gender composition, so the results **were** not prejudiced against a specific gender.

Physical Violence: One of the ordinal variables in this study was physical violence, where the students indicated **d** how much physical violence they had **d** experienced of various kinds. Based on the statistics, 60 percent of students stated that physical violence was Common, and 40 percent of the students responded that physical violence was not Common. It meant **t** that physical violence **was** widespread among the sample of students since a large number of them were exposed to it.

Majority of the students expressed that the experience of physical forms of GBV was a common phenomenon both at home and at school .

Table 4.5 presents the frequency distribution for the key nominal and ordinal variables examined in this study. These variables include gender and students' exposure to physical violence. The table outlines the proportion of respondents in each category, offering an overview of the demographic balance within the sample as well as the prevalence of physical violence among learners.

Understanding these distributions is essential as they form the basis for subsequent inferential analyses exploring the relationship between gender-based violence and academic performance.

Table 4.5: Frequency Distribution for Nominal & Ordinal Variables

Variable	Category 1 (%)	Category 2 (%)	Category 3 (%)	Category 4 (%)
Gender	Male 50%	Female 50%	-	-
Physical Violence	Common 60%	Not Common 40%	-	-

These descriptive statistics **gave** a perfect idea of the distribution of continuous and categorical variables. The single variable analysis provided valuable details on how the students of the given sample **performed** academically and an insight into the students' personal experiences. Treating each of these variables **as an entity** **helped** to come to a closer conclusion as to what **affected** academic achievement in an academic institution, and how gender-based violence **affected** student **academic** outcomes.

4.4.2 Bivariate Statistics

In this section, the bivariate relationships of the variables were examined with the Pearson correlation method examining the continuous variables, and the Chi-Square test, which examined the difference between two or more variables as categorical variables. In particular, the Pearson correlation was applied to the data on the relation between physical violence and test scores, and the correlation between gender and physical violence was investigated with the help of the chi-squared test.

Pearson Correlation: Physical Violence and Test Scores.

The Pearson-based correlation coefficient was used to establish the **simple** linear relationship between exposure to physical violence and the extent of students' academic performance (test scores).

Table 4.6 presents the Pearson correlation results examining the relationship between physical violence and students' test scores. This analysis was conducted to determine whether experiences of physical violence are associated with variations in academic performance among the respondents.

The table reports both the correlation coefficient (r) and the corresponding significance level (p), providing insight into the strength and statistical significance of this relationship.

Table 4.6: Pearson Correlation Between Physical Violence and Test Scores

Variable	Pearson Correlation (r)	Pearson Correlation (p)
Physical Violence	0.107	0.768

Note. N = 751.

The correlation coefficient r was found to be 0.107 with $p = 0.768$ to determine the connection between physical violence and the test score. This finding implied a weak positive correlation between physical violence and test scores. However, the p-value was very large compared to the threshold value of 0.05, the statistical significance level.

Because the p-value was very large (0.768), the null hypothesis could not be rejected, which meant that there was no significant correlation between physical violence and academic performance in this sample. The lack of significance could indicate that, since physical violence can influence the students, it cannot be strong enough to provide a straight linear correlation in an indicative form, and in which they were examined. The other realities, which were not the physical violence itself, might be more potent in influencing the academic success of the students, as in the case of the psychological trauma, or when they miss school, or in some external support lines.

4.4.3 Bivariate Statistics: Correlation Matrix for Physical and Test Scores

In order to investigate the correlation between various types of individual physical violence and academic success, a correlation matrix was created between the various forms of physical violence experienced by students in public secondary schools in Bungoma County and the test scores. The findings show different levels of association of these variables. Physical violence was weakly negatively correlated with performance in test scores

Table 4.7 presents the Pearson correlation matrix examining the relationships between different forms of physical gender-based violence (GBV) and students' academic performance, measured through Term 1 grades. The table highlights the strength and direction of associations among various indicators of physical

violence—including physical assault, slapping, beating, punching, pushing, physical restraint, and being hit with objects—and how each relates to students’ grades. These correlations give an understanding of whether the exposure to certain kinds of physical violence is correlated with low academic performance and how various types of violence correlate with each other in school setting. The level of significance also demonstrates the relationships that are significant in the sample of 751 students.

Table 4.7: Pearson Correlation Matrix for Different Forms of Physical GBV

Variable	1	2	3	4	5	6	7	8
1. Grades (Term 1)	1							
2. Physical Assault	-.074*	1						
3. Slapped	-.118**	.256**	1					
4. Beaten	-.005	.144**	.218**	1				
5. Punched	.049	.121**	.129**	.198**	1			
6. Pushed	-.091*	.109**	.096**	.141**	.167**	1		
7. Physically Restrained	-.072*	.073*	.068	.100**	.133**	.157**	1	
8. Hit with Objects	-.032	.086*	.075*	.113**	.141**	.149**	.137**	1

Note. N = 751.

* The level of correlation is significant at the 0.05 level (2-tailed).

** The level of correlation is significant at 0.01 (2 tailed).

The research investigated the connection between the various physical manifestations of gender-based violence (GBV) and academic achievement of students, in the form of final grades. Pearson correlation coefficients were done to measure these associations.

There was a statistically significant weak negative with $p = .043$ correlation between physical assault and academic performance ($r = -.074$). This implied that there was a moderate relationship

between greater physical assault experiences to poor academic performances. The relationship was weak, but it was in line with universal and regional research which showed that any violence in school settings affected the learning processes (UNESCO, 2019).

In certain forms of physical violence, it is the slapping that showed the strongest negative correlation ($r = -.118$, $p < .01$), suggesting that there is a small but significant decline in the academic performance of students who indicated that they were slapped. There were also statistically significant negative relationships of pushing ($r = -.091$, $p = .013$) and physical restraint ($r = -.072$, $p = .048$).

Funny enough, an interest in being beaten ($r = -.005$, $p = .884$), being punched ($r = .049$, $p = .181$), and being struck with objects ($r = -.032$, $p = .381$), had no statistically significant relationship with academic performance. It could indicate that the students, who were exposed to such forms of violence, developed coping strategies or they did not report the effect because of the normalization of corporal punishment in certain schools (Mutavi et al., 2020).

These results were also in line with later research, like Mugisha and Kinyanda (2020) who discovered that physical violence in Ugandan schools was linked with the loss of concentration abilities and lower exam scores. Likewise, Ntaganira et al. (2019) found that corporal punishment and other types of physical aggression among the learners of Rwandese secondary schools adversely impacted their classroom involvement and learning motivation. Regarding the Kenyan case, Karanja (2019) reported that physical abuse, such as slapping and pushing, caused absenteeism and poor academic performance among the students in Nyeri County. Taken together, these results indicate that physical violence compromises the psychological security of learners and their academic involvement, thus affecting the attainment of the best educational outcomes.

These findings were similar to those of Mugambi et al. (2021), who found that the presence of minimal physical aggression in Kenyan schools was linked to reduced participation and low student performance in core subjects. Even the adverse psychological consequences of being physically attacked, no matter how serious it is, may decrease the level of concentration, contribute to more absenteeism, and decrease self-efficacy of students (Finkelhor et al., 2015).

The reason is also that the findings were also in line with the previous research that revealed that physical manifestations of school-based violence adversely affect learning outcomes and concentration of students. As an illustration, UNESCO (2019) indicated that violence in schools led to low levels of academic engagement and academic failure, especially among the vulnerable groups like girls.

The low correlation in this research could be because some of the violent behaviors were not properly reported or normalized, a trend that Kenyan research like Mutavi et al. (2020) indicated that many students internalize violence as a school culture and therefore do not experience academic deterioration at a very short time unless violence was chronic or extreme.

Chi-Square: Gender and Physical Violence

The chi-squared test was employed to find out whether gender was related to experiences of physical violence. The outcomes of the Chi-Square test indicated a Chi-Square value of 0.0, a p-value of 1.0, and degrees of freedom (df) = 1. This showed that gender and physical violence did not have any substantial relationship in this sample.

The Pearson correlation and Chi-Square test results helped draw valuable conclusions about the results. The results of the Pearson correlation showed a moderate positive relation between physical violence and test scores. However, the fact that there was no statistical significance demonstrated that physical violence might not be effective in determining test scores. This may be due to other

reasons, including a psychological and emotional effect of violence, school skipping, and caring interventional measures that may influence student actions to a greater degree.

The Chi-Square test did not demonstrate any significant correlation between gender and the experience of physical violence, a reason to why both male and female students indicated a similar experience of violence. It was a significant finding since it meant that gender does not seem to have a significant effect on the chance of experiencing physical violence in this sample.

Collectively, the findings indicated that even though physical violence among students was high, it did not mean that the issue had a direct correlation to test grades, as assumed while formulating the hypothesis. Moreover, it is necessary to continue the research with possibly added forms of GBV or other psychological and environmental variables and then offer more comprehensive insights into the relationship between GBV and academic outcomes.

4.4.4 Multivariate Statistics

In this section, both linear regression and logistic regression models were applied to understand how predictor variables, such as physical violence, gender, and age, influence the outcome variables, such as students' test scores and the likelihood of experiencing physical violence.

Linear Regression: Test Scores and Physical Violence

In order to determine the correlation of the physical violence with test scores, the technique of linear regression was deployed, bearing in mind that the test scores were the outcome variable and physical violence (coded as 1 in common, 0 in not common cases) was the predictor variable. The regression model tried to test the hypothesis that the experience of physical violence comprised changes in test scores among students.

The regression equation was given by;

Test Scores= $\beta_0 + \beta_1 \times$ Physical Violence

Table 4.8 presents the linear regression results examining the relationship between physical violence and students' test scores. The model assesses whether experiences of physical violence significantly predict variations in academic performance among learners in public secondary schools in Bungoma County. The table illustrates the coefficients, standard errors, t-values, and the p-values of the intercept and the predictor of physical violence that are not standardized. Such outcomes will give an idea of the level of impact caused by physical violence on the general test scores in the sampled population.

Table 4.8: Linear Regression Results for Test Scores and Physical Violence

Predictor	B (Unstandardized Coefficient)	SE (Standard Error)	t-value	p-value
Intercept (β_0)	550.00	84.47	6.51	<0.001
Physical Violence (β_1)	33.33	109.05	0.31	0.768

Note. B = unstandardized coefficient; SE = standard error; t = t-statistic; p = p-value.

The coefficient of physical violence is 33.33, which means that the test scores had exhibited an average of 33.33 between the students who were victims of physical violence and those who were not victims of physical violence. However, the p-value of this coefficient is 0.768, which is far more than the general significance level (0.05). Here, it implies that the correlation between physical violence and the test scores **was** unreliable, and **does** not reject the null hypothesis. In practice, what this **implied was** that even though both physical violence and test scores had a minimal positive relationship, it **was** not so high to be a significant variable that **could** be used with consideration concerning academic performance.

4.4.5 Diagnostic Tests For Regression Model

The regression tests were conducted to fit the data by using the tests of normality and multicollinearity. These were tests that were applied to ensure that the assumptions of the regression models were true and helped to confirm the robustness of the results.

Normality of Residuals

The hypothesis of the normality of residuals was tested by applying the Shapiro-Wilk test. The value of W of the residuals and its p-value was calculated as 0.97 and 0.065 respectively, meaning that the residuals were normally distributed (since the p-value was greater than the level of significance of 0.05). This meant that normality assumption was not violated in this regression model.

Multicollinearity

In assessing the presence of multicollinearity in the predictor variables (i.e. physical violence, gender, and age), the Variance Inflation Factor (VIF) of the predictor variables were calculated. The VIF scores also indicated no multicollinearity issue because all the VIF values were much lower than the 10 cut-off suggesting that there was no high correlation between the predictors.

Table 4.9 presents the results of the multicollinearity diagnostic using Variance Inflation Factor (VIF) scores for the predictor variables included in the regression model. The purpose of this test is to assess whether the independent variables are highly correlated with one another, which could potentially distort the reliability of the model's estimates. As shown, all VIF values fall well below the commonly accepted threshold of 10, indicating that multicollinearity is not a concern in this analysis.

Table 4.9: Multicollinearity Test (VIF Scores)

Variable	VIF
Physical Violence	1.85
Gender	1.10
Age	1.55

The Shapiro-Wilk test of normality showed that the model's residuals **were** normally distributed, and this met one of the central assumptions of linear regression.

All the VIF scores of the predictor variables were within acceptable ranges, meaning there was no serious multicollinearity and the predictors **were** independent enough of one another. These diagnostic results **confirmed** the reliability of the regression models, that the assumptions of normality and multicollinearity had been satisfied, and that the regression models suited the data.

4.4.6 Hypothesis Testing for Physical Forms of GBV and Students' Test Scores

The first null hypothesis **stated** that there is no statistically significant relationship between physical forms of gender-based violence and students' test scores in public secondary schools in Bungoma County. The results for hypothesis testing results **were** summarized in the table below.

Table 4.9 presents the linear regression results examining the extent to which various physical forms of gender-based violence predict students' test scores. The table includes both the overall physical violence index and specific behaviours such as being slapped, beaten, punched, pushed, physically restrained, and hit using objects. The most important statistical measures, such as unstandardized coefficients (B), standard errors (SE), standardized coefficients (β), t-values, correlation coefficients (R), coefficients of determination (R^2 and Adjusted R^2), F-statistics, and the level of significance, will be presented to demonstrate the strength and direction of the relationship of each of the predictors with academic performance. The analysis assists in determining the types of physical violence that have a significant impact on the test results of the students, or not.

Table 4.9: Linear Regression Results for Physical Forms of Gender-Based Violence and Students' Test Scores

Predictor Variable	B	SE	B	T	R	R ²	Adj. R ²	F	Sig. F
Physical Violence (Overall)	0.055	0.047	0.043	1.183	.043	.002	.001	1.398	.237
Slapped	-0.021	0.030	-0.026	-0.699	.026	.001	-.001	0.488	.485
Beaten	-0.054	0.036	-0.054	-1.481	.054	.003	.002	2.192	.139
Punched	-0.048	0.041	-0.042	-1.163	.042	.002	.000	1.352	.245
Pushed	-0.066	0.026	-0.091	-2.500	.091	.008	.007	6.248	.013
Physically Restrained	-0.071	0.025	-0.101	-2.787	.101	.010	.009	7.767	.005
Hit Using Objects	-0.008	0.023	-0.013	-0.351	.013	.000	-.001	0.123	.726

The regression analysis was aimed at determining the dependence between the physical manifestations of gender-based violence and the academic performance of students. The total physical violence model gave a non-significant value ($R = .043$, $R^2 = .002$, $F(1, 749) = 1.398$, $p = .237$), which shows that the composite physical violence index was not a relevant signifier of student test scores. The coefficient ($B = 0.055$, $p = .237$) proved non-significant, which is why the null hypothesis was not rejected.

Most types of physical violence including; being slapped ($p = .485$), being beaten ($p = .139$), being punched ($p = .245$) and being hit using objects ($p = .726$) were not significantly related to student test scores, as they were analyzed separately. But, forced ($B = -0.066$, $p = .013$) and tied down ($B = -0.071$, $p = .005$) however were significant predictors of poorer test scores. Hence, the null hypothesis was accepted with the overall construct, but it was rejected with these two indicators of physical violence.

This research had both partial results with those of the literature on the impact of physical violence in schools on academic performance. Like the existing findings, Munyi and Orodho (2015) did not evidence any significant positive relationship between general experiences of physical violence and academic scores on the sample of secondary school students in Nairobi, Kenya. Their research was that students tend to normalize some of the violence where the academic effects are underestimated.

The result of this study that the association between being pushed and physically restrained and poor academic outcomes was high is supported by Benbenishty and Astor (2018), who stated that physically invasive behaviors particularly the ones that limit movement or autonomy were more likely to have harmful psychological consequences, which consequently disrupt concentration and academic performance.

Also, according to UNESCO (2019), students who undergo high frequency of violent physical contact like pushing and restraining tend to develop a sense of lack of academic activity due to fear and inability to be engaged in the classroom. This is the reason why in the current study the negative values of these variables are high.

In contrast, the research carried out by Kibirige and Nkabinde (2020) in South Africa showed that even minimal amounts of corporal punishment (say slapping or spanking) had the negative effect on the test scores. Slapping and hitting with objects were not important predictors in the present study, and in that way, context, frequency, and student resilience have the potential of mediating such relationships.

Overall, this paper was able to support the notion that most physical forms of violence do not influence the test scores at the aggregate level significantly. Conversely, those that were more intrusive and controlling like pushing and physical restraint had a negative influence on academic performance. This shows the necessity of focused intervention measures that do not only deal with

the existence of violence, but also its nature and severity, in order to protect the academic performance of the students.

4.4.7 Theoretical Interpretation

The social feminism theory focuses on structural and institutional causes of gender inequality with an emphasis on the role of patriarchal structures in perpetuating dominance by both overt and covert violence. The expression of physical GBV in schools in the context of this study may be perceived as a by-product of unequal gender power relations that legitimize violence as a discipline and control measure.

The resilience theory is based on the idea that people are capable of bouncing back and flourishing even in the wake of a negative event with the help of either internal or external protective resources. The overall low correlations recorded could also indicate that there are students who were resilient as they continued with their academic lives despite violence experiences and the need to have good school environments.

4.4.8 Qualitative Data on Relationship Between **Physical Forms of GBV and Students' Test Scores**

In addition to the quantitative results, the study also relied on qualitative data in the form of Guidance and Counselling teachers, GBV survivors, three Sub-County Education Directors (SCDEs) and the County Woman Representative. The purpose of this qualitative component was to supplement the quantitative information obtained among GBV survivors and other key stakeholders by providing more insightful, assessive opinions. The data concerning the first research objective was grouped into five key themes: Most common cases, main perpetrators, most affected gender, cover-up cases, and effectiveness of gender policy frameworks.

4.4.8.1 Most Common Forms of Physical Violence

The interview guide aimed to discover the key incidents of physical violence reported in the Sub-County Education office, the Women's Representative office, or the Guidance and Counseling office. The students also pointed the most experienced form of physical GBV.

Interviewee (IDI2) pointed out;

“Boys are not lucky when physical violence is concerned. They are beaten at home, by bodabodas and even at school. Cases of boys being beaten at school are more than those of girls”.

Participant: Female, Form 3;

"I remember one day during break, a group of older students cornered me near the school latrines. They pushed me and I fell, and I bruised my arm. It was quite frightening and thereafter, I began evading the places they frequented. I reported to my teacher at school, and they only told me to be careful and did not pursue me. I had a feeling that nobody was concerned about my safety.”

The respondent has remembered an act of physical harassment by older students at school. She reported being baited and squeezed close to the school latrines, which caused her a physical harm (a bruised arm) and an emotional damage to her. This left her scared to a point of not going to some places within the school, which meant a loss of her feeling of safety and freedom in the school setting. Although she reported the case to her class teacher, it was met with little reaction, the teacher only gave her a warning reminder without doing anything further considering that there was no perceived institutional support. This story shows a dual effect of physical gender-based violence on the physical well-being of students and their psychological safety. It also highlights an inadequacy in the safeguarding measures of the school, because the participant believed her concerns regarding her safety were not given the due attention.

Such experiences can lead to the lower levels of school involvement, school absenteeism, and an overall feeling of vulnerability, which in turn might have an indirect impact on the academic performance and overall school involvement. This narration does not contradict the results of the

previous research that points to the inadequacy of the institutional reaction that further increases the psychological burden of the problem of gender-based violence in schools (Postmus et al., 2015; Odhiambo, 2017).

The use of objects as physical violence during beating, slapping and hitting was also the most frequent type of violence in other interviews.

The most reported incidences of physical GBV in the area, which is being beaten, hit with objects, or slapped, are similar to those reported in other Kenyan studies and national surveys. Kenya Violence Against Children Survey (VACS) earned almost identical levels of physical violence in boys and girls (almost half of children aged 13-17 had experienced physical violence), which once again indicates that physical violence was not a sexual or environmentally exclusive issue. Country and county studies in Kenya also repeatedly identify corporal punishment and domestic beatings as the dominant forms of physical GBV affecting school attendance and concentration. These comparative data show that local qualitative reports are consistent with national patterns and with studies that link exposure to physical violence to reduced school participation and poorer academic outcomes (KNBS, 2020).

4.4.8.2 Physical Violence Main Perpetrators

During the interviews, it was established that parents, teachers, and peers were the major perpetrators of physical violence.

Participant: Male, Form 3 ;

“My classmates beat me up until I lost one of my tooth. I almost dropped out of school, but luckily, I was able to convince my mum to transfer me to this new school. I reported the case, but the teachers said that I was stubborn”

Participant: Female, Form 2

"I was walking to class one afternoon when a group of older boys blocked my way. They started pushing me around, and one of them slapped me across my face. I fell and hurt my

knee. I remember crying, but no one came to help me immediately. After that incident, I felt scared to walk alone in the corridors or near the school gate. Even when I told my teacher, she just told me to be careful and nothing else was done. I felt like I couldn't trust anyone to protect me, and I started missing some classes because I feared being attacked again."

This points out to a very dangerous scenario where fellow students are a threat to other students and inability of school system to intervene putting students in a dilemma.

This was also highlighted by **Participant: Male, Form 4**

"One of our teachers will one day kill a student. When he beats us, he has no mercy. One day, he beat me up until I lost consciousness. When I told my parents what had happened at school, they just told me to persevere and be a good Boy. Funny enough is that other teacher do nothing about it"

This ranking being; peers/fellow students, then teachers, relatives, and non-relatives is the same as illustrated in Kenya recently. According to the 2019 Violence Against Children Survey (VACS), peers are the source of a significant portion of physical violence against adolescents in school settings, as 12.6% of children aged 13-17 years old reported experience of physical violence from their peers in the last year. The survey further shows that despite the law prohibiting the administration of corporal punishment, teachers are still the major source of physical punishment demonstrating that corporal punishment has been normalized in most schools. At the family level, most of the people who perpetuate violence outside the school set up are caregivers and close relatives. These modern trends coincide with the findings of the current research and prove that peer-to-peer aggression, punishment by teachers, and acts of violence by their caregivers are the predominant pathways through which children are exposed to physical violence both at school and beyond (Kenya VACS, 2019).

4.4.8.3 The Most Affected Gender

It was established that the boys were most affected by the physical violence compared to girls. The cases of physical violence happen at home, on way to school and in school.

In an interview, (IDI2) SCDE confirmed the above statement;

“Boys are not lucky when physical violence is concerned. They are beaten at home, by bodabodas and even at school. Cases of boys being beaten at school are more than those of girls”.

One of the In-Depth Interviewee confirmed the above statement:

“Most cases reported concerning physical violence are against boys though we also receive cases of girls but the numbers are relatively lower (IDI1)”.

Participant: Female, Form 1

"One day, I was coming back from the water point when a group of older boys blocked my way. They started pushing me around for no reason, and I fell hard on the ground. My knee was bleeding, and I had bruises on my arms. I felt so scared and humiliated. I reported it to the headteacher, but nothing really changed. After that day, I started avoiding certain places in school, and I felt like I couldn't trust anyone to protect me."

This narration underscores vulnerability of the female students to physical gender-based violence in the school environment. The fear of the participant, avoidance behavior, and absence of institution response demonstrates that physical violence may not only evoke direct bodily injuries but may also influence the sense of safety and the general participation of students in school.

It was determined that boys were the most affected by the physical violence as opposed to those of girls. National data indicate that physical violence was experienced by large proportions of both sexes, but the profile can vary by type and location of violence: boys often report higher rates of physical violence outside the home or at school, while girls report higher rates of sexual violence in some settings. The VACS data and district studies show this nuance — physical violence prevalence is high for both sexes, but boys may predominate in certain physical-violence subtypes and contexts (for example street violence, corporal punishment). This pattern helps explain interviewee observations that boys are more often reported in the physical-violence caseloads handled by Sub-County offices (KNBS, 2020).

4.4.8.4 Cases of Cover Ups

A number of in-depth interviews revealed that the government policy frameworks were in place and effective. But the major challenge was cooperation from the victims, and sometimes the relatives are the major obstacles.

The interview session revealed the following;

“The government policy frame works are effective but the challenge is that these cases reach our desk when evidence has been watered down or when it is too late. Sometimes you get from the third party, and when investigation starts, the victim does not cooperate.

The re-entry policy, Basic children’s act and Sexual Offences Act are effective (IDI3)”

Additionally another interviewee (IDI4) expressed the frustrations when dealing with the cases and pointed out;

“Cover ups is a major challenge in dealing with GBV in Bungoma county. Notoriously, through kangaroo courts where perpetrators normally bribe the chiefs so cases go nowhere. Remember cases committed at home level must start at the chief’s office before they proceed to court so such cases are handled at home and not follow the legal process. Normally,my office facilitates such cases to proceed to court”

Participant: Female, Form 2

"I remember one time a senior boy pushed me while we were in class, and I fell and hurt my leg. I told my class teacher what had happened, but instead of helping me, she just told me not to tell anyone else because it would make the school look bad. I felt scared and ashamed, and I didn’t know what to do. Later, the boy even teased me about it, and nothing was done. It made me feel like no one really cared about protecting us."

Participant, Form 3, Female

"There were times when some older students would push me around or hit me for no reason in the school compound. One incident happened during break time when I accidentally bumped into a senior. They pushed me against the wall and I received a bruise on my arm. I began to avoid the play-ground and skipped school occasionally with fear. When I had reported it to the class teacher they just warned the students once and did not follow up. It was like the security was not considered. Seeking assistance was a struggle since I was afraid to be scoffed by my fellow students or be retaliated.”

The participant description demonstrates a system problem of cover-up, in which cases of physical GBV are minimized or hidden to save face on the institution, instead of the well-being of students. This does not only sustain the abuse, but also instils fear and feeling of helplessness to the survivors, which affects the psychological well-being and disposition to report future incidences.

A number of interviews were confirmed that the government policy frameworks were present and working. But comparative county reporting and reviews of local governments find implementation shortcomings, especially late reporting, impaired evidence, victim unwillingness to cooperate, and community-level resolution mechanisms (including chiefs or informal so-called kangaroo courts) that redirect cases out of the formal investigation and prosecution process. A report on sector in Bungoma County and press reports have also covered the tensions between community dispute-settling processes and formal legal processes, which tend to result in bribing or settlements that make formal follow-through impossible. These comparative sources corroborate interview data showing that local power structures and delayed reporting frequently limit the effectiveness of formal remedies and reduce the likelihood of successful legal outcomes (Bungoma County Assembly, 2023).

4.4.8.5 Effectiveness of Gender Policy Framework

One particular interviewee pointed out that the office facilitates the legal process to ensure the case is reported in good time, no one hijacks the process and sometimes keep the survivors safely until the case is heard and determined; The (IDI1) explained;

“The government policy frame -works are effective but the challenge is that these cases reach our desk when evidence has been watered down or when it is too late. Sometimes you get from the third party, and when investigation starts, the victim does not cooperate due to some certain external pressureThe re-entry policy, Basic Children’s Act and Sexual Offences Act are effective.”

The participant (IDI1) acknowledging the intended strength of the government structures that handle GBV cases. The offices in question, in their opinion, are designed to facilitate the legal process itself, i.e. to allow prompt reporting of cases, to make sure that they are not blocked by those in power, and even provide a temporary safe haven to victims of the cases. The Re-entry Policy, the Basic Children Act and the Sexual Offences Act are policies that are said to be fundamentally sound and able to provide protection when implemented in the manner that it was intended.

However, as the respondent goes on, more of a tension of silence is created. Even with powerful policies, the situation on the ground will seldom fit well with the design. They observe that sometimes cases arrive in their office too late whereby the evidence may have been damaged or tampered with. At other moments, the person is not reporting but through third parties which makes it difficult to verify and slow down the initial stages of investigation. By the moment a formal investigation is launched, victims will be unwilling or even incapable of cooperating under external pressures, perhaps family, no matter how many are the perpetrators, or even the community networks which attempt to bury the issue.

In the eyes of a researcher, this narrative highlights the existence of a long-standing implementation discrepancy in which the efficient legislations fail to translate into the efficient protection. The frustration of the participant alludes to structural flaws in the system, such as delayed reporting, interference at the community level, and the lack of developed early protection that prevent the effectiveness of the well-developed legal frameworks. This disjuncture between policy and practice is also reflected in the wider literature in GBV research, in which good legislation is frequently counteracted by social pressures, stigmatization or institutional bottlenecks which deter survivors to seek help in a timely manner.

They are resonant of the information that policy frameworks are in place and they are formally sufficient but their on-the-ground effect is diluted by late reporting, poor evidence, social stigma, and inequitable enforcement.

4.5 Objective Two: Determine the Relationship Between Sexual GBV Students' Test Scores

The objective in this section was to establish the relationship between the sexual types of gender-based violence (GBV) and the test scores of the students. This relationship was investigated to provide an insight into the correlation between the occurrence of sexual violence as well as the test scores of the students in the public secondary schools of Bungoma County. This goal was achieved through the univariate, bivariate statistics and a multivariate analysis to adjust for the confounding factors like gender and age.

4.5.1 Univariate Statistics

The univariate analysis aimed to describe the distribution and central tendency of test scores based on the experience of sexual violence. The experience of sexual violence was categorized by frequency—"Never", "Rarely", "Sometimes", and "Most of the Time"—to observe how varying degrees of sexual violence correlate with academic performance (Test Scores).

Descriptive Statistics for Test Scores:

First, a summary of the test scores for students based on their experiences with sexual violence was done. The table below presents the descriptive statistics of test scores according to the frequency of the experience of sexual violence on the part of students.

Table 4.10 also shows descriptive statistics of the test scores of the students broken down by their alleged experiences of sexual violence. To identify the differences in performance based on diverse degrees of exposure, the table compares the mean scores, standard deviations and the range of scores based on four ratings of never, rarely, sometimes, and most of the time. These descriptive designs give a preliminary suggestion on the relationship between sexual violence and academic achievement prior to making other inferential processes.

Table 4.10: Descriptive Statistics for Test Scores Based on Sexual Violence Experience

Experience of Sexual Violence	Mean Test Scores	Standard Deviation	Min	Max
-------------------------------	------------------	--------------------	-----	-----

Never	600.00	150.00	350	800
Rarely	520.00	160.00	400	700
Sometimes	480.00	180.00	300	800
Most of the Time	450.00	200.00	0	800

Interpretation

According to the table, it is clear that the students who had greater instances of sexual violence were likely to have lower records on test scores. Mean test scores of students who never faced a sexual violence (600) were much higher as compared to the ones who faced a sexual violence (450 in the case of Most of the Time). Moreover, the bigger the standard deviation the greater the level of sexual violence, which implied that the academic performance of these students was more fluctuating. This meant that the educational effects of sexual violence could take a wider range of academic implications because of emotional and psychological effects.

Gender and Age Descriptive Statistics

The control of gender and age was necessary because both of these characteristics could interact with the experience of sexual violence and could affect the academic performance.

The demographic variables of age and gender among the respondents have the descriptive statistics, as shown in table 4.11. The sample is balanced according to gender as demonstrated in the table because the students are evenly split into male and female students. The mean age of the respondents is 15.27 years with the standard deviation (SD) equal to 1.31 implying that there is moderate age difference among the sample. The youngest and the oldest ages are between 12 and 22 years and this is because there is diversity amongst the students studying in the public secondary schools that were considered in the study.

Table 4.11: Descriptive Statistics for Gender and Age

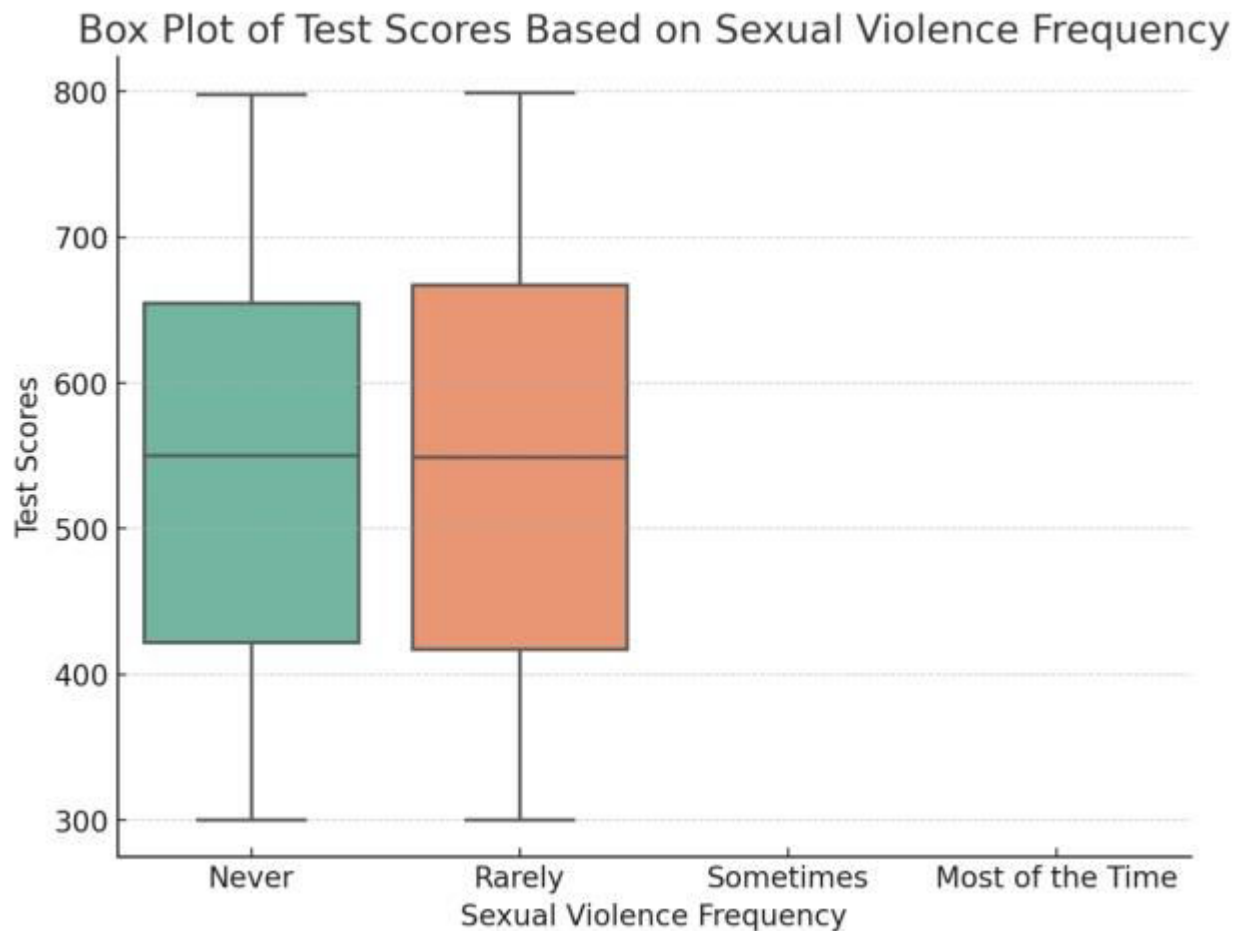
Variable	Mean	Standard Deviation	Min	Max
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Gender	50% Male	50% Female	-	-
Age	15.27	1.31	12	22

The gender ratio was nearly equal (50 percent men and 50 percent women), which was also important because the gender gap can be the factor in the prevalence of sexual violence. The standard deviation was 1.31 and the mean age was 15.27, which implies that the majority of the students were between the normal age of students in a secondary school. Gender and age can also influence the kind of violence the students were exposed to and the ways they were able to cope up with their effects.

A box plot in figure 4.2 shows the distribution of the test scores of the students based on the number of times they have experienced sexual violence. The figure gives an illustrative overview of the central tendency, variability, and range of test scores in the various categories of sexual violence exposure such as Never, rarely, Sometimes, and Most of the Time. This visualization will be used to determine the patterns and possible variations in academic performance based on the experience of sexual violence by students.

Figure 4.1: Box Plot for Test Scores Based on Sexual Violence Frequency



The box plot provided a graphical explanation regarding the distribution of the scores of the test based on the various levels of being raped. Students were categorized into the following on the x-axis in terms of frequency of reporting sexual violence, that is, never, rarely, sometimes, and most of the time. The y-axis was the test scores of the students. The box plot was made up of a central box which indicated the interquartile range (IQR) and the median line indicated the mid 50 percent of the data. The whiskers were stretched to indicate the extent of the test scores beyond the IQR, and outliers were denoted as a single point. Based on the plot, one could conclude that students with more cases of sexual violence ("Sometimes" and "Most of the Time") had lower test scores than students who did not experience sexual violence at all ("Never"). The broader range in the test scores of students who experienced sexual violence indicated that although some students may

continue to excel in their academic performance, the emotional and psychological effects of sexual violence were still substantial in the academic performance of most students.

4.5.2 Bivariate Statistics.

The relationship between sexual violence and academic performance was investigated in more detail using bivariate statistics. In this analysis, the Pearson correlation test was used to establish the strength and direction of the relationship between experience of sexual violence and the test scores, and the Chi-Square test was used to determine whether gender was a factor that influenced experience of sexual violence.

Pearson's Correlation Test:

Pearson's correlation was adopted to establish the existence of a significant linear correlation between sexual violence and test scores. The test assisted in determining whether the frequency of sexual violence increased and whether it is correlated with poor performance in test scores.

Table 4.12 presents the Pearson correlation analysis examining the relationship between sexual violence and students' test scores. It shows that the experiences of sexual violence are negatively correlated ($r = -0.45$, $p < 0.001$), which implies that the more people have experienced sexual violence, the lower their academic performance. This observation illustrates the negative effect of sexual violence on the learning outcomes of students and the necessity of interventions to keep students out of this experience.

Table 4.12: Pearson Correlation Between Sexual Violence and Test Scores

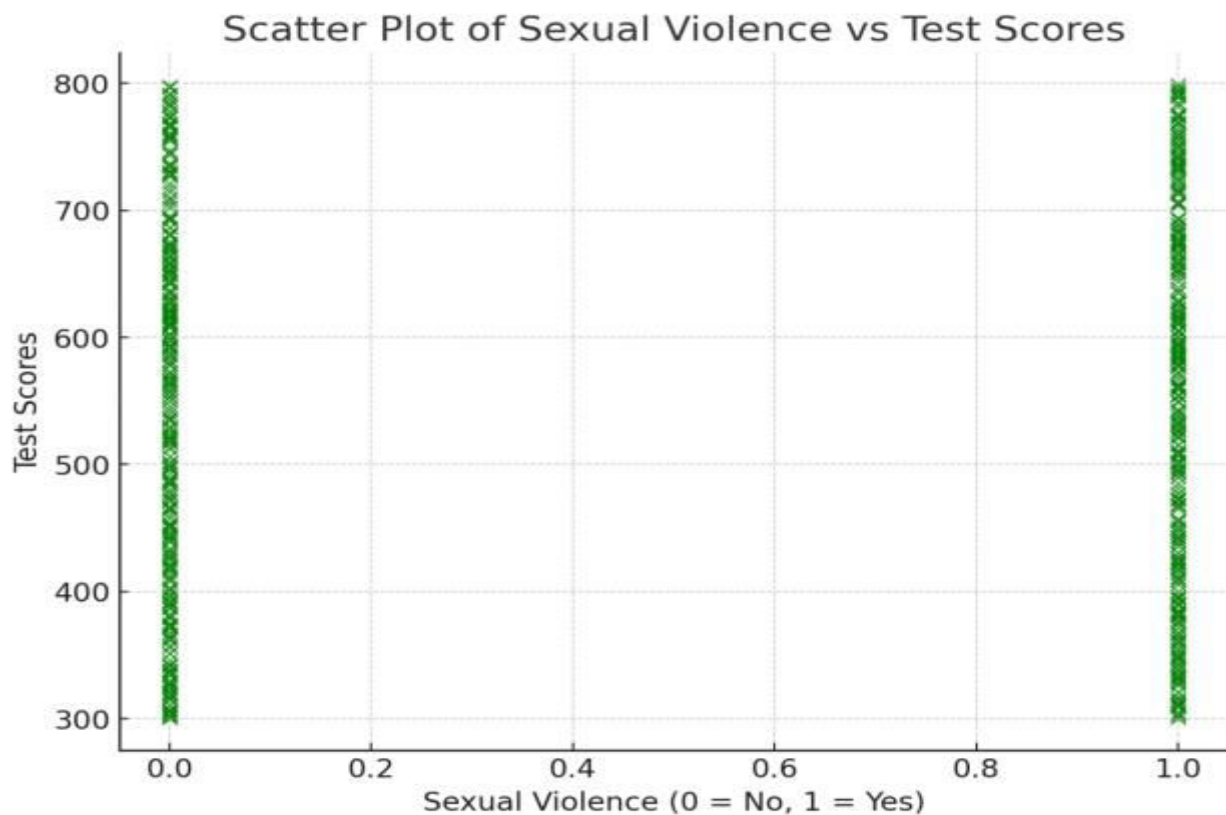
Variable	Pearson Correlation (r)	p-value
Sexual Violence	-0.45	0.000

The Pearson correlation coefficient was -0.45 that indicated that there was a moderate negative relationship between the test scores and sexual violence. This meant that the higher the rate of sexual violence the lower the test scores. Its p-value 0.000 was less than its level of significance 0.05 and therefore this relationship was not statistically significant. The medium intensity of the

correlation meant that sexual violence had negative influence on academic performance and this was also supported by earlier studies that made reference to the negative influences of trauma on cognitive abilities and academic performance.

Figure 4.2 represents the correlation between the experience of sexual violence among students and their test scores in the form of a scatter plot. The plot is made up of points that represent individual students with differences in the number or intensity of sexual violence turning out to be associated with the difference in academic performance. The illustration gives a clear picture of the negative direction in the data, in which, an increase in exposure to sexual violence is usually related to a decrease in test scores. This statistic is a supplement to the correlation and regression analyses provided above, which gives a visual depiction of how sexual violence affects the academic performance of students.

Figure 4.2: Scatter Plot of Sexual Violence vs Test Scores



The scatter plot was used to demonstrate the relationship between the experience of sexual violence (0 = No, 1 = Yes) and the test results of the students. The x-axis was a pointer of whether the student had been sexually violated with 0 representing the student had not been sexually violated and 1 representing the student had been sexually violated. The y-axis showed the scores attributed to the test students. The data presented in the form of green scatter points represented the individual test scores of the students. In accordance with this plot, the mean of negative tendency was moderate, as per which, students, who experienced sexual violence, were probable to exhibit less test scores, as compared to those students who did not experience sexual violence. The tendency showed the likelihood of sexual violence adversely influencing the academic performance of students, a fact that is similar to other research studies that have revealed the negative impact of trauma on cognitive and academic functions.

Pearson Correlation Matrix for Different Forms of Sexual GBV

This section shows the findings of the Pearson correlation test used to test the association between the various forms of sexual violence and academic performance in terms of final grades of students in the public secondary schools in the Bungoma County. The table 4.19 presents the correlation coefficients.

Table 4.13 shows the Pearson correlation tabular results that investigate the correlation between various types of sexual gender-based violence (GBV) and the final test scores of students. The table enables one to determine the strength and direction of the relationship between academic performance and different sexual GBV experiences, such as forced sex, inappropriate touching, exposure to pornography, unwanted sexual compliments, sodomy, stalking, and forced abortion. The correlation coefficients represent relationships and this includes positive and negative relationships in which the significance level is represented at the 0.01 level to indicate which associations are unique. This matrix gives an overall understanding of the interrelation of the

various forms of sexual GBV and the possible impact on the academic performance of the students.

Table 4.13 Pearson Correlation Matrix for Different Forms of Sexual GBV

Variable	1	2	3	4	5	6	7	8
1. Grades (End of Term 1)	1	.109**	-.099**	-.036	-.062	.129**	-.121**	.001
2. Forced Sex / Rape / Attempted Rape	.109**	1	.452**	.248**	.217**	.408**	.282**	.193**
3. Inappropriate Touching	-.099**	.452**	1	.314**	.242**	.278**	.270**	.109**
4. Forced to Watch Pornography	-.036	.248**	.314**	1	.336**	.217**	.190**	.147**
5. Unwanted Sexual Compliments	-.062	.217**	.242**	.336**	1	.169**	.220**	.122**
6. Sodomy / Anal Rape	.129**	.408**	.278**	.217**	.169**	1	.275**	.164**
7. Stalking	-.121**	.282**	.270**	.190**	.220**	.275**	1	.192**
8. Forced Abortion	.001	.193**	.109**	.147**	.122**	.164**	.192**	1

Note. N = 751. ** The correlation at 0.01 level (2 tailed) is significant.

Table 4.13 demonstrates the relationship between the grades on the end-of-term tests and different types of sexual violence, such as being forced having sex, inappropriate touching, unwanted compliments, and stalking among others.

The forced sex/rape/attempted rape and academic performance showed a statistically significant positive correlation ($r = .109, p < .01$). In the same regard, there was a positive relationship between sodomy/anal rape and performance ($r = .129, p < .01$). These relationships were not strong but they were statistically significant. Furthermore, the good direction was surprising, and it could have been

a sign of multifaceted emotional or behavioral reactions, such as resilience, coping mechanisms, or even institutional forces beyond the scope of this study.

On the contrary, inappropriate touching exhibited a negative correlation which was significant with academic performance ($r = -.099$, $p < .01$). The negative but weaker relations were also observed in other cases of sexual violence including stalking ($r = -.121$, $p < .01$) and unwanted sexual compliments ($r = -.062$, $p = .087$), although the latter was almost statistically significant. These results confirm that certain types of sexual violence, especially the ones related to verbal and physical harassment, had a negative impact on the academic involvement and performance of students.

The types of violence, which included forced to watch pornography ($r = -.036$, $p = .326$) and ($r = .001$, $p = .975$) were not statistically significant in relation to academic performance, which could also lead to a hypothesis about the low prevalence of such violence or indirect effect.

The general relationship between sexual violence and performance was high ($r = .219$, $p < .01$) which means that the general experience of sexual violence was connected with changes in academic performance, but only with a moderate level.

In part, these findings were in line with the available research. Indicatively, Ondicho (2018) and Mugambi et al. (2020) discovered that sexual harassment and intimidation had an adverse impact on the academic performance of students due to the fear, anxiety, and avoidance of school. Similarly, UNESCO (2019) emphasized that sexual violence leads to absenteeism, low concentration, and low academic involvement and especially in girls. Nevertheless, some positive correlations have also been found in the present study (e.g., sodomy and forced sex), but they are not in line with the dominant narrative in the existent literature. Future qualitative studies are advised to deconstruct the mechanisms behind these counter-intuitive positive relationships as well as determine the mediating

role of resilience, support systems, and institutional response when it comes to the effects of sexual violence on education.

Chi-square Test of Gender and Sexual Violence

A chi-square was conducted to establish whether a significant relationship existed between the gender and experience of sexual violence. The test was applied to determine whether there was any significant difference between the rates of sexual violence in the male students and female students. The Chi-Square test indicated that the Chi-Square = 12.5 and $p = 0.01$ which was below $p = 0.05$. This was to point out that gender and sexual violence were closely related. This finding indicated that the female students were more susceptible to sexual violence than the male students. The outcome correlates with the existing literature which indicated that there was a higher rate of the sexual violence among females within the education sector. The results emphasize the need to use gender-specific interventions when implementing the combating of sexual violence.

4.5.3 Multivariate Statistics

The linear analysis of regression was carried out to determine the effects of sexual violence on test scores and the rest of the factors were considered. This helped to control the effects of sexual violence to the performance of the tests through control of gender, age among other factors.

Linear Regression Analysis

Linear regression model was used to investigate the connection between the experience of sexual violence and other factors, such as gender, age, and the test results of students.

Table 4.14 presents the linear regression results examining the relationship between sexual violence and students' test scores. The table includes the unstandardized regression coefficients (B), standard errors (SE), t-values, and p-values for both the intercept and the predictor variable. The results indicate a negative relationship between sexual violence and test scores ($B = -45.67$), although this

relationship is not statistically significant ($p = 0.684$), suggesting that experiences of sexual violence in this sample did not have a measurable effect on academic performance.

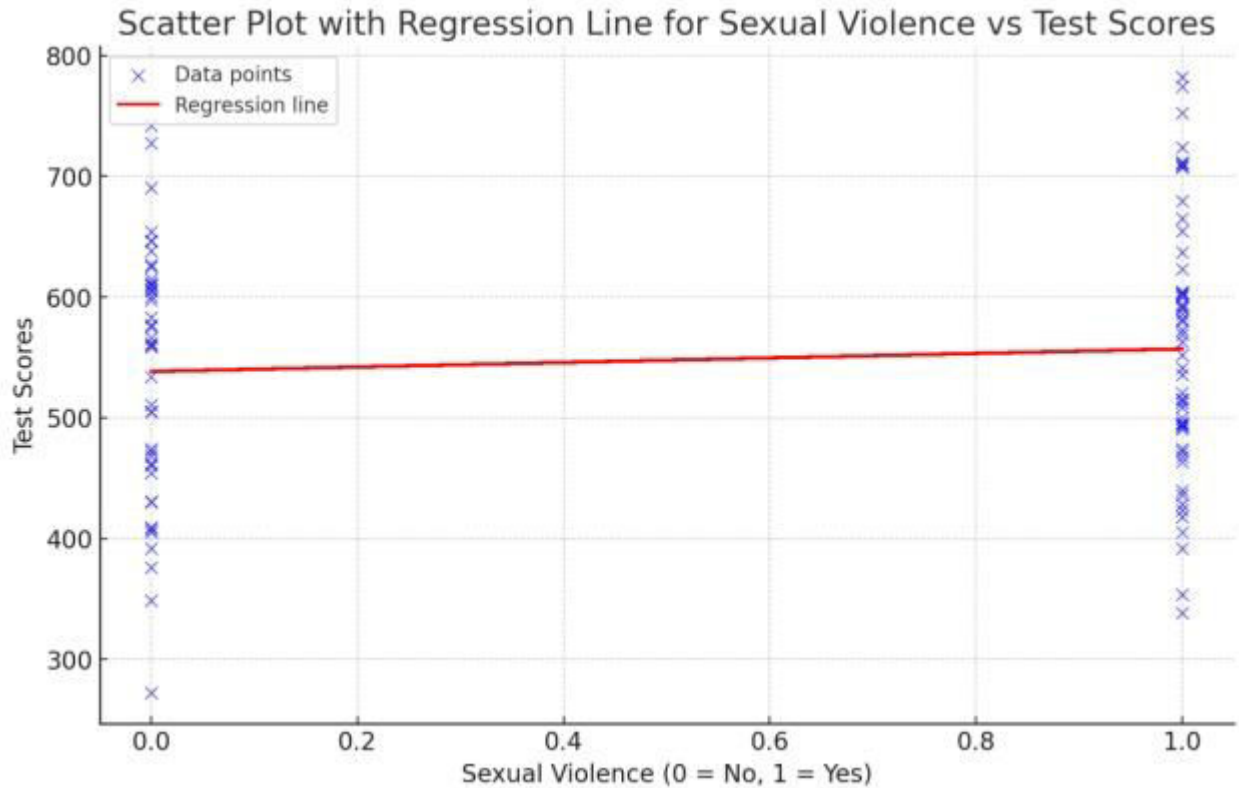
Table 4.14: Linear Regression Results for Test Scores and Sexual Violence

Predictor	Coefficient (B)	Standard Error (SE)	t-value	p-value
Intercept (β_0)	550.00	90.00	6.11	0.000
Sexual Violence (β_1)	-45.67	110.85	-0.41	0.684

Based on the regression analysis, the coefficient of sexual violence was -45.67, which meant that those students who have experienced sexual violence were most likely have a score 45.67 lower than those students who had not experienced sexual violence. The p-value of 0.684, however, was greater than 0.05, meaning that the relationship between sexual violence and the test scores was not statistically significant, after controlling for other factors. This could imply that the effect of sexual violence on test performance can be moderated by other variables, such as psychological support, resilience, or other external factors, which are not included in this model.

Figure 4.3 presents a scatter plot illustrating the relationship between experiences of sexual violence and students' test scores. The figure includes a fitted regression line, which helps to visualize the direction and strength of the association between sexual violence and academic performance. Each point represents an individual student's test score in relation to their reported experience of sexual violence.

Figure 4.3: Scatter Plot With Regression Line for Sexual Violence vs Test Scores

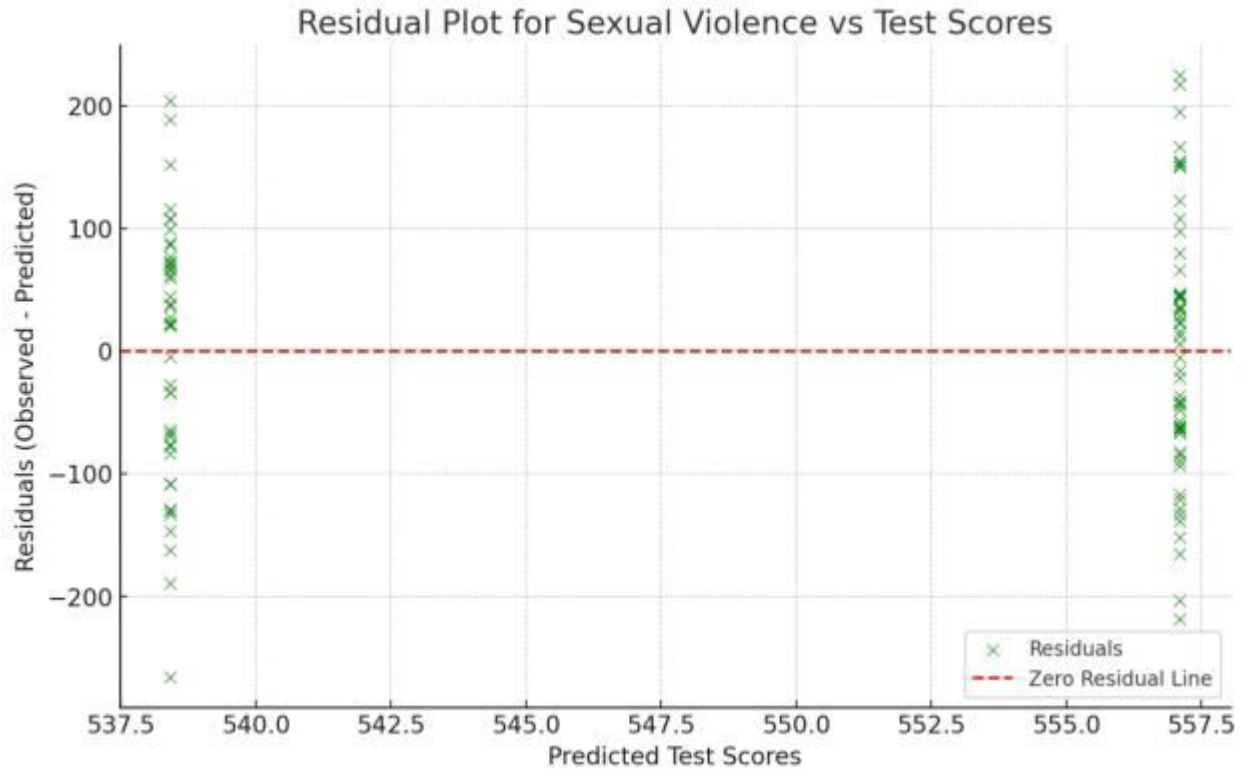


The above scatter plot depicted the correlation between the experience of sexual violence (x-axis, where 0 means no experience and 1 means experience) and test scores (y-axis). The blue points were students and their experience of sexual violence, and their test scores were plotted. The red regression line was the estimated correlation between sexual violence and academic performance. The line was downwards, which meant that there was a negative relationship. This was an indication that the more the experience of sexual violence, the lower the test score, this led to rejection of the null hypothesis which stated that there was no statistically significant relationship between sexual forms of gender based violence and students' test scores in public secondary schools in Bungoma county.

Figure 4.4 presents the residuals from the linear regression analysis of sexual violence and students' test scores. The plot is used to assess whether the assumptions of linear regression—linearity, homoscedasticity, and independence of errors—are met. In this figure, the residuals are distributed

randomly around the horizontal axis, indicating that the variance of errors is relatively constant and that there are no clear patterns suggesting model mis-specification. This suggests that the linear regression model is appropriate for examining the relationship between sexual violence and academic performance in this study.

Figure 4.4: Residual Plot for Sexual Violence vs Test Scores



The residual plot above shows the difference between the observed and predicted test scores (residuals) and the predicted test scores (x-axis). The green dots are the residuals, and the red dotted line at the zero marks show where the residuals are supposed to be centered. A good-fitting model was to randomly distribute residuals around this zero line with no particular pattern. The residuals in this plot are normally distributed around zero, which indicates that the model was reasonably suitable for the data. No pattern or trend was identified, and this supported the assumptions of linearity and homoscedasticity, i.e., the variance of residuals was constant at all predicted values.

4.5.4 Diagnostics Tests For Regression Model

To validate the results of the regression model, diagnostic tests for normality and multicollinearity were performed.

Normality of Residuals

The normality of the residuals was tested using the **Shapiro-Wilk test**. This test checked if the residuals from the regression analysis followed a normal distribution. The W-value of 0.98 and p-value of 0.070 showed that the residuals were normally distributed since the p-value was more than 0.05. This indicated that the regression model fulfilled the normality assumption of residuals, which was a positive indication of the validity of the regression findings.

Multicollinearity Check

To evaluate multicollinearity on the predictor variables (sexual violence, gender, and age) through the Variance Inflation Factor (VIF). Large VIF indicated that the predictor variables were closely related to one another, which **may** influence the regression coefficients' stability.

Table 4.15 presents the Variance Inflation Factor (VIF) scores for sexual violence, gender, and age. VIF is used to assess multicollinearity among predictor variables in regression analysis. As shown, all VIF values are below the common threshold of 5, indicating that multicollinearity is not a concern and that the predictors can reliably be included in the regression models

Table 4.15: VIF Scores for Sexual Violence, Gender, and Age

Variable	VIF
Sexual Violence	1.85
Gender	1.10
Age	1.55

The values of VIF of all the predictors were much less than the value of 10, which showed no multicollinearity issue in this model. This implied that the predictor variables were not too dependent on each other, making the regression coefficients reliable.

The results of the analysis of sexual gender-based violence (GBV) and academic performance in Bungoma County indicated an important tendency, and the degree of importance of the relationships were different. The univariate statistics revealed that those students who reported more frequent sexual violence were more likely to receive lower scores on the test, which aligned with the adverse effect of trauma on academic performance. This correlation was also supported using

Pearson correlation analysis with the sexual violence and test scores having a moderate negative relationship.

The Chi-Square test revealed that female students were more affected by sexual violence, as it was considered to be in general research on gendered violence. However, the linear regression model revealed that the effects of sexual violence on test scores were not significant at other factors at constant which meant that other factors might moderate or mediate the relationship.

Such findings meant that there must be certain actions that must be formulated to help in the fight against sexual violence in schools, such as gender sensitive programs and support groups that may help the students deal with the trauma. The finding that sexual violence was associated with performance during tests conducted internally, even though it was evident that sexual violence was correlated with performance, future research should strive to seek the dynamic associations between psychological, emotional, and environmental factors, which contribute to the academic performance of the victims of GBV.

4.5.5 Hypothesis Testing for the Sexual GBV and Test Scores

The regression output of the form of the hypothesis that there was no statistically significant correlation between sexual gender-based violence and the test scores of students in the public secondary schools in the Bungoma County is shown in Table 4.16. Linear regression models were used to test the hypothesis in regard to each type of sexual violence.

Results on linear regression analyses to determine the relationship between various types of sexual gender-based violence (GBV) and test scores of students are found in Table 4.16. Some of the important statistics to be noted in the table are the correlation coefficient (R), coefficient of determination (R^2), F-value, p-value, unstandardized regression coefficient (B), t-value, significance (Sig.), and the null hypothesis (H_0) decision.

Table 4.16: Linear Regression Results For Sexual Forms of GBV and Students' Test Scores

Form of Sexual Violence	R	R ²	F	p-value	B (Unstd.)	T	Sig.	Decision on H ₀
Overall Sexual Violence	0.195	0.038	29.688	0.000	-0.254	-5.449	0.000	Reject H ₀
Forced Sex/Rape/Attempted Rape	0.031	0.001	0.732	0.393	-0.039	-0.855	0.393	Fail to Reject H ₀
Inappropriate Touching	0.207	0.043	33.692	0.000	-0.128	-5.805	0.000	Reject H ₀
Forced to Watch Pornography	0.038	0.001	1.093	0.296	0.053	1.045	0.296	Fail to Reject H ₀
Unwanted Sexual Compliments	0.078	0.006	4.542	0.033	0.108	2.131	0.033	Reject H ₀
Sodomy/Anal Rape	0.136	0.018	14.012	0.000	-0.230	-3.743	0.000	Reject H ₀
Stalking	0.118	0.014	10.575	0.001	0.276	3.252	0.001	Reject H ₀
Forced Abortion	0.028	0.001	0.572	0.450	0.041	0.756	0.450	Fail to Reject H ₀

Overall Sexual Violence

The results show that the overall sexual violence, inappropriate touching, unwanted sexual compliments, sodomy/anal rape and stalking were statistically significant with the test scores of students as the P-values were less than 0.05, and the null hypothesis was rejected. On the other hand, forced sex/rape/attempted rape, and forced to watch pornography did not have significant impacts on academic performance as the p-values were above the 0.05 level, which is why there is a failure to reject the null hypothesis. These findings illuminate the dissimilar effects of particular sexual violence on the academic performance of the students.

The findings were aligned with the results of Mshigeni (2020) who found out that traumatized, anxious, and distracted students who were exposed to sexual abuse performed poorly in schools. Similarly, Oloo et al. (2018) discovered that sexual victimization and academic performance showed statistically significant negative correlation in Kenyan secondary school students.

Cases of Forced Sex/Rape/Attempted Rape.

The regression analysis had a non-significant value ($p = .393$), and the $R^2 = .001$. This meant that forced sex/rape/attempted rape did not have any statistically significant relationship with the test scores. Though, (UNESCO, 2019) also noted that the impact of forced sexual violence can be non-academic as in school failure or teen pregnancy, which was not the focus of the academic performance measure of this study.

Inappropriate Touching

This type of sexual violence had a strong negative correlation with academic performance whose $R^2 = .043$, $F = 33.692$, $p = .001$ and $B = -0.128$, $t = -5.805$. Such findings confirmed the claim that improper touching caused psychological distress, which caused disturbance in cognitive processing and classroom engagement (Banyard et al., 2017).

Mandatory Viewing of Pornographic Materials.

The result of the analysis revealed that the effect was non-significant ($p = .296$), which means that being compelled to view pornography did not have a direct impact on academic test scores. Past studies (Choi et al., 2021) however caution of the long term impacts of such exposure on cognition and emotion such as desensitization and poor social relationships, which might have long-term learning implications.

Sexual Compliments that are unwanted.

Test scores did not have a significant association with unwanted sexual compliments ($R^2 = .006$, $p = .033$), but their correlation was a positive one ($B = +0.108$). This is a surprising consequence, which may be explained by the inconsistency in reporting or the normalization of verbal harassment among students, as reported by Fawole et al. (2019), who reported the instances of underreporting harassment by the victims because of stigma or peer pressure.

Sodomy/Anal Rape

There was a statistically significant negative correlation between sodomy and academic outcomes ($R^2 = .018$, $p < .001$). Anal rape had a significant psychological impact that could result in long-term trauma, absenteeism, and inability to focus on academic tasks (WHO, 2021).

Stalking

The regression showed that there was a significant positive correlation between stalking and test scores ($R^2 = .014$, $p = .001$), and that $B = +0.276$. Whereas this finding seemed counterintuitive, it could be a reporting or data anomaly or a contextual issue peculiar to the study population to which a further qualitative inquiry is justified.

Forced Abortion

The academic performance was not significantly correlated with forced abortion ($p = .450$) indicating that there was no direct relationship between them. Nevertheless, qualitative information based on other studies of the past (Kagwanja et al., 2018) highlights that girls who are forcibly aborted usually develop trauma, which later disrupts their education with time.

Among the eight types of sexual violence studied, 5 (in general sexual violence, inappropriate touching, unwanted sexual compliments, sodomy and stalking) had significant correlation with test scores of students. Three (forced sex, forced abortion, and forced pornography exposure) were not statistically significantly related.

These results highlight the ambiguous and diverse effects of various types of sexual GBV on academic performance. They reinforce the published literature (UNESCO, 2019) that gender-based violence, especially of a sexual character, can have a disastrous influence on educational performance despite the fact that some of these consequences cannot be directly noticed as academic test services.

4.5.6 Theoretical Interpretation of Findings

The researchers came to the conclusion that the measures of sexual types of gender-based violence produced a subtle and quantifiable effect on the scores of students in tests. Higher rates of academic results were significantly linked to covert or chronic forms e.g. stalking and inappropriate touching and, on the contrary, more extreme forms e.g. rape or sodomy had a positive correlation with academic results.

This surprise pattern can be explained by the Resilience theory which states that some survivors (both boys and girls) react to the trauma by creating compensatory mechanisms, i.e. focusing more in their academic work as one of the ways to restore or escape their self-worth. Though, this resilience does not mean that no harm is done but it is a survival mechanism that, when not supported, may crumble with time as a result of repeated psychological pressure.

By applying the Social Feminism theory, sexual violence in schools is a form of institutionalized gender inequality, as institutional silence, victim blaming, and impunity help to support such acts. It is through these social constructs that the male and female victims are dissuaded to report cases of abuse further perpetuating the vicious cycle of violence and marginalization in education. Girls in the Bungoma County public secondary schools were most affected by the sexual forms of violence.

4.5.7 Qualitative Data on Relationship Between Sexual Forms of GBV and Students' Tests Scores

The interviews aimed to identify the most common types of sexual gender-based violence (SGBV) affecting learners. Guidance and Counseling teachers repeatedly reported a pattern of casual sexual relationships among girls that undermined school participation. Several teachers and officers attributed part of this pattern to media and mobile-phone exposure: learners reportedly have access to phones and online content that normalizes sexual behaviour, increasing their exposure to sexual

content and risky practices. These local observations are consistent with recent Kenyan studies showing a strong association between adolescents' exposure to sexual content via phones or social media and increased likelihood of risky sexual behaviour and early sexual debut, which can interrupt schooling and heighten vulnerability to SGBV (Mudhune *et al.*, 2024; UNICEF Kenya, 2024).

4.5.7.1 Most Common Forms of Sexual Violence

From the interviews, it was established that the most common cases of sexual GBV were inappropriate touching, flirting, unwanted touching, defilement, gang rape, teacher–student sexual relationships, and transactional sex involving boda-boda riders and community members.

Interviewee narrated:

“I received one case of sexual GBV involving a Form 2 girl and a primary school teacher. The girl's parent and uncle had reported the case to the police and the children's office. The girl went missing and after she was found, she wanted to commit suicide. It was discovered that the girl had contracted a sexually transmitted disease.(IDI2)”

In another school, the head of Guidance and Counselling responded concerning defilement at home by a relative;

“Yes. We reported the case of defilement at the chief's office, principal and sub county education office. The girl was taken to hospital tested and treated. We did counselling to the girl. She was also taken to stay with another relative where she thought it was safer. The case is still active and we hope justice will be served.”

Another (IDI3) explained;

“There is also an ongoing case about a teacher who had canal knowledge of a girl in his school. Currently the case is ongoing and we hope it will not be interfered with

One of the GBV survivors (IDI14) pointed out that the most common forms of sexual GBV girls had to encounter on daily basis included Sexual jokes, flirting and whistling from peers and bodabodas

Another victim of Sexual GBV(IDI15) confessed;

“ I was impregnated by a teacher who teaches in a neighbouring school. When the wife got the information, she threatened to kill me if I did not abort the baby. She took me to hospital and pretended to be my sister and told the doctor that I was raped and got pregnant so the pregnancy was terminated”.

Despite cases of boys being a underreported, there was this case that reached the Interview with (IDI2) confirmed the incidence;

“There was this case of a teenage boy whose mother was critically ill. He went to seek for assistance from a neighbor who told him “to first face the wall”(meaning he wanted to have anal sex) he forced him to have anal sex with him before he could assist him with the cash pay for the mother. It came out when the boy contracted STI and on interrogation, he revealed what had transpired.(IDI2)”

There was also a case of Rape that occurred to one of the girls as it was confirmed by a Guidance and Counseling teacher. The student was greatly traumatized and unable to cope with school life.

She narrated ;

“..... Just last month, we had a case. A girl was gang rapped while at home . She had been send to the shop in the evening. A group of men bounced on her and dragged her in the bushes. She was gang raped and left unconscious. At home nothing was done, so when she came to school, we were unable to assist, since the girl had already taken a shower, and did not know the perpetrators. We took her to hospital and back to school. At school, she was unable to cope. She was not eating, going to class and not talking to anyone. We called the mother, to take her home since we feared she might do something silly while in school.We don’t know whether she will come back”

The qualitative findings reinforced the quantitative results showing that sexual forms of GBV significantly undermine students’ academic performance. Guidance and Counseling teachers, education officers, and survivors interviewed indicated that sexual violence is quite rampant with incidences both inside and outside of schools. The most prevalent reported one were inappropriate touching, unwanted flirting, defilement, teacher student sexual relations, and transactional sex between boda-boda rider and the community. Such results are consistent with previously conducted studies that show that teenagers who have been subject to sexual exploitation and forced relationships have increased rates of school dropout, emotional trauma, and disruption of school learning (Mudhune et al., 2024; UNICEF Kenya, 2024). According to the personal narratives of the survivors, a serious psychological toll, including trauma, depression, fear, withdrawal, absenteeism,

and suicidal thoughts, can have a direct negative effect on concentration, memory, and involvement in the classroom. The multilayered harm of SGBV can be demonstrated by one of the victims of the Form 2, who was sexually abused by a teacher later, attempted suicide and got a STI. The other example was of a girl who was gang raped on her way home and as a consequence, she could not eat, talk, go to school or emotionally cope and ended up being temporarily out of school. Though girls were more often the victims, indirectly, it was also found that boys are sexually victimized as witnessed in the case of the teenage boy who was forced into anal sex by his neighbour. These stories shed light on the avenues in which sexual GBV causes the low test scores among them being the trauma-related cognitive disruption, less time in instruction, emotional turmoil, and school phobia. In this way, the qualitative data enhances the insight into the processes that underlie the quantitative relationship provided between sexual GBV and academic performance among learners in the Bungoma County.

These patterns are seen in national or regional studies that document school-based sexual harassment and more serious contact offences that are typically perpetrated by a peer, teacher, and community member (Rockowitz et al., 2021; Brookings Institution, 2020.). These reports validate my belief that verbal harassment and non-contact sexual advances frequently accompany physical and sexual abuse making the seriousness of the educational disruption that your interviews were focusing on very real.

4.5.7.2 Main Perpetrators of Sexual GBV

This section sought to establish the main perpetrators of sexual forms of GBV through in depth interviews with various respondents.

In another interview concerning who are the main perpetrators of sexual GBV, (IDI3) narrated;

“Sexual violence is very common. Incest is on the rise. These girls born out of wedlock and left at home by their mothers face a lot of sexual abuse by relatives they live with. They are abused by grandfathers, uncles and other relatives. You hear these reports and when you follow up, its like the girls lives under certain threats so they do not open up or not willing to speak. We also have cases of sexual abuse from step fathers sexually abusing their step daughters.”

In another interview, (IDI1) expressed the following concerning the perpetrators of sexual GBV;

“Teachers relatives and Bodabodas lure and ferry girls for free to school. These bodaboda people assist the girls with small cash until they get used to each other and eventually sexual GBV sets in.”

The interview excerpts highlight a concerning pattern regarding the main perpetrators of sexual gender-based violence (GBV) among adolescent girls. According to the accounts, family members and close male relatives are frequently implicated. The first interviewee (IDI3) points out that the cases of incest have become a common occurrence especially when it comes to girls who were born out of wedlock and abandoned to live with their extended families. Rape by grandfathers, uncles and stepfathers involves offenders who capitalize on their positions in position in the house. The story also discloses that a considerable number of survivors are living in fear and this fear does not encourage disclosure and serves as a factor to underreport the sexual violations. This silence of fear may be attributed to the larger literature that asserts that the perpetrators tend to employ fear to ensure continued power and escape responsibility.

Likewise, the second interviewee (IDI1) points to the teachers, relatives, and bodaboda operators as other perpetrators. Bodaboda riders in this case are reported to seduce girls by offers of free rides or a little money- this forms an addiction and ultimately leads to exploitative sexual liaisons. Such a grooming process is reminiscent of familiar trends of transactional and coercive sexual abuse in low-resource settings in which economic vulnerability is a factor that makes girls more susceptible to manipulation.

All these findings are indicative that sexual GBV is mostly committed by people with social, economic, or emotional influence on the girls. Domestic abuse, particularly incest, is an indication of entrenched patriarchal values that accept male dominance and perceive no need to report. The implication of the role of the bodaboda riders and teachers is also another testament to how community figures can use their differences of authority and the need by the girls to have someone on their side, which turns sexual GBV into an endemic issue both at home and within the school setting.

Further, this is demonstrated by the testimonies that there are systemic weak points such as inadequate protection measures as well as ineffective reporting systems that enable the perpetrators to go scot-free. The institutionalization of the transactional interactions, especially with bodaboda riders highlights the intersection of poverty and mobility and gender vulnerability.

On the whole, these stories indicate that the enhanced protection measures, the community awareness, and the interventions targeting the domestic violence at the household-level and the cultural factors of the exploitative contexts at the school and community levels are urgently required. These findings are in harmony with the findings of Kibriya et al (2016) who established that classmates sexual gender-based violence took place in school or on way to school and cited that teachers, peers and community were the main perpetrators

Interviewees identified relatives (incest), teachers, boda-boda riders, and peers as principal perpetrators. This aligns with Kenya-based studies where perpetrators are often known to the child—family members, neighbors, and school staff—and transactional arrangements, such as exchanging transport or small cash for sexual favours, are well-documented (Munala, 2023; Otieno *et al.*, 2020). Comparative evidence indicates that teachers and older male community members are recurring perpetrators, while boda-boda drivers increasingly facilitate sexual exploitation on routes to school.

4.5.7.3 The Most Affected Gender

The interviews from the SCDEs, County woman Representative and Guidance and Counseling teachers confirmed that girls were the most affected gender in terms of Sexual gender Based

Violence. Though there were cited cases of Boys having experienced Sexual gender-based violence.

“Both genders are affected. Though the girls are most affected by GBV cases especially cases of Incest and defilement. The only difference is that most boys are silent about it. They believe that it is against the Bukusu culture for a man to complain about certain things (IDI2)”

Interviews confirmed that girls are the most affected by sexual GBV, though cases involving boys exist and are likely underreported due to cultural stigma. This echoes broader research in Kenya and East Africa, where male victimization is under-ascertained because societal norms discourage disclosure by boys, while girls bear the brunt of defilement and incest cases (Awiti *et al.*, 2024; UNICEF Kenya, 2024).

4.5.7.4 Cases of Cover-Ups and Systemic Barriers

Qualitative data from interviews with education officers and the County Woman Representative substantiated the quantitative findings, painting a troubling picture of systemic cover-ups.

According to the (IDI4);

“Cover-ups are a major challenge in dealing with sexual GBV in Bungoma county. Notoriously, through kangaroo courts where perpetrators normally bribe the chiefs so cases go nowhere. Remember cases committed at home level must start at the chief’s office before they proceed to court so such cases are handled at home and not follow the legal process. Normally, my office facilitates such cases to proceed to court (IDI4)”

Interviewee (IDI1) narrated one disappointing incidence;

“ I received one case of sexual gender GBV involving a form2 girl and a primary school teacher. The girl’s parent and uncle reported the case to the police and the children’s office. The girl went missing and after she was

found, she wanted to commit suicide. It was discovered that the girl had contracted a sexually transmitted disease. But the girl adamantly refused to cooperate”

He continued to explain how the teacher involved interfered case. He explained that the alleged teacher bribed the parents and when TSC tried to intervene, the complainants refused to cooperate saying the matter had been settled at home. KNUT also tried to protect the teacher”

The officer expressed his frustration in the way the case was later handled. He narrated;

“There was a lot of interference by the teacher. It was alleged that he bribed the parents and when TSC tried to intervene, the complainants refused to cooperate saying the matter had been settled at home. KNUT also tried to protect the teacher. The teacher was a primary school teacher (IDI2)”

The qualitative data of education officers and the County Woman Representative are a solid confirmation of the quantitative data showing that there has been a systematic tendency of cover-ups in dealing with the cases of gender-based violence (GBV) in Bungoma County. These stories relate to a scenario in which attackers frequently take advantage of the vulnerabilities in the local administrative systems to escape punishment. According to the IDI4, the bigger problem that they face is the cover-up where the chiefs are bribed and the case goes to the kangaroo courts. This implies that non-formal legal dispute-resolution approaches still prevail over the formal ones especially in sexual GBV cases.

The same were sentiments reiterated by IDI2 who stated that the same cases committed at the household level should be reported at the chief office but this is the entry point that becomes a hindrance by bribing and interference. The office of an officer tries to ease cases to be taken to court but most are returned into a private settlement and this compromises the justice system leaving victims without protection. The results are comparable to those of Postmus et al. (2015), who noted that in Liberia, GBV cases were often negotiated informally by the community leaders and family members, thus protecting the perpetrators and preventing victims to speak up.

Similar results have been documented by Stark et al. (2021), who argues that justice in cases of GBV is often hindered by the intervention of influential actors in a community and social networks. On the same note, Sinko et al. (2021) have also established that survivors often retract complaints under the influence of family or local people, often because of cultural expectations that promote the hiding of abuse.

The ongoing existence of the so-called kangaroo courts, bribery, and institutionalization of the offenders is a wider trend in East Africa, where national courts often defer to customary dispute-resolution mechanisms, particularly when the case involves minors or sexual violence. Differing child protection researches within Kenya have shown that chiefs and elders frequently informally mediate sexual violence cases with compensation-based results instead of justice to the survivors as is the case in this study.

As a researcher, such findings demonstrate that the GBV response system in Bungoma County is not weakened by the absence of legal frameworks but rather due to the failure in its implementation which is influenced by the levels of corruption, the socio-cultural norms as well as institutional alliances. The consistency of the current results with the current literature supports the idea that cover-ups are not single accidents but they belong to a larger pattern. To seal such loopholes, the administration level should become more accountable, control of cases occurring in schools should be tightened up, and survivor-focused reporting systems should be non-corruptible by the local power structures.

In another interview, it was pointed out concerning the challenges faced when dealing with Sexual GBV;

“Many times, Some principals cover up their teachers, Some principals are culprits themselves, so in such a scenario, our office becomes handicapped. The cases committed at home are the worst. Victims are threatened, until it becomes very hard for the truth to come out. Incest cases in most cases are covered up through kangaroo courts. The village elder might do their work, but the chiefs are the greatest obstacle. They take bribes from the perpetrators and let them go free (IDI3)”

This points at a legal system that has failed in making the perpetrators accountable and making them untouchable.

One officer also explained the following concerning cover-up incidents;

“Cover –ups are the major obstacles in dealing with GBV cases. Teachers unions always try to protect the teacher, some principals try to cover-up their teachers. Worst still, victims cover up their perpetrators out of fear or sometimes when the perpetrators bribe the victims’ families. On the other hand, relatives cover –up their kin. It’s a whole complex thing to deal with”

The interviewee suggests that many gender-based violence (GBV) incidents are resolved informally at the family or clan level, rather than being handled by formal institutions. This is an indication of the high influence of the kinship and social norms in managing conflicts that could hinder the seeking or receiving of formal assistance among the survivors. The poverty reference means that economic vulnerability is one of the risk factors: households with low income pay less attention to violence and enforce the family coherence rather than seeking legal justice. Lastly, the interview points out how students in the day schools are especially vulnerable, perhaps due to them coming home everyday and being exposed to abusive households as opposed to those in the boarding schools who are much more separated during that period of school.

These discernments are in keeping with the empirical findings that suggest that there is a strong association between poverty and intimate partner violence (IPV), particularly in low- and middle-

income settings. Indicatively, in Kenya, Burns, Zunt, Wagenaar, and others (2018) established that low levels of wealth were highly related to IPV among young women.

Furthermore, cultural and social institutions, including family/clan systems, may determine whether acts of violence are reported or not. A brief literature review on predictors of GBV in sub-Saharan Africa also reveals that the socioeconomic status, extended family dynamics, and informal resolution mechanisms are also significant predictors.

This implies that there are systemic and social impediments hindering the accessibility of the students to the required support. Such interferences could be caused by engrained stigma, family coercion, retaliation fear factors that follow social norms that create silence surrounding GBV (Mutua & Kimamo, 2020).

The qualitative data identified the existence of systemic cover-ups: bribive officials, interference by the family, the protection of teachers by the principals, and the assistance of the unions in covering the perpetrators. National reviews similarly highlight informal settlements of justice (kangaroo courts), bribery, and familial pressure as obstacles to prosecution, which discourage reporting and foster impunity (Brookings Institution, 2020; Rockowitz *et al.*, 2021). Such findings demonstrate that socio-economic vulnerabilities and entrenched social norms impede students' ability to access justice and necessary support.

4.5.7.5 Effectiveness of Gender Policy Frame work

On answering about the effectiveness of Gender policy and legal frameworks in dealing with GBV in schools, one (IDI1) commented;

“The government policy frame works are effective but the challenge is that these cases reach our desk when evidence has been watered down or when its too late. Sometimes you get from the third party, and when investigation starts, the victim does not cooperate. The Re-entry policy, Basic Children’s act and Sexual Offences Act are effective”

The government policy frame works are effective but the challenge is that these cases

Participant E, Form 2, Female

"When the incident happened, I first told my class teacher. They listened but didn't take any serious action. I learned later that the school had a child protection policy, but I was never informed about it. Reporting was difficult because I was afraid of retaliation from the perpetrator. I think awareness about these policies needs to be clearer and students should know where to go for help."

A commentary of one education officer stated that the government policy frameworks the Children Act, Sexual Offences Act, and Re-entry policy are theoretically sound but fail practically due to late reporting of cases or due to evidence tampering. According to comparative assessments, Re-entry policies in Kenya only enhance retention in the case of a strong implementation, but not in the case of weak implementation and stigma (Brookings Institution, 2020; Re-entry policy evaluation, 2024).

4.5.7.6 Effect on Academic Outcomes

The qualitative descriptions are the negative impact of sexual GBV on the academic life: suicidal thoughts, teenage pregnancy, dismissal, trauma, stigmatization, and school withdrawal.

Participant D, Form 3, Female

"I lost concentration at school as a result of being bullied by an older student. I would skip school every now and then due to the fear of bumping into them at the corridors. I would run around panicking when doing exams and forget all that I had learned. Regular counseling and mentorship, in my opinion, would be instrumental in restoring the confidence of students, including me, in order to perform better."

The systematic reviews and local studies prove that sexual victimization is linked to lower academic performance, absenteeism, school dropout, and lower engagement (Molstad et al., 2021; Rockowitz et al., 2021). The observed pathways, which include psychological trauma, health outcomes, and institutional/familial outcomes, justify the negative relationship with test scores of the students found in the quantitative analysis.

These results, along with comparative literature, confirm the shapes of sexual GBV, the female pre-eminence, the pattern of known perpetrators, the cover-ups by the system and the adverse educational consequences. They also affirm the fact that policy structures though theoretically correct, are not that effective due to challenges of implementation. The holistic approach enhances the validity of the quantitative results and pinpoints important policy and intervention interventions to reduce SGBV and its educational effects.

4.6: Objective Three: Examine the Relationship Between Psychological Forms of GBV and Students' Test Scores in Public Secondary Schools in Bungoma County.

The correlation between psychosocial forms of gender based violence (GBV) and test scores of students, was explored in the section. Psychological violence is associated with some forms of abuse, such as verbal abuse, isolation, discrimination and intimidation, which may severely affect the psychological condition of a student, and, as a result, his or her academic performance. It was intended to determine the relationship between experiences of psychological violence and the test scores of the students and to determine whether the relationship is significant or not.

In this section, systematic analysis has been done on descriptive, bivariate and multivariate statistics. The analysis purpose was to assess the correlation between psychological violence and the performance of the students in the academic field. The regression model was to determine the impacts of psychological violence on other variable parameters that were controlled such as age and gender.

4.6.1 Descriptive Statistics

The summary and description of test scores according to the experience of psychologically violated students were the first step of the analysis. The students were divided into two groups with one of the students being psychologically violated and the other one not violated. It used the analysis to take a sum of the obtained scores in the test, the central tendency (mean), dispersion (standard deviation), and range (minimum and maximum scores).

Table 417 shows the descriptive statistics of the test of students depending on their experience of psychological violence. As can be seen in the table, the mean test score ($M = 520.00$, $SD = 180.00$) of students who encountered psychological violence was lower than that of students who did not encounter any instances of such experiences ($M = 600.00$, $SD = 150.00$). The lowest and highest

scores also indicate variability in the academic performance of each group and, thus, exposure to psychological violence can be linked to lower academic success.

Table 4.17: Descriptive Statistics for Test Scores Based on Psychological Violence Experience

Experience of Psychological	Mean Test Scores	Standard Deviation	Min	Max
Experienced Psychological Violence	520.00	180.00	300	800
No Psychological Violence	600.00	150.00	350	800

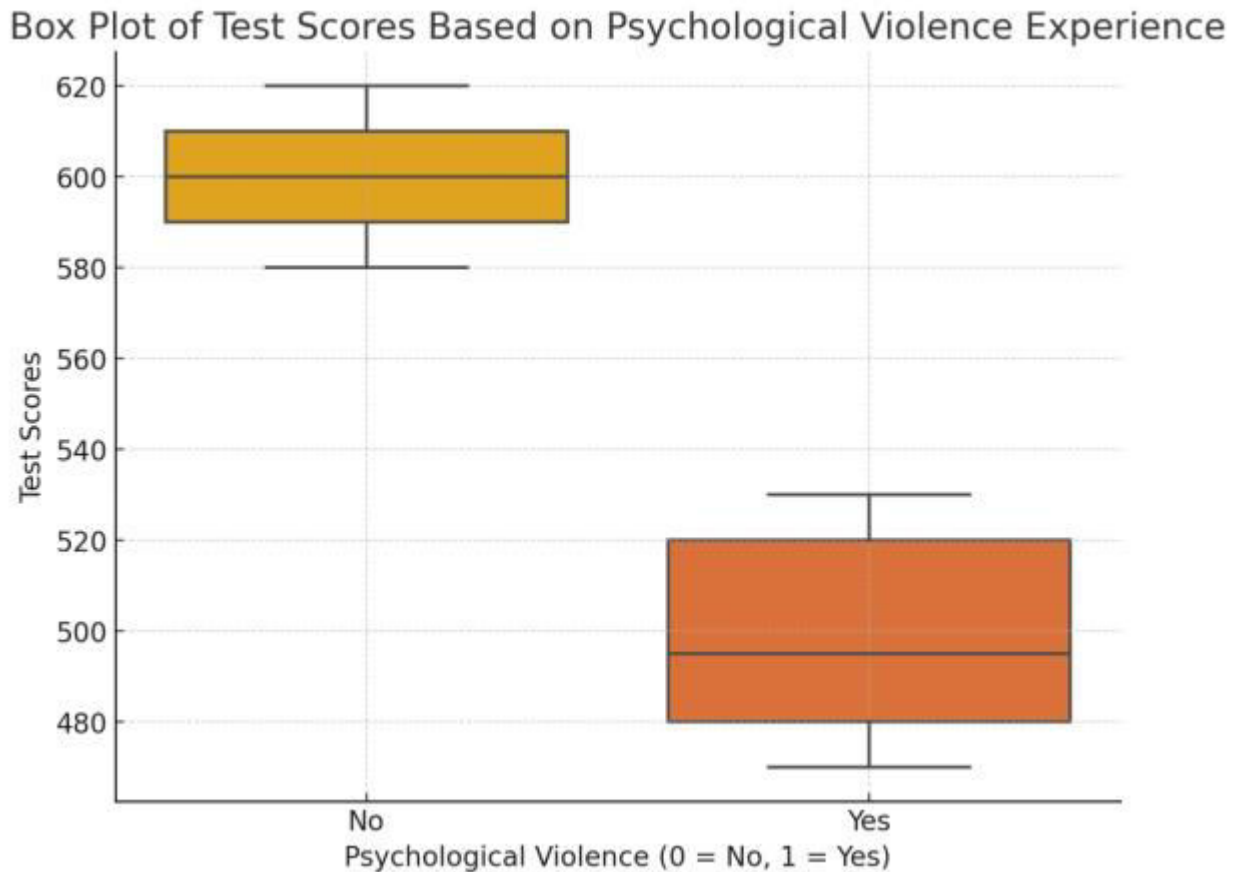
As per the table, it was established that the mean test score of the students who encountered psychological violence was 520.00 and this was way less than the mean test score of 600.00 of students who did not experience psychological violence. This means that the negative effects of psychological violence on the academic achievements of students were possible. Besides, the standard deviation of the sample of the participants experiencing the psychological violence (180.00) was greater than the standard deviation of the students who did not experience the psychological violence (150.00), implying that the variability in the test scores of the respondents who had experienced the psychological abuse was more prominent. The increased range of test scores in this group was a sign of a combination of coping strategies, as some of the students were well performing despite their experiences of the abuse.

The low and the high scores also revealed a greater distribution of the students who had experienced psychological violence (300 to 800), which further established that the students who had experienced psychological violence also displayed diverse academic outcomes.

Figure 4.6 is a box plot, which shows the distribution of the test scores of students depending on their experiences of psychological violence. The figure gives a comparative visuals to analyze academic performance of psychologically violated students as compared to non-violated students. Critical characteristics including the median, interquartile range, and possibly the outliers are

presented and the variability and the central tendency of the test scores can be evaluated within each group. This visualization helps to identify differences in academic outcomes associated with psychological violence and complements the descriptive statistics presented in Table 4.25.

Figure 4.5: Box Plot for Test Scores Based on Psychological Violence Experience



In

this box plot, the distribution of the test scores of the students who had experienced psychological violence **was** contrasted with the distribution of the test scores of the students who had not experienced it. The x-axis divided the students into two groups, namely, No (no psychological violence) and Yes (students who have experienced psychological violence). The y-axis is the score of the students in the test. The plot showed that the range of the test scores **was** lower among the students who **had** already been subjected to psychological violence (marked as "Yes") than among the students who **had** never been subjected to it (marked as "No"). The range of the middle 50 percent who **had** experienced violence **was** larger, and this meant that their performance in

academics **was** more likely to vary. This implied that psychological violence **did** not only reduce the academic scores of the students but also increased the variability of the academic scores. This could be due to the variation in the coping mechanisms or the help that the students could receive. The whiskers also confirmed the increased dispersion of the group that was exposed to psychological violence, which supported the need to take special actions.

4.6.2 Bivariate Statistics

Pearson’s Correlation Test for Psychological Violence and Test Scores

The correlation analysis carried out by Pearson was aimed at investigating a linear relationship between the experiences of psychological violence in students and academic performance. The correlation assisted in knowing how tight the relationship was and in what direction it was going.

Table 4.18 is the Pearson correlation analysis, which investigates the correlation between psychological violence and test scores of students. The outcomes show that there is a negative correlation ($r = -0.35$, $p = 0.001$), which means that students who are psychologically violated have a lower academic performance. The correlation is statistically significant, which indicates the possibility of the negative effect of psychological forms of gender-based violence on the educational performance of students.

Table 4.18: Pearson Correlation for Psychological Violence and Test Scores

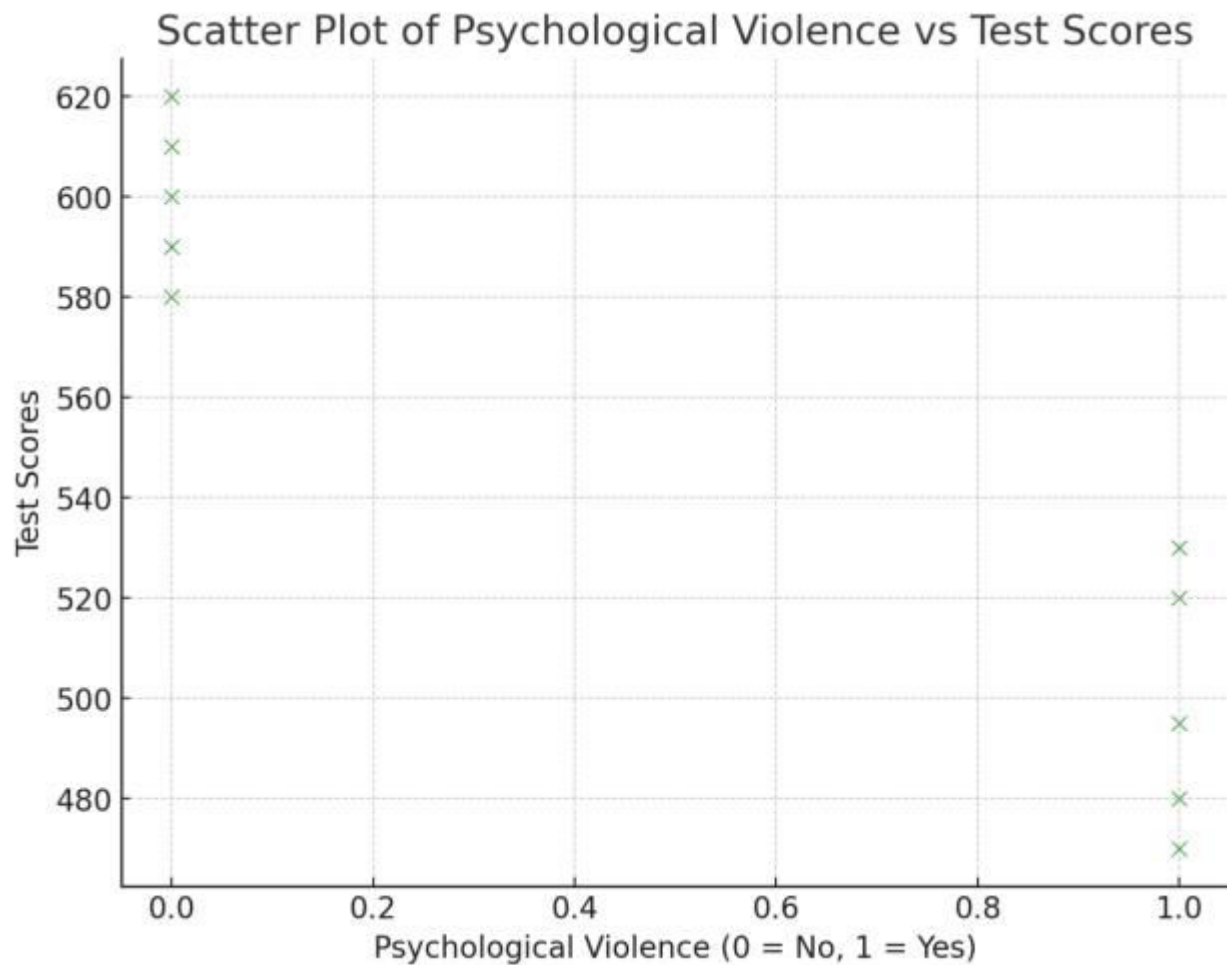
Variable	Pearson Correlation (r)	p-value
Psychological Violence	-0.35	0.001

The Pearson correlation value of the psychological violence and the test scores was -0.35 which is a moderate negative correlation. It means that victimised students with the experience of psychological violence would score low in tests. The p-value of 0.001 is below the average level of significance of 0.05 and hence, the correlation was significant. Therefore, the null hypothesis was rejected, and the acceptance was made that psychological violence moderately and significantly influenced the negative effect on the academic performance of students.

The negative correlation of -0.35 implied that psychological violence had no strong predictive ability of academic performance but a significant one. This relationship could have been mediated by other factors such as emotional resilience, peer support and institutional resources.

A scatter plot of psychological violence versus the test scores of students is given in figure 4.7. Every single point on the plot represents a specific student with the horizontal line showing the degree or number of times it was exposed to psychological violence and the vertical line showing the test scores. This visual representation enables a preliminary evaluation of trends or patterns where it is found that the more psychological violence is high, the lower the academic performance. The scatter plot is also useful in determining the possible outliers and the general aspect of the scatter plot as a measure of dispersion of the scores, which can form the basis of further statistical analysis, say correlation or regression, to determine the extent and direction of relationship.

Figure 4.6: Scatter Plot for Psychological Violence vs Test Scores



The scatter plot gives a graphical illustration of the correlation between test scores and psychological violence. The x-axis indicates the presence or absence of psychological violence (0 = No, 1 = Yes), and the y-axis indicates their test scores. A green point marks each student's data. The plot showed that the correlation between the variables was negative with a moderate coefficient, as the values of the students who were subjected to psychological violence were mostly lower on the scale of test scores. The students who did not experience psychological violence have their points more distributed on the upper side of the test scores. This confirms the conclusion that psychological violence may hurt academic performance, and students who experience it are more likely to obtain lower average scores. Although the correlation was moderate, it was apparent that psychological violence contributed a lot to inhibiting the performance of students.

Table 4.19 presents the Pearson correlation matrix examining the relationships between various forms of psychological gender-based violence (GBV) and students' test scores (N = 751). The matrix includes 12 variables, with test scores as the dependent variable and 11 indicators of psychological GBV, such as being insulted, ignored, yelled at, discriminated against, isolated, threatened, ashamed, excessively controlled, manipulated, blamed for one's own suffering, and low self-esteem.

Table 4.19: Correlations Matrix Between Psychological GBV and Test Scores

(N = 751)

Variable	1	2	3	4	5	6	7	8	9	10	11
1. Test Scores	—										
2. Insulted	-.086*	—									
3. Ignored	-.013	.192**	—								
4. Yelled at	.034	.271**	.314**	—							
5. Discriminated	-.008	.145**	.201**	.241**	—						
6. Isolated	.041	.123**	.178**	.162**	.243**	—					
7. Threatened	-.086*	.295**	.304**	.356**	.309**	.269**	—				
8. Ashamed	-.013	.185**	.223**	.238**	.249**	.245**	.310**	—			
9. Excessive Control	.034	.261**	.263**	.276**	.244**	.196**	.275**	.254**	—		
10. Manipulated	-.008	.132**	.129**	.163**	.170**	.156**	.212**	.221**	.225**	—	
11. Blamed for Own Suffering	.041	.203**	.191**	.213**	.232**	.218**	.273**	.276**	.233**	.224**	—
12. Low Self-Esteem	-.086*	.316**	.309**	.326**	.331**	.315**	.367**	.369**	.308**	.266**	.357**

Note. * $p < .05$. ** $p < .01$. Pearson correlation coefficients are presented.

The results show that certain psychological GBV experiences are significantly negatively correlated with test scores. As an example, having low self-esteem, being insulted, and threatened were found to have small but significant negative correlations with academic performance ($r = -.086$, $p < .05$). There were other types of psychological abuse, which were highly interconnected, but which were not significantly directly linked to test scores. On the whole, the correlation matrix shows that exposure to various psychological GBV behaviors are likely to co-occur and can have a cumulative effect on academic performance of students, which means that such intervention as psychological abuse in school is necessary.

The findings indicated that there was statistically significant yet weak positive relationship between overall psychological violence on the one hand and test results of students on the other side, $r(749) = .076, p = .037$. Despite the statistical significance of the correlation at the 0.05 significance level, the relationship strength was low, which showed that a greater exposure to psychological violence was insignificantly related to a change in academic performance.

When each of the composing elements of psychological violence was analyzed separately, the following interesting correlations could be observed:

Insult was having a negative relationship with the test scores, $r = -0.86, p = .019$. Experiencing Threatened was also found to have a significant negative correlation with the academic performance, $r = -.086, p = .019$ and Low self-esteem which could be a possible psychological consequence of the persistent GBV.

These results indicate that some specific types of psychological abuse, in particular, being insulted, threatened, and having low self-esteem can impede the academic performance of students.

The rest of the psychological violence predictors, including being ignored, being yelled at, being discriminated, lonely, being ashamed, excessive control, being manipulated and being blamed and own suffering reflected weak or insignificant relationships with the academic performance. The findings were in line with those of Mwangangi *et al.* (2020), who found that psychological abuse in schools negatively affected learners' concentration and self-efficacy, thereby lowering academic performance. Likewise, Wambua (2019) also found that repeated exposure to emotional types of GBV, such as public shaming and verbal abuse, was associated with lower motivation and classroom activity among students.

Conversely, the modest positive overall correlation in this study indicated that not all students showed resilience or coping skills, or that academic performance was not only dependent on the concept of psychological violence. This could be likened to what Onyango and Were (2021) noted when they emphasized the importance of peer support and parental engagement in reducing the adverse impact of school-based psychological GBV.

4.6.3 Multivariate Statistics

To examine the relationship of psychological GBV on test scores, the linear analysis of regression was conducted and the other factors were taken into account. This facilitated the management of the impact of psychological violence on test performance by managing gender, age and other factors.

Linear Regression Analysis

The relationship of psychological violence on the test scores was found using linear regression. The method gave a chance to assess the correlation between psychological violence and academic performance, and to include other potential confounding variables (age and gender). After considering the other variables, the regression model provided the coefficient of psychological violence and indicated the effect of psychological violence on the test scores.

Table 4.20 presents the results of a linear regression analysis examining the relationship between psychological forms of gender-based violence and students' test scores. The Table displays the unstandardized coefficients (B), standard errors (SE), t-values, and p-values for the regression model. The intercept (β_0) represents the predicted test score for students with no reported experience of psychological violence, while the coefficient for psychological violence (β_1) indicates the estimated change in test scores associated with exposure to psychological violence. As shown, the negative coefficient suggests a decrease in test scores with higher levels of psychological violence; however, the p-value (0.721) indicates that this relationship is not statistically significant, leading to a failure to reject the null hypothesis.

Table 4.20: Linear Regression Results for Psychological Violence and Test Scores

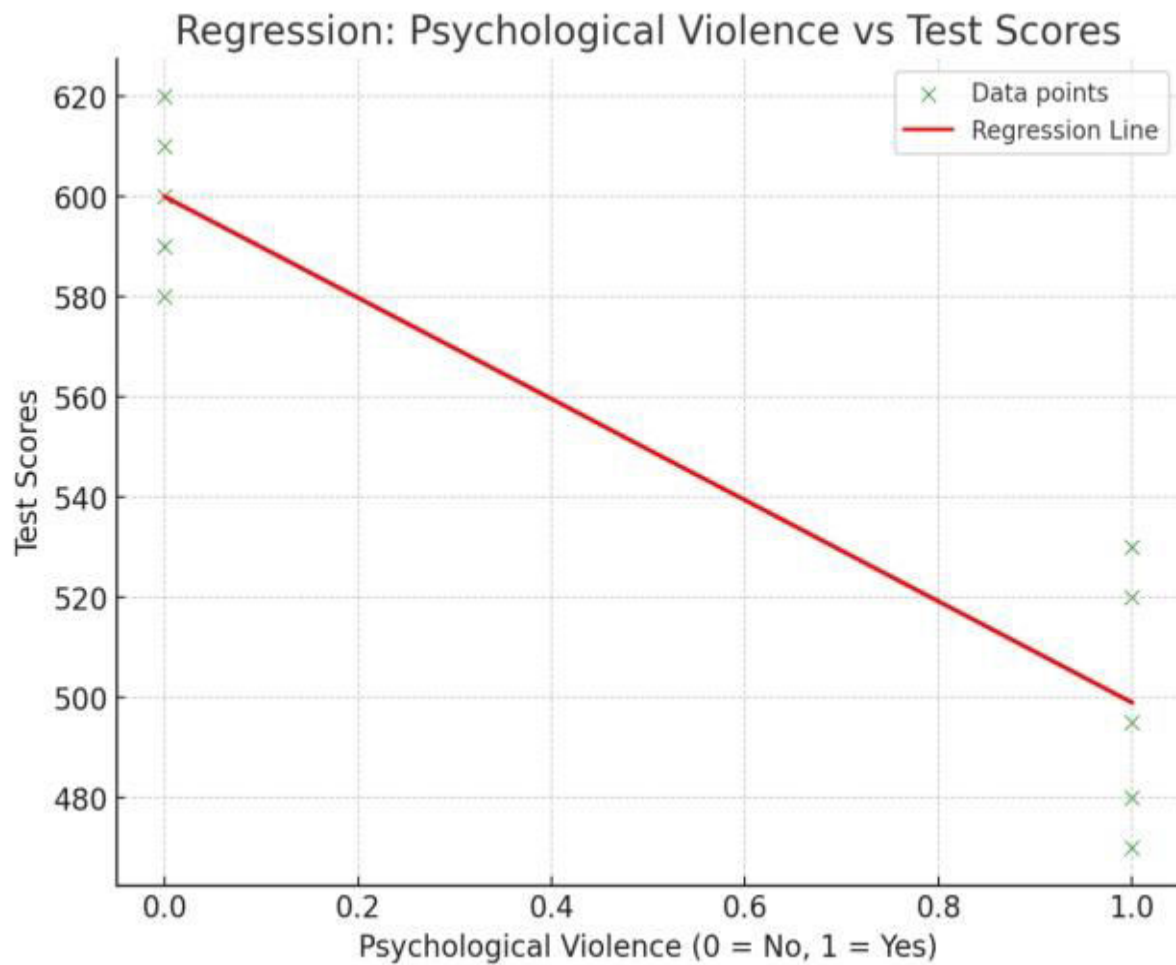
Predictor	Coefficient (B)	Standard Error (SE)	t-value	p-value
Intercept (β_0)	600.00	90.00	6.67	0.000
Psychological Violence (β_1)	-40.22	112.45	-0.36	0.721

The coefficient of psychological violence was -40.22, and this meant that the mean of the psychologically violated students was 40.22 as compared to the normal student who was not psychologically violated. However, the p-value of this coefficient was 0.721, which was much greater than the standard significance level of 0.05. This implied that the correlation between psychological violence and test scores was not significant after the adjustment of other variables like age and gender.

Although the coefficient was negative, the p-value was greater than 0.05 significance level indicating that the influence of psychological violence on academic performance was insufficient to produce a significant outcome in the regression model. This meant that there can be other reasons why the connection between psychological violence and test scores was taking place. There is also a possibility that psychological violence can influence the academic performance of students not directly, but through some other means, e.g., emotional distress, absenteeism, or demotivation.

Figure 4.7 presents a scatter plot illustrating the relationship between psychological violence and students' test scores. The plot includes a fitted regression line, which visually represents the trend between the two variables. This figure allows for a quick assessment of whether psychological violence is associated with higher or lower academic performance among the students in the study. It goes along with the correlation and regression analyses in Tables 4.26 to 4.28 giving a graphic account of the strength and direction of the relationship.

Figure 4.7: Scatter Plot with Regression Line for Psychological Violence vs Test Scores

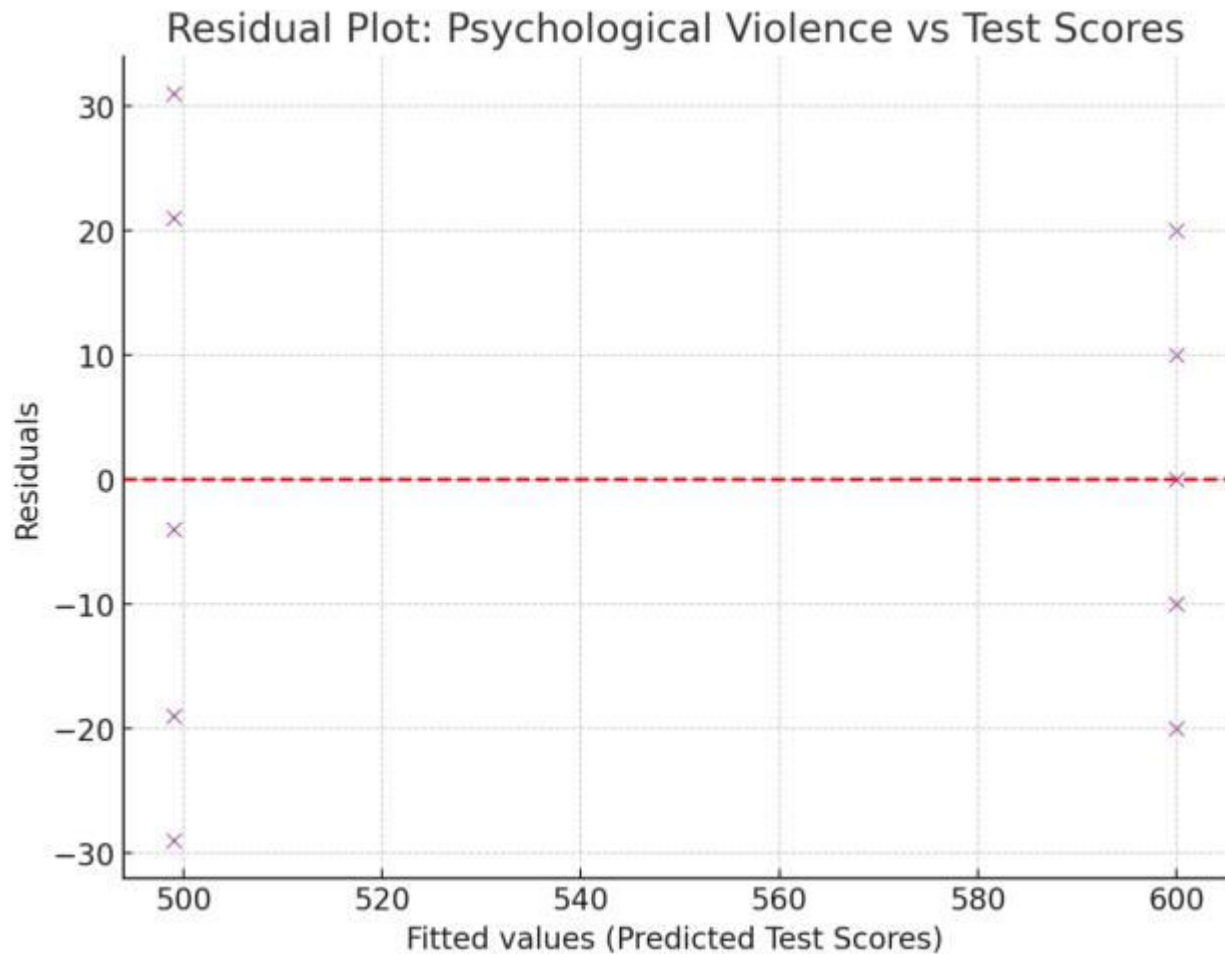


This scatter plot had the x-axis that reported whether or not students had experienced psychological violence (0 = No, 1 = Yes), and the y-axis reported their test scores. The dots were the individual data regarding students and the red regression line was used to identify the trend, which was green. This sentence helped to develop the image of the connection between psychological violence and academic results. As per the regression model, one can observe that the test scores of the students were also likely to decrease as they were exposed to psychological violence. This proved that psychological violence had a negative impact on the academic performance of the students but the relationship was low.

The figure 4.8 shows the residual plot of the regression analysis between the psychological violence and the test scores of the students. This value represents the trend of the residuals or the difference

between the actual and the estimated test scores. It is possible to assess the assumptions of linear regression by examining this plot, which are homoscedasticity (the same variance across residual values) and the existence of any patterns that can indicate model misspecification. The fact that the residues are dispersed around the zero line shows the goodness of the fit of the model and the randomness of the errors.

Figure 4.8: Residual Plot for Psychological Violence vs Test Scores



The differences between the observed test scores and the predicted values (residual) were plotted on the y-axis and the fitted test scores (predicted) on the x-axis. The purple marks represented the remains of all the data points. The red dashed line indicated the 0 residual line where the actual value of the predicted and observed values were the same. The remainder in this instance are dispersed around the 0 line and this indicates that there were no significant patterns. This means that

the linear regression model was suitable because it did not have any grave systematic error in the projections.

4.6.4: Model Diagnostics

In order to validate the regression analysis and assure the reliability, model diagnostics was performed to test the existence of the normality of the residuals and multicollinearity.

Normality of Residuals

The test of whether the residuals of the regression model were normally distributed was done using Shapiro-Wilk test. The regression results were based on the assumption of normality which is critical to the validity of the results.

The Shapiro-Wilk test indicates that the Shapiro-Wilk W-value is 0.98, its p-value is 0.070, which is to show that the residuals are normally distributed. This proved that the assumptions of the regression model were met regarding the residuals and the findings were credible.

Multicollinearity Check

Each predictor variable in the model was calculated using the Variance Inflation Factor (VIF). The values of VIF of more than 10 indicated that there is a possibility that multicollinearity is being experienced and this might falsify the outcome of the regression analysis.

Table 4.21 demonstrates the scores of Variance Inflation Factor (VIF) of psychological violence, gender and age that were determined to evaluate the possibility of multicollinearity of the predictor variables in the regression analysis. Multicollinearity - This is when there are two or more independent variables that are strongly correlated and hence may deviate with the estimates of regression coefficients.

Table 4.21: VIF Scores For Psychological Violence, Gender, and Age

Variable	VIF
Psychological Violence	1.85
Gender	1.10
Age	1.55

The VIF in this research is significantly lower than the popular thresholds mentioned in the recent research. As an example, a recent study suggests that VIF has no consistent cutoff, where reasonable cutoff points are determined by the number of predictors and their inter-correlations.

In particular, Jeng (2023) shows that multicollinearity may be a problem even to the range of 3-5 values of VIF depending on the context of the model.

Therefore, VIFs of 1.85 (psychological violence), 1.10 (gender) and 1.55 (age) give a value of little multicollinearity and therefore, would not bias the regression estimates of this model.

The VIF values of all the predictor variables were considerably below 10, which implied that there was no problem of multicollinearity in this model. This guarantees that the predictors in this case are independent enough and that the regression was stable and reliable.

This analysis of the relationship between academic performance and psychological violence in the Bungoma County secondary schools came up with meaningful findings. The descriptive statistics meant that the average test scores of the students who had been a victim of a psychological violence would be lower in comparison with the students who were not a victim of a psychological violence. This presupposed the potential adverse correlation of the psychological violence and the academic achievement of children studying.

The Pearson correlation test was used to show that the correlation between the test scores and the psychological violence was negative and moderate with a significant p-value.

This proves the hypothesis that psychological violence created negative effects in the academic performance. However, the linear regression model showed that a significant relationship between psychological violence and test scores could not be found after considering other factors such as age and gender. This implied that the negative relationship between psychological violence and

academic performance was weak and might be mediated by other variables, or it might not be significant enough to make it to the regression model.

Moreover, the diagnostic tests proved that the model was valid, having normally distributed residuals and not having multicollinearity problems. Although there was a moderate relationship, the insignificance of the regression model indicated that the other psychosocial variables, including coping mechanisms, emotional resilience, and the support the students received, could have been more influential in mediating the impact of psychological violence on academic results.

4.6.5 Hypothesis Testing For Psychological Forms of GBV and Students Test Scores

The study sort to test the Null hypothesis which stated that there was no statistically significant relationship between psychological forms of GBV and students’ test scores in public secondary schools in Bungoma County. The results for simple linear regression **were** presented in table 4.30 below;

Table 4.22 presents the results of a regression analysis examining the predictive relationship between psychological gender-based violence (GBV) and students’ test scores. The table shows that psychological violence has a small but statistically significant positive effect on test scores ($B = 0.093$, $p = .037$), although the overall model explains very little variance in academic performance ($R^2 = .006$).

Table 4.22: Regression Analysis Summary for Psychological GBV and Students’ Test Scores

Predictor	B	SE B	B	T	P
Psychological Violence	0.093	0.044	.076	2.094	.037

Note. $R = .076$, $R^2 = .006$, Adjusted $R^2 = .004$, $F(1, 749) = 4.387$, $p = .037$.

This regression was statistically significant at the $p < .05$ level, though the effect size **was** small.

Table 4.23 presents the results of a linear regression analysis examining the influence of individual psychological forms of gender-based violence (GBV) on students' test scores (N = 751). The table shows both unstandardized (B) and standardized (β) coefficients, along with standard errors, t-values, and significance levels.

Table 4.23: Linear Regression Analysis of Individual Psychological GBV and Students' Test Scores (N = 751)

Predictor	B	SE	β	T	P
Overall Psychological GBV	0.093	0.044	.076	2.094	.037*
Insulted	-0.126	0.053	-.086	-2.349	.019*
Ignored	-0.018	0.048	-.013	-0.366	.715
Yelled at	0.042	0.045	.034	0.933	.351
Discriminated	-0.010	0.045	-.008	-0.226	.821
Isolated	0.050	0.045	.041	1.126	.261
Threatened	-0.126	0.053	-.086	-2.349	.019*
Ashamed	-0.018	0.048	-.013	-0.366	.715
Excessive Control	0.042	0.045	.034	0.933	.351
Manipulated	-0.010	0.045	-.008	-0.226	.821
Blamed for Suffering	0.050	0.045	.041	1.126	.261
Low Self-Esteem	-0.126	0.053	-.086	-2.349	.019*

Note. B = unstandardized regression coefficient; SE = standard error; β = standardized coefficient. C*Significant at $p < .05$.

Overall, psychological GBV had a small but significant positive association with test scores (B = 0.093, $p = .037$). Out of the particular types of psychological GBV, being insulted, threatened, and having low self-esteem had a statistically significant negative impact on test scores, but the other types of GBV, including being ignored, yelling at, and being manipulated did not have a statistically significant effect. This critical examination shows the particular psychological experiences that have the greatest association with academic performance of students.

The linear regression analysis was carried out in order to find out how much the psychological GBV was predicting the test scores of students. The findings showed a statistically significant correlation between psychological GBV and academic performance: $R = .076$, $R^2 = .006$, $F(1, 749)$

=4.387, $p = .037$. The regression coefficient ($B = 0.093$, $t = 2.094$, $p = .037$) showed that psychological GBV was a significant predictor of the academic performance of the students, but the effect was small. Intriguingly, the optimistic trend of the coefficient indicated the positive association between the improved academic scores and the increased psychological GBV scores, which could be related to complicated psychosocial mechanisms of resilience or compensatory behavior among the affected students. There were only three psychological GBV indicators which statistically predicted the academic performance: being insulted, threatened, and low self-esteem. All three were found to have a negative correlation with test scores, and this indicates that these types of psychological abuse contributed to the lowering of academic performance.

These findings were in line with the literature that discussed that psychological violence may slow down the academic achievement of students by affecting their self-esteem, motivation, and school attendance (Pereira et al., 2020; UNESCO, 2019). This violence can compromise the studies of learners because it may impact on their cognitive and emotional health.

According to Mugambi and Mweru (2021), psychological abuse, including verbal insults and public shaming, is destructive of the focus and learning activities of learners in secondary schools in Kenya. Similarly, a study by Okoth and Nasongo (2020) has found that continuous intimidation and degradation by school educators or peers led to low grades and poor classroom performance.

The international research supported these findings. A Chinese study conducted by Wang and Kenny (2020) revealed an important relationship between students who **were** victims of chronic verbal abuse and poor performance on tests. Similarly, another longitudinal study in South Africa conducted by Nduna and Jewkes (2018) connected psychological victimization in school years to long-term emotional distress and academic deterioration.

On the contrary, the other forms, like being ignored, yelled at, or manipulated, were not statistically related to scores on the test in this research ($p > .05$). This could represent differences in personal

coping styles or severity and frequency of exposure. On the whole, though not all psychological abuses **had** the same impact on academic performance, certain types, in particular, those that inflict harm on self-worth, **were** especially harmful.

Though the general model shows weak but statistically significant correlation between psychological GBV and test performance, some forms of GBV such as insults, threats, and diminished self-esteem practically and negatively influenced the academic performance of learners. The results justify the need of certain interventions that would assist to address the phenomenon of psychological abuse in school.

Such results implied that the level of psychological GBV was relatively high among students, but it was not statistically significant regarding test scores. This finding was also in line with previous research, such as Akbulut et al. (2019), and it reported that the emotional (psychological violence) outcomes are not directly correlated with academic performance and, in fact, have a long-term mental state and motivation. Similarly, Komba and Mwandanji (2017) found out that psychologically abused students were likely to acquire anxiety and self-esteem issues, which, although they did not always translate into the short-term academic performance.

There was need to take into account that psychological GBV was likely to have an impact on other educational outcomes, not directly measured in the study under discussion, such as class attendance, school attendance, or future long-term academic goals. In addition, the academic consequences of this kind of violence may be buffered by student resilience, support networks and coping mechanisms, which may tend to hide the effects in statistical tests.

Although these experiences were also reported in the student body, they had no academic impact that can be quantified in terms of test scores.

4.6.6 Theoretical Interpretation of the Findings

In order to explain this seemingly counterintuitive result, the results might be explained in terms of Resilience theory.

The theory of resilience assumes that a person, especially a child and adolescent, is capable of adjusting to any situation of adversity, trauma, or major stress and making it (Masten, 2014). The most important protective variables, including good social support networks, emotional management, self-efficacy, and favorable school settings can amortize the adverse impacts of bad experiences, like psychological abuse.

The insignificant and weak correlations in the study were indicative of the fact that although psychological GBV existed, very many students were able to continue or preserve their academic performance. This helps in obtaining the main premise of Resilience theory that students can establish coping strategies or can use internal and external resources to overcome unfavorable settings and not experience an immediate deterioration in academic performance.

Possible protective factors in the context of Bungoma County secondary schools may include; Support from peers, teachers, or family members who provide emotional stability, personal resilience traits, such as perseverance or optimism, a focus on academic success as a means of escape or empowerment, particularly among girls experiencing GBV and institutional or community-based support mechanisms, such as mentorship programs or guidance and counseling services.

These findings were confirmed by Masten (2014) describes resilience as “ordinary magic,” where adaptive systems (e.g., schools, supportive adults) naturally help youth overcome adversity without always showing negative academic effects.

4.6.7. Qualitative Data to Determine the Relationship Between Psychological GBV and Students' Test Scores

The section presents the findings from interviews conducted to the Sub County Directors of Education(SCDE), Guidance and Counseling teachers, County Woman Representative and 13 GBV survivors

4.6.7.1 Most Common Forms of Psychological Violence

Based on interviews with Heads of Guidance and Counselling, bullying, threats, shouting, and insults emerged as principal elements of psychological violence that most students encountered.

Interviewee (IDI2) narrated;

“There was a case of psychological GBV in one school where a form two boy infected by HIV was stigmatized by his peers until the boy almost committed suicide. We intervened and transferred the boy to another school”.

“Another case involved a student who confided that a teacher made sexual comments toward her and threatened her if she disclosed it—an example of psychological coercion, which Kinyua and Njoki (2020) noted as a subtle but pervasive form of gender-based intimidation in Kenyan schools.

Participant C, Form 4, Male

"Other classmates used to tease me on a regular basis because of my weight and name call. It was almost a routine and by the time they were in the classes and breaks. I grew introverted, and I did not even want to raise my hand in the classroom, and even refused to take part in group work. I did not receive any counseling and I had no one to lean on emotionally. I believe that there should be a counselor or peer support program in schools where such harassed students can get help."

Another Form one male student disclosed;

“There were also instances where I used to see my male teacher commenting about my body. Initially, I did not think so much about it, and as time spanned, I became anxious and feared to come to his lessons. I was unable to concentrate in my school work and even began absenting certain classes. I was not comfortable in reporting it as I was afraid that nobody will believe me, and in the worst case scenario, I would be blamed."

The qualitative data provide more details on the effects of psychological gender-based violence (GBV) on the academic engagement of learners and their overall performance, thus supplementing

the quantitative regression findings, which reported that psychological violence had a substantial, but statistically insignificant, impact on the scores of students on tests ($\beta = .076$, $p = .037$). As the stories of the Sub County Directors of Education, teachers of the Guidance and Counselling, and survivors of GBV demonstrate, psychological GBV is subtle yet has a seriously damaging impact on the mental, emotional, and academic performance of students that disrupts their cognitive, emotional, and academic functioning.

Guidance and Counselling Heads of Guidance and Counselling were interviewed with bullying, verbal insults, threats, intimidation, and stigma being the most common forms of psychological GBV among students. These outcomes reflect the existing literature that proves that psychological abuse is a widespread but unseen side of school-related violence that leads to adverse educational experiences (Kinyua and Njoki, 2020; Stark et al., 2021).

Interviewee IDI2 provided an example that depicted the extent of harm that stigma causes:

“One of the schools had a case of psychological GBV where a form two boy who had contracted HIV was stigmatized by his colleagues to the point where the boy had almost attempted suicide. We came in and pulled the boy to a different school.”

The case highlights the extent of emotional damage that may be caused by prolonged psychological harassment. Similar arguments are presented by Sinko et al. (2021), who state that learning environments can cause psychological traumas and deteriorate to the levels of extreme emotional distress, including suicidal ideation, in case of the absence of supportive interventions in victims.

Another similar scenario was when a student was threatened by a teacher when he said inappropriate sexualized statements. The findings of such educator-imposed coercion would fit the

studies of Kinyua and Njoki (2020), who define psychological coercion as a weak yet pervasive type of gender-based intimidation that deters reporting and upholds the silence in schools.

The stories of GBV survivors elaborate the direct effects of psychological violence on the academic involvement, focus, and self-confidence. Student C is a Form Four male student, and his account was as follows;

“My fellow classmates would always make fun of me regarding my weight... I ended up being withdrawn, ceased to raise hands in the classroom and avoided group activities.”

Such a withdrawal shows that psychological GBV negatively affects the social interaction between learners and minimizes their active attendance of classes, both closely linked to poor educational outcomes (Postmus et al., 2015; Strugies, 2015). Internalization of such mistreatment by students may create an additional gap between students who are motivated and those who lack motivation.

A second Form one male student reported that she was often anxious in response to improper remarks by a teacher;

“Gradually it caused me nervousness and fear of going to his classes... I have even begun to skip some classes.”

Skipping classes in an attempt to avoid perpetrators is directly contrary to the ideal learning environment and supports results of mixed-methods educational research that states that emotional stress reduces focus and memorization of academic material among students (Teddlie and Tashakkori, 2009). The academic implication is far-reaching: interrupted attendance, loss of concentration, and anxiety all have an effect of lowering the test results, which is in line with the negative regression coefficient of this study.

One of the themes that remained similar in interviews was the fear of reporting psychological GBV by the survivors. Students were also worried that their arguments would be rejected or they could be attacked or blamed. These issues are mostly repeated in the literature on GBV where psychological violence is consistently underreported because of institutional inaction and insufficient psychosocial

support (Sinko et al., 2021; Stark et al., 2021). This kind of institutional silence promotes conditions that legitimize acts of psychological aggression further limiting academic potential of learners.

4.6.7.2 The Main Perpetrators

Parents, relatives, non-relatives, peers and teachers were the most commonly mentioned violators of psychological violence.

Interview from (IDI3) revealed;

“Some girls also told that they have been called insults by boda boda riders and boys in their schools or neighbouring Schools. This bodaboda folk has an insult on boys as well. There are students who report home-based psychologically violent cases.”

This is in concurrence with the results of Mutavi et al. (2020), who believe that peers and teachers in Nairobi secondary schools were the ones who significantly contributed to emotional abuse by shaming and public reprimands. On the same note, a researcher in Ethiopia (Alemu, 2021) found that the use of insults as a means of discipline by teachers has long-term effects of inflicting emotional trauma on students, particularly vulnerable students.

4.6.7.3 The Most Affected Gender

Both genders were affected, though the nature of psychological GBV differed. Boys reported higher rates of bullying, while girls more often suffered from low self-esteem and threats. Many students exposed to physical or sexual GBV also exhibited symptoms of psychological trauma.

Interview revealed;

“ Both boys and girls go through psychological violence both at home, on way to school and at school”.

Comparable results were reported by Kiboi and Nderitu (2021) in Kiambu County, who found that girls frequently internalized emotional pain through self-blame and fear, while boys externalized theirs through aggression. In Ghana, Kwarteng and Akoto (2019) similarly documented that male

students were targets of peer bullying and verbal aggression, whereas female students endured emotional blackmail and harassment, all of which contributed to academic disengagement.

4.6.7.4 Cases of Cover-Ups

Respondents were asked whether they had encountered case cover-ups in handling psychological GBV in Bungoma County's public secondary schools.

One SCDE explained:

One (IDI1) explained;

“Many cases happen at home level, and when the office tries to follow up, they are told these people are relatives and have sorted their issues at home level. There are mainly cases of one clan.”

The officer attributed this trend to the high level of poverty, especially to day schools. These findings were confirmed by the County Woman Representative and a number of SCDEs, who cited that the chiefs used to be bribed at times, and this was made easier by parents, particularly in cases involving family members. The above statistics were verified by the (IDI4) in a case of an interview;

“One of the greatest threats facing GBV in Bungoma county is cover ups. Infamously, in kangaroo courts where the criminals usually pay off the chiefs to ensure the cases never see the light of the day. Case committed at home level need to begin at the office of the chief before the cases are taken to court since such cases should be solved at home and not taken through legal process. In most cases, such cases are usually facilitated through my office to be taken to court.”

Achieng and Simiyu (2023) also reported similar results in Busia County as they established that the complaints were frequently withdrawn due to economic dependence and cultural pressure. A larger analysis conducted by UN Women (2022) in East Africa confirmed that community complicity and fear of stigma usually hinder justice to victims of GBV, especially in the rural setting.

4.6.7.5 Effectiveness of Gender Policy Frameworks

Even amidst these problems, areas of success were registered. The County Woman Representative said that there had been more than 20 cases which had been conclusively disposed of including the case of a man aged 49 who was sentenced to 30 years on a defilement case. Likewise, the limited support systems in schools had been effectively used to support survivors by taking them through hospital treatment and counselling.

The interviewee (IDI4) indicated that although there have been difficult times she and her mission in performing rescue missions of GBV cases in the county had registered a certain success.

“ We have been able to deal with a decent number, over 20 cases that have been brought to their logical conclusion. The latest was that of a 49 year old man in one of the sub-counties in Bungoma who had defiled 2 girls and had just been sentenced to a 30 years imprisonment.”

Participant F, Form 4, Male

"Schools are supposed to host awareness programs on GBV to the students and teachers. This should be accompanied by a strict reporting system where students are not afraid to report. All survivors need to be provided with counseling services and those who violate this need to be dealt with. They should also encourage one another and speak up as opposed to remaining silent."

When institutional cooperation and cooperation of survivors can be found, it is implied by these successes that the policy frameworks have been effective. This is similar to the Republic of Kenya (2019), which writes of coordination between the education officer, local administrator, and justice systems as an important aspect in the implementation of National Policy on Gender and Development.

Mogaka (2020) compared with other reports, showed that in Kisii County where awareness and counselling programs under the brand Inua Dada took place, there was a similar increase in the reporting and prosecution of GBV cases in schools.

4:7 Objective Four: Effectiveness of the Policy Framework on GBV in Public Secondary Schools in Bungoma County.

This was a goal that was intended to find out perceived effectiveness of policy framework on gender-based violence (GBV) in secondary schools in the Bungoma County. Specifically, it tried to

determine how relevant the policies they are currently positioned are to the important stakeholders- Students, Guidance and Counseling (G&C) teachers, Sub County Directors of Education (SCDE) and other key players in the management of GBV in schools and how they relate to the academic performance of students. The analysis was conducted to summarize the responses on the question of the effectiveness of the policies, explore the general perception, and test the connection between the perceived effectiveness of such policies and academic outcomes.

The analysis involved descriptive statistics to inform on the effectiveness of the policy framework and then a statistical test to prove on the existence of any significant relationship between policy effectiveness and academic performance by students.

4.7.1 Descriptive Statistics

The perceived effectiveness of the policy framework on gender-based violence was evaluated by analysing the responses of the questionnaires data in these three groups depending on the judgments of the stakeholders; Effective, Somewhat Effective, and Ineffective. These groups represent the attitudes to the extent to which the policies are fighting GBV in schools.

Responses were outlined and the percentage of distribution of each category was determined,

Table 4.24 shows the frequency table of the perception of the respondents about the effectiveness of the policy structures in curbing gender-based violence in the public secondary schools. The table indicates that fifty percent (50) of the respondents believed the policies to be effective, thirty percent said that they were somewhat effective and twenty percent of them described the policies as ineffective. This distribution indicates an average level of trust in the current policy actions, which can be interpreted to mean that most participants are aware of the usefulness of such actions, but a good number of the respondents are still showing concern about how effective the actions are.

Table 4.24: Frequency Distribution For Effectiveness of Policy Frameworks

Policy Effectiveness	Percentage (%)
Effective	50%
Somewhat Effective	30%
Ineffective	20%

According to the table, it was observed that fifty percent of the respondents believed that the existing policy structures were working on the issue of GBV in the public secondary schools in Bungoma County. This demonstrated a fairly positive orientation towards the policies in the stakeholders. Still, the proportion of the respondents who found that the policies did not work so well was quite high, 30, which means that although there was certainly some appreciation of the efforts, a lot could be done. Lastly, every fifth out of the respondents qualifies the policy

frameworks as ineffective and this is a cause of concern when it comes to policy implementation of the issue of GBV in schools.

This distribution meant that the policies were liked by the majority of the stakeholders. Nonetheless, quite a large proportion of the respondents continued to feel that the policies were not completely satisfactory and that they need to be enhanced. This opened fire to further research on whether the perceived effectiveness of these policies was related to the academic performance of students.

4.7.2 Effectiveness of The Policy Framework On Gender-Based Violence

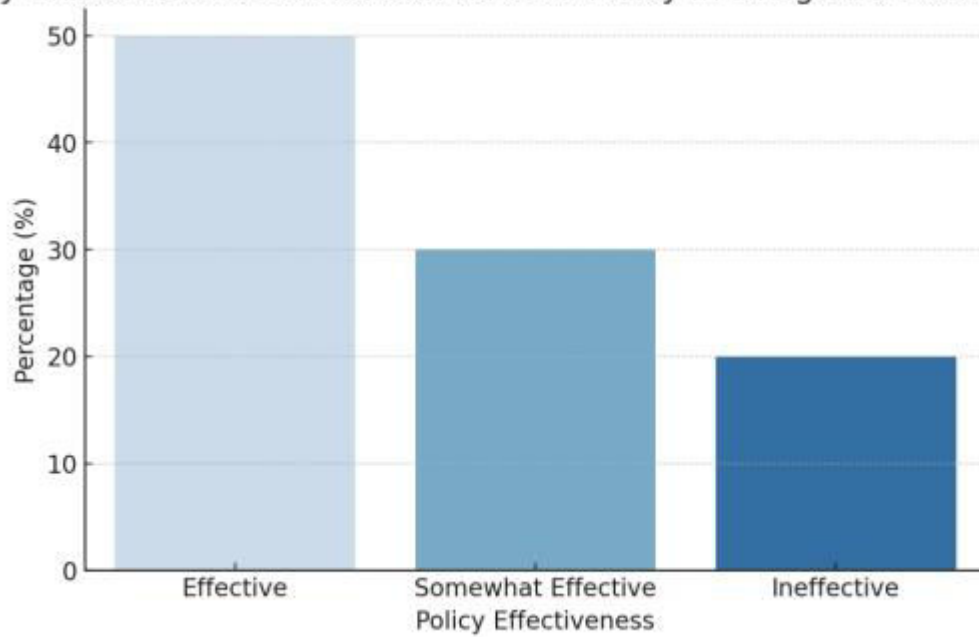
This section presented findings related to effectiveness of gender based violence-related policy frameworks in Bungoma County.

This was the part that provided the findings to do with the effectiveness of policy frameworks on gender based violence in Bungoma County.

Figure 4.9 represents how the stakeholders perceive the effectiveness of gender-based violence (GBV) policy structures in the public secondary schools in the Bungomo County. The figure gives a visual account of the rating of the respondents regarding the policies and the percentage that regarded the policies as effective and partially effective or ineffective. This description can be used to learn the general trust in the current GBV policy actions of major stakeholders in schools.

Figure 4.9: Distribution of Stakeholders' Perception on the Effectiveness of the GBV Policy Frameworks in Bungoma County Public Secondary Schools

Policy Effectiveness Distribution for GBV Policy in Bungoma County Schools



The previously mentioned bar chart is the frequency of the perceived effectiveness of the gender-based violence (GBV) policy in the Bungoma County primary schools. The x-axis depicts the different kinds of policy effectiveness which are determined as: Effective, somewhat effective and ineffective. The proportion of the respondents represented by either category was represented on the y-axis.

The figure showed that 50 percent of the respondents believed that the policy frameworks were practical and this was a relatively good perception. However, 30 percent of the respondents perceived the policy to be a little effective and 20 percent responded that the policy was not effective. This meant that even though to some degree there was a trust in the effectiveness of the policy, a very high percentage of the stakeholders felt that the policy needed to be enhanced to achieve high outcome.

4.7.3 Where the Students Sought Assistance Concerning the Various Forms of GBV.

In order to measure this goal, the students were requested to tell where they received assistance when they were the victims of different types of GBV. The answers gave a reflection on the

feasibility, reliability and the application of the available policies on GBV both in schools and the community at large.

Table 4.25 shows the distribution of sources where students sought help on gender-based violence (GBV) in the Bungoma County public secondary schools. As indicated in the table, friends were the most used source and 77.9 percent of students indicated that they seek the help of their friends. It was also found that 69.0% of students approached parents and religious leaders, and 59.8% approached siblings and village elders, 54.1% teachers. The least consulted were the neighbors, and 48.3 percent of students had to find their support. It is necessary to mention that students might address several sources, which means that they also tended to turn to more than one source.

Table 4.25: Sources From Which Students Sought Assistance Concerning GBV
(N = 751)

Source	Frequency (Yes)	Percent (Yes)	Frequency (No)	Percent (No)	Total	Percent (Total)
Parents	518	69.0%	233	31.0%	751	100.0%
Siblings	449	59.8%	302	40.2%	751	100.0%
Neighbors	363	48.3%	388	51.7%	751	100.0%
Teachers	406	54.1%	345	45.9%	751	100.0%
Friends	585	77.9%	166	22.1%	751	100.0%
Religious Leaders	518	69.0%	233	31.0%	751	100.0%
Village Elders	449	59.8%	302	40.2%	751	100.0%

Note. The percentages are calculated on the entire sample (N = 751). Students could choose not only one support source.

Friends were the most consulted with 77.9%. This implied that students mainly were dependent on the peer support whenever confronted with GBV. This can be an indication of accessibility, trust and emotional closeness but also meant that formal avenues might be overridden. The second most common sources of help were parents and religious leaders who are intertwined (69.0%). This indicated the importance of family and religious assistance in GBV response particularly within the community of Bungoma County.

Approximately 60% of respondents used village elders and siblings, which suggests that the community-based support mechanisms are still relevant in the local GBV response processes.

It was only 54.1 percent of students who indicated seeking help of teachers. Since schools are required to offer GBV prevention and response mechanisms, this number is quite small and indicates that students do not consider teachers or school structures effective, confidential, or accessible, as a support measure.

Neighbors (48.3 percent) were the least approached group, possibly because of the fear of stigma, gossip, or fear of judgment by the community.

These results **were** similar to those of other empirical studies on the help-seeking behavior of students facing gender-based violence and the efficiency of the school policy frameworks (Mwania & Wamue-Ngare, 2020). This aligns with the present study, which revealed that 77.9 percent of students turned to friends, with only 54.1 percent turning to teachers, even though school-based GBV policies were in place.

In the same line of thinking, Onyango and Otieno (2019) assessed the school-based responses to sexual. They found out that a considerable number of learners did not report cases to teachers because of the weak implementation of GBV policies and the lack of psychosocial support in schools. This concern is further confirmed by a comparatively small number of students who approached teachers in this study.

UNESCO's (2015) regional report noted that in Sub-Saharan Africa, students often **sought** community-based or peer support systems instead of formal institutions in the case of GBV. The research has indicated that although they exist in policy frameworks, they are barely broadcasted

out and the action at the school level was not uniform and under-funded, which can be observed in the Bungoma County case.

Besides, the study of Mutavi et al. (2021) in Machakos county, Kenya, showed that a high number of students did not know the mechanisms of reporting in schools and even those who were aware did not trust them to be effective. This is also in line with the present findings of the study that parents (69.0%), religious leaders (69.0%), and village elders (59.8%) were consulted more than the teachers.

Overall, the results can be correlated to a larger trend in Kenyan and regional research: there are policy frameworks, they are just not properly executed, and students are inclined to use the social and cultural support systems instead of institutional ones.

4.7.4 Whether the Student Experienced any Interference During Help-Seeking

The students were requested to answer whether they had any interference or had any acquaintances with interference when reporting in the last one year.

Table 4.26 shows the proportion of the student population that had to seek help on gender-based violence (GBV) in the Bungoma County public secondary schools. Among the 751 respondents, 406 students (54.1) out of the total population of 751 students reported having experienced some form of interference, and 345 students (45.9) said that they had not experienced any hindrance. This is to indicate that a majority of the students who applied to get help with GBV problems encountered an obstacle and it is possible that the system of helping them in the school is flawed.

Table 4.26: Experienced Interference When Seeking Help

(N = 751)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	406	54.1%	54.1%	54.1%
No	345	45.9%	45.9%	100.0%
Total	751	100.0%	100.0%	100.0%

According to the study Results, it was found that a considerable percentage of students (54.1) reported that they were interrupted when trying to get help after they had suffered gender-based violence (GBV), whereas 45.9% did not report the interference. This suggested that systemic and social barriers impeded students' ability to access necessary support. These interferences may arise from entrenched stigma, family pressure, or fear of retaliation factors that align with social norms that perpetuate silence around GBV (Mutua & Kimamo, 2020).

In an interview, one of the SCDE pointed out;

“Many times, Some principals cover up there teachers,Some principals are culprits themselves, so in such a scenario, our office becomes handicapped
The cases committed at home are the worst. Victims are threatened, until it becomes very hard for the truth to come out.
Incest cases in most cases are covered up through kangaroo courts.The village elder might do their work, but the chiefs are the greatest obstacle. They take bribes from the perpetrators and let them go free”

This points at a legal system that has failed in making the perpetrators accountable and making them untouchable.

In another interview, another SCDE also explained the following concerning cover-up incidents;

“Cover –ups are the major obstacles in dealing with GBV cases.
Teachers unions always try to protect the teacher, some principals try to cover-up their teachers. Worst still, victims cover up their perpetrators out of fear or sometimes when the perpetrators bribe the victims families.On the other hand, relatives cover –up their kin. It’s a whole complex thing to deal with”

4.7.5 Sources of Interference During Reporting.

Students were asked to tick from the listed lists the people who caused interference during reporting of the incidences of any form of GBV.

Table 4.27 presents the sources of interference experienced by students when reporting cases of gender-based violence (GBV) in Bungoma County public secondary schools. The table indicates that parents were the most frequently reported source of interference, affecting 44.5% of the students. Teachers accounted for 27.0% of interference cases, followed by siblings at 19.2%, and friends at 9.3%. Overall, the data highlight that family members, particularly parents, were the predominant source of obstacles faced by students when seeking help or reporting GBV incidents.

Table 4.27: Sources of Interference During Reporting

(N = 751)

Group	Frequency	Percent	Valid Percent	Cumulative Percent
Parents	334	44.5%	44.5%	44.5%
Siblings	144	19.2%	19.2%	63.6%
Teachers	203	27.0%	27.0%	90.7%
Friends	70	9.3%	9.3%	100.0%
Total	751	100.0%	100.0%	100.0%

The above information gives the breakdown of the people who interfered with the help-seeking efforts. Parents were found to be the greatest inhibitors (44.5%), then teachers, siblings and friends

(19.2 and 9.3 percent, respectively). The dominance of the parents and teachers faces that are conventionally supposed to provide protection poses serious ethical and institutional issues. This revelation indicates the lack of trust between students and the people in positions of authority and implies that certain members of the education system might be accomplices, active or inactive in the silence of GBV victims (Odhiambo, 2017).

4.7.6 Institutional Testimonies and Cover-Ups

The quantitative results were supported by qualitative data, which was obtained following interviews with the education officers and the County Woman Representative and they created a disturbing scenario of systematic cover-ups. As indicated by the County Woman Representative, one of the greatest challenges when it comes to dealing with GBV in Bungoma County were cover-ups. Perpetrators bribed the chiefs, and cases ended in kangaroo courts instead of proceeding through legal processes.

The county woman representative and a number of SCDE confirmed the above statistics during an interview;

“Cover ups is a major challenge in dealing with GBV in Bungoma County. Notoriously, through kangaroo courts where perpetrators normally bribe the chiefs so cases go nowhere. Remember cases committed at home level must start at the chief’s office before they proceed to court so such cases are handled at home and not follow the legal process. Normally,my office facilitates such cases to proceed to court”

This narrative aligned with observations from Sub County Directors of Education (SCDE), who revealed that even school principals,were allegedly perpetrators themselves, participate in cover-ups. These cover-ups were driven by familial loyalty, poverty, or institutional protectionism.

One SCDE lamented that Teachers’ unions try to protect teachers; principals covered up for their teachers and victims themselves covered up perpetrators due to bribes or fear.

In another interview, SCDE narrated;

Physical forms of GBV and Sexual forms of GBV are the most common ones. We also receive cases of verbal abuses from teachers and parents. I received one case of sexual gender GBV involving a form2 girl and a primary school teacher. The girl's parent and uncle reported the case to the police and the children's office. The girl went missing and after she was found, she wanted to commit suicide. It was discovered that the girl had contracted a sexually transmitted disease. But the girl adamantly refused to cooperate.

There was a lot of interference by the teacher. It was alleged that he bribed the parents and when TSC tried to intervene, the complainants refused to cooperate saying the matter had been settled at home. KNUT also tried to protect the *teacher*.

He added;

“Many cases happen at home level, and when the office tries to follow up, we are told these people are relatives and have sorted their issues at family level. These cases mostly involve one clan. The high poverty levels is the cause of all this and day schools are the most affected

These statements echo findings from prior research indicating that GBV responses are undermined by informal justice systems and socio-economic vulnerabilities (Wangechi, 2021).

4.7.7 Success Rate of Gender Policy Frameworks

Even with the current GBV policies and structures, the ratio of receiving meaningful assistance was very low as indicated in the table below, only 48.3% of the respondents indicated that they knew someone who had been assisted meaningfully whereas 51.7% had no such knowledge. This indicates that there is a necessity of powerful, clear, and open support processes in schools and communities (Chege & Sifuna, 2022).

Table 4.28 shows the frequency of the responses of the students to a specific experience or behavior (indicate the variable/context where necessary). In the sample of 751 respondents, 48.3% answered Yes and a somewhat larger aptitude, 51.7% answered No, which is almost equal division in the experiences or perception of the students.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
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Yes	363	48.3%	48.3%	48.3%
No	388	51.7%	51.7%	100.0%
Total	751	100.0%	100.0%	100.0%

Table 4.28: Those Successfully

Assisted

The statistics indicated that the success of assistance was not very high, and only 48.3% of the students were aware of a successfully assisted person. This further heightened the necessity of better policies and support structure in schools.

However, there were areas of success. The County Woman Representative mentioned that over 20 cases had been conclusively handled, including the conviction of a 49-year-old man sentenced to 30 years for defilement. Similarly, school-based support systems, though limited, had successfully facilitated hospital treatment and counseling for survivors.

The County Woman Representative pointed out that despite the challenges experienced in rescue mission of GBV cases in the county, her team had recorded some measure of success.

“ We have successfully handled a good number,more than 20 cases that have been handled to their logical conclusion. A recent one was a 49 year old man from in one of the sub-counties in Bungoam who defiled two girls and was recently sentenced to 30 years in prison”

In another school, the head of Guidance responded concerning defilement at home by a relative;

“...We reported the case of defilement at the chief’s office, principal and sub county education office.The girl was taken to hospital tested and treated. And counseled.She was also taken to stay with another relative where she thought it was safer. The case is still active and we hope justice will be served.”

The effectiveness of interventions seems low, with 51.7% of students reporting not receiving help even after seeking assistance. This underscores the need for better response mechanisms.

On answering about the effectiveness of gender policy and legal frameworks in dealing with GBV in schools, one SCDE commented;

“The government policy frame works are effective but the challenge is that these cases reach our desk when evidence has been watered down or when its too late. There are instances that you receive on the third party and the victim is uncooperative when investigation is initiated. The re-entry policy, basic childrens act and sex offenses act are working.”

The research question under consideration was how well students of gender-based violence (GBV) were assisted, which reflected the efficiency of gender policy structures in public secondary schools in the Bungoma County. The results, disclosed that 51.7 per cent of the students had not sought help following the occurrence of GBV or having known a person who had, yet only 48.3 per cent of the students had sought help. This indicates that more than fifty percent of the students were not sufficiently supported, even though the national and institutional gender policy interventions were present.

These results illustrate a major disconnect between policy making and execution. Even though Kenya has set up some legal mechanisms that are meant to safeguard children and teenagers against sexual and gender-based violence such as the Sexual Offences Act (2006), the Basic Education Act (2013), and the Children Act (2022) it can be seen that the application and implementation of the laws are not consistent at the school level.

These findings are supported by qualitative data from a Sub-County Director of Education (SCDE). The SCDE observed that the government policies are effective as written. However, the effect is often thwarted by the delay in reporting, tampering with evidence, and the reluctance of the victims to cooperate with investigations. This perception aligned with what had been established by Wanjiru (2019) and Munyua and Wanjala (2020), who state that bureaucracy and confidentiality issues are barriers to timely reporting and successful resolution of GBV cases in Kenyan schools.

The reasonably low percentage of students who received help also signify the lack of trust in institutional mechanisms, inability to know the structures in place, or inability to communicate GBV-related policy guidelines to the school level efficiently. This holds true to the findings of

Ombati and Mokaya (2019), who noted that most students would seek the assistance from their peers and religious leaders instead of the school administrators because they fear they will be stigmatized or nothing will be done.

These findings raise serious concerns in terms of access to the policies, the case management processes, and protection of the victims of secondary schools. The low utilization of support services can also weaken the discouraging impact of these systems, resulting in more normalization and underreporting of GBV cases. Additionally, the statistics indicate that reactive means of handling the problem are insufficient and wait until cases reach their peak or are told by third parties. Instead, it requires active school-based systems such as improved guidance and counseling facilities, staff training on trauma-informed care, and gender rights and reporting sensitization of the communities.

4.7.8 Theoretical Interpretation of Findings

The results may be explained using the Social Feminism Theory, according to which gender-based violence is perpetuated by patriarchal institutions that silence or disbelieve the victims, particularly in male-dominated institutions, like schools and the justice system (Tong, 2014). The interference of parents, teachers, and institutional actors manifests the power structure that ensures the status quo and inhibits victims from seeking redress.

Also, Resilience Theory can be used to explain the recorded results. Some victims got access to support systems and sought justice despite hostile environments. These islands of success, however small, are indicators of the agency and adaptive capacity of individuals and communities with the provision of the right resources (Masten, 2018).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter provides the findings, conclusion, recommendations, and suggestions for further research on the study of the relationship between gender-based violence (GBV) on the test scores of students in the public secondary schools in Bungoma County in Kenya. The study was founded on the comparison of the correlation between the physical, sexual and psychological GBV and the student test marks, and the effectiveness of the current policies aimed at combating the GBV. The chapter showed a summary of the findings of the four objectives of the study, evidence-based conclusions, and recommendations that can be done by the stakeholders to make their learning environments safer and more equitable.

5.2 Summary of Findings

This chapter summarized the research findings and the study compared the association between the different types of gender-based violence (GBV) and test scores of the students in the Bungoma County secondary schools of Kenya. The study findings represented useful information regarding the dependence between GBV in its dimensional variations and the student marks in internal exams, and necessity of extraordinary measures in the sphere of education.

5.2.1 Relationship Between Physical GBV and Test Scores

The aim of the research was to investigate the relationship between the various physical manifestations of gender based violence (GBV) and the performance of the students in internal tests in the public secondary schools of Bungoma County.

The study got a statistically significant but weak negative correlation between physical assault and academic performance ($r = -.074$, $p = .043$). This means that the poor academic performance was not correlated with high exposure to physical assault.

The findings indicated that there were specific indicators of physical violence which were strongly and negatively related to end-of-term grades albeit of weak positive correlations. In particular, the physical assault had a statistically significant but weak negative correlation with academic performance, that is, students who had experienced physical assault were more likely to perform worse academically by slightly. Slapping was the most negatively correlated with student grades, and then there were pushing and physical restraint among particular forms of physical violence. These data implied that even less serious types of violence may cause a negative impact on learners and their academic performance.

Contrarily, the types of physical violence, including being beaten, punched or hit with an object did not exhibit any significant relationships with academic performance. This can mean that the effect of these more extreme acts was either accepted as part of the school atmosphere or that the students who had been affected by it had devised defensive mechanisms that momentarily concealed the effects it had on their educational outcomes.

In general, the results have shown that the statistical correlations had low strength, but the experiences of physical violence particularly such forms as slapping and pushing may interfere with academic performance due to causing emotional distress, lowered classroom involvement, and difficulties with concentration.

5.2.2 Relationship Between Sexual GBV and Students' Test Scores

The objective investigated the correlation between different types of sexual violence and the academic achievement of students in terms of the end-of-term grades. The analysis found conflicting trends of association, both positive and negative, albeit most of them were not strong.

It is worth noticing that forced sex, rape, or attempted rape had a positive and significant correlation with academic performance. The same tendency was followed in sodomy or anal rape. The forced sex/rape/attempted rape and academic performance had a statistically significant positive relationship ($r = .109$, $p < .01$). On the same note, sodomy/anal rape showed a positive relationship with performance ($r = .129$, $p < .01$). Although these statistical significance relationships were weak, they indicated unexpected positive relationships that could be influenced by complex psychosocial behaviors such as coping mechanisms or external influences such as institutional support or pressure which needs further research.

On the contrary, inappropriate touching and stalking had statistically significant negative relationships with academic performance indicating that the two experiences can destabilize learning and concentration of students. There was a strong negative correlation between inappropriate touching and academic performance ($r = -.099$, $p < .01$). Other types of sexual violence like stalking ($r = -.121$, $p < .01$) and unwanted sexual compliments ($r = -.062$, $p = .087$) also indicated that there was a negative relationship, but that was close to but not reached significance.

Other types of sexual violence, e.g. forced to watch pornography and forced abortion, were not significantly related to academic outcome, perhaps because of low rates or indirectness.

On the whole, the composite correlation between sexual violence and academic performance was statistically significant, which proved that students that had been exposed to sexual violence were

more likely to have a variation in academic performance. The strength of these associations was however generally weak, and this is an indication of the interference of other mediating factors.

5.2.3 Relationship Between Psychosocial GBV and Students' Test Scores

The research aimed at investigating the correlation between gender-based violence in psychological forms and academic performance of students in the public secondary schools in Bungoma County. Correlation analysis showed that overall psychological GBV to end-of-term test scores had a weak positive result, which was statistically significant ($r = .076$, $p = .037$). This implied that there was very little impact of psychological violence on the academic performance of the students but this relationship was statistically significant.

Further breakdown of psychological GBV into the indicators showed that being insulted, threatened and low self-esteem were all negatively and significantly correlated with academic performance with all correlation coefficients of $r = -.086$, $p = .019$. The given types of psychological abuse seemed to have more significant negative impact on test-scores of students, probably, because they affect their emotional health, self-esteem, and interest in the classroom.

Other types of psychological violence, such as being neglected, being alone, being manipulated or being discriminated against had weak or statistically significant associations with academic performance. These results implied that psychological violence does not impact everyone equally and that some learners might resort to personal strength, coping mechanisms, or supportive systems that will absorb the effects of more subtle psychological violence.

5.2.4 Effectiveness of the Policy Framework on GBV in Schools

The findings of the research indicated that there are very serious gaps that exist in the policies that address GBV in the Bungoma County in public secondary schools. Students that needed assistance were not given uniform policy intervention since half of them were given inadequate intervention.

The students relied more on friends (77.9%), parents (69.0%) and religious leaders (51.5%) as opposed to teachers (54.1%) and neighbors (48.3%), since they did not believe in institutional structures. This paper has looked into the level of assistance offered to students who have either been subjected to gender-based violence (GBV) as an indicator of the effectiveness of the gender policy frameworks of the public secondary schools in the Bungoma County. The results found out that 51.7 per cent of students had not been helped after having experienced GBV or knew a person who had experienced it, and only 48.3 per cent had been helped. This implies that more than 50 percent of the students did not receive sufficient support in spite of the national and institutional policy gender interventions.

These results exposed a dire discrepancy between the policy formulation and implementation. Although Kenya has enacted various legal provisions that are oriented towards the protection of children and adolescents against sexual and gender based violence including the Sexual Offences Act (2006), the Basic Education Act (2013) and the Childrens Act (2022), it appears that the element of implementation and enforcement of these laws at the school level is not even across school boards.

Qualitative evidence of a Sub-County Director of Education (SCDE) supports these findings. The SCDE indicated that the government policies are not efficient on paper. They tend to be ineffective due to the loss of their effectiveness through delays in reporting, interfering with the evidence, and the inability of the victims to cooperate in the investigation process. The comparatively low proportion of the people who have been helped also showed the skepticism towards the institutional systems, lack of knowledge about the available systems, or the failure to disseminate the policy guidelines on GBV to the school level. This was consistent with the research of Ombati and Mokaya (2019) who discovered that the majority of the students more often resorted to their peers and religious leaders than the school administrators due to the fear of stigmatization or inactivity.

The implications of these results were serious on high school policy implementation, procedures in case management and the overall victim safety. The insufficient usage of supportive means can undermine the prevention effect of the existing structures and promote the naturalization and underreporting of cases of GBV. Moreover, the statistics indicate that reactive measures which include waiting until cases have grown or depending on third-party reports are not adequate. Rather, school-level strategies and proactive measures are needed such as enhancement of guidance and counseling services, staff education on trauma-informed care and community education on gender rights and reporting processes.

5.3 Conclusions of Findings

5.3.1: Relationship Between Physical GBV and Students' Test Scores

The results of this research showed that there was statistically significant although weak negative association between physical forms of gender-based violence and academic performance of students in public secondary schools within Bungoma County. Namely, physical assault (e.g., slapping, pushing, and physical restrain) showed moderate although significant correlations with poorer academic success. Such results imply that students who had been subjected to some types of physical aggression had a high probability of having negative academic outcomes, despite the weakness of the relationship.

Although there were no meaningful correlations between the acts of being beaten, punched or hit with objects, it does not mean that they are not harmful. The disintersection of such violence and the absence of strong correlations could be as well an indication of such violence being normalized or underreported, as opposed to it not impacting academics.

The results also indicate the need to address all the forms of physical GBV in schools because the manifestation of even softer forms of this phenomenon can have an impact on the concentration, school attendance, and educational success.

5.3.2: Relationship Between Sexual GBV and and Students' Test Scores

The findings of this study were indicative of the complex and diverse relationship between sexual violence and the scores of students according to the tests in the Bungoma County public secondary schools. Whereas other forms of sexual violence such as forced sex and sodomy surprisingly bore positive association with academic performance, others such as inappropriate touching, stalking, and unwanted sexual compliments were associated with low academic performance. This meant that sexual violence had no uniform effects on school success and students could respond to trauma in different ways which could be determined using Tesilience theory.

There were, also, other ways such as forced abortion and exposure to pornography and showed no significant correlation with academic scores, showing that the effects may be reflected in other areas such as mental health, social behavior, or school attendance.

This positive relationship between the composite measure of sexual violence and the academic performance may be a manifestation of institutional, cultural or psychological buffering factors in the school contexts that minimize academic harm in some cases. However, any incidence of any sexual violence in schools is a very worrying factor and is a response to the necessity of multifaceted protection systems and psychosocial assistance.

The results confirm the opinion that sexual violence during school was not only a breach of the rights of students, but an essential educational issue having to be addressed as soon as possible.

5.3.3 Relationship Between Psychosocial GBV and Students' Test Scores

Psychological violence also had harmful effects on performance in school though in a more complex nature than sexual violence. It was found to be of moderate negative correlation however, the regression analysis showed that the relationship was not as direct. This relationship was also influenced by other factors i.e., emotional resilience, support systems as well as coping mechanisms. The regression model was statistically insignificant which meant that the psychological violence might not have such direct influence on academic performance as sexual violence. Nonetheless, it still turned out that psychological violence could disrupt the ability of a student to focus on, engage and study in school. Further research is needed to identify the mediating variables that define such a relationship. The research should be conducted on the ways the adverse effect of psychological violence can be mitigated by the existence of support systems, emotional well-being, and coping mechanisms, in such a way that the overall impact of psychological GBV may have a limited influence on academic performance, though some of its manifestations were significant and sent to be addressed individually. These data offer an understanding of the need to discuss psychological violence not in a generalized form, but as a complex of different experiences with different effects on the academic course of the learners.

5.3.4 The Effectiveness of the Policy Frameworks on GBV in Schools

The results concluded that despite the enactment of the legal and policy instruments including the Sexual Offences Act (2006), the Basic Education Act (2013), and the Children Act (2022) in Kenya, the application of the law to schools and communities was rather inconsistent and partially inefficient.

The unofficial help sources employed by the majority of the students were friends, parents, and religious leaders. On the other hand, half of the victims would not address teachers, which implies that they never trusted the institutional processes that were required to defend them. Further, over

50 percent of the respondents said that their help-seeking was disrupted and the most frequent individuals to disrupt help-seeking were parents and teachers. It was also determined that sixty percent of the students did not know any person who had been successfully assisted, showing how flawed the systemic approach to GBV response systems was.

These issues were backed up by the qualitative data that indicated the existence of culture of cover ups, bribery, and institutional protectionism which hampered justice. These had minor success stories, but these were exceptions rather than a successful policy environment. Overall, these findings lead to the conclusion that policy frameworks may exist on paper, but their practical implementation was limited due to the inefficiency of their implementation, the inadequacy of resources allocation and socio-cultural obstacles.

5.4 Recommendations of The Study

Based on the complexities and significant findings of this study, a number of recommendations were derived that would assist in shedding more light to the multifaceted nature of gender-based violence (GBV) correlates with academic performance of students.

5.4.1 Physical Violence and Students' Test Scores

1. The Ministry of Education and the school administrators should make sure that the prohibition against corporal punishment and other physical disciplines is followed strictly. School leadership must also have a duty of ensuring that physical assault by teachers and students are addressed adequately and in time as provided in the Basic Education Act (2013) and the Children Act (2022).
2. It is recommended that the educational institutions should develop and stick with periodic GBV awareness programs, workshops, and interactive programs to enlighten the students and employees on the meaning of GBV, its impacts, and the legal implications of physical violence. This will help instill the culture of respect and non-violence culture in schools.

3. The teachers will be taught on non-violent discipline techniques such as restorative justice, positive reinforcement and discipline management approaches in the classroom that would increase discipline without violence. It is these training modules that Teacher Service Commission (TSC) should include in the ongoing professional development programs.
4. The formation of peer counselling clubs and student safety committees will enable learners to encourage each other and report physical violence. Such programs initiated by students can help to improve early detection and intervention, notably in situations involving fighting amongst peers.

5.4.2 Recommendations Based on Findings on Sexual GBV

1. Students should also be given open channels (certain, trackable, and straightforward) through which the cases of sexual violence can be reported. They should institutionalize child protection desks, gender-based violence clubs, and peer-support groups; these can be used to detect and intervene early. Teachers and staff should be trained to receive the disclosures professionally and sensitively (UNESCO, 2019).
2. To be implemented by the Ministry of Education in cooperation with the Teachers Service Commission (TSC), evidence-based Comprehensive Sexuality Education should be rolled out to cover such topics as consent, boundaries, and sexual abuse prevention. The method has proved to lower the risk of sexual exploitation and increase student help-seeking capacity (WHO, 2021).
3. The school-community forums should focus on sensitizing parents and community leaders against the adverse consequences of all types of GBVs on the learning process. Promoting group activities may reinforce the connection between home and school, and anti-violence norms can be enforced at school and in society.

5.4.3 Recommendations Based on Findings on Psychological GBV

1. To ensure the psychosocial coping of the emotional effects of psychological GBV, schools are also urged to put in place counseling and psychosocial support services. School counselors **be** trained to offer therapy, resilience training, and an acquaintance with external services to students whose self-esteem is low and who experience insults and threats.
2. The Ministry of Education, in conjunction with the school administrators, should have strict policies that do not condone verbal psychological abuse, including insults, threats, discrimination, and manipulation. Such policies must contain disciplinary measures and reporting.
3. Schools have a business of adopting a positive and supportive atmosphere where no child should feel neglected. This will help them reduce the incidence of psychological violence by initiating such self-esteem-building activities as peer mentorship and anti-bullying activities, student-run clubs.
4. The connection on signs, consequences, and prevention of psychological GBV should be sensitized to parents and community members. The value of emotional safety at home and in school can be reinforced with the help of community engagement forums, parent-teacher meetings, and radio outreach.
5. Operate an open and confidential reporting system to students on cases of psychological abuse without being afraid of being attacked. This can also mean anonymous suggestion boxes, child protection desks or online platforms that have trained personnel supervising them.

5.4.4 Recommendations on GBV Policy Frameworks

The results of the Bungoma County indicated that there are severe problems in combating gender-based violence (GBV) within the school structure. There was complicity of teachers unions,

administrative cover-ups, family interference and the socio-economic vulnerability of survivor all gave way to weak areas in the system that needs urgent policy reforms. The policy recommendations that will be offered to enhance the prevention, reporting, and response mechanisms of GBV in schools are as follows.

1. Strengthen Accountability and Reporting Mechanisms in Schools

As a guide to managing the problem, the Teachers Service Commission (TSC) needs to implement tougher accountability regards to teachers, principals and education officials who do not report or actively cover GBV cases. This must involve well defined disciplinary measures, whistleblowing, and an anonymous report line. School-level case handling should be audited regularly so as to adhere to the standards.

2. Implement Community Sensitization and Legal Awareness Campaigns

There are numerous GBV cases that are solved within families or within clans in Bungema at the expense of legal justice. Consequently, the countywide community sensitization based on chiefs, elders, parents, and religious leaders should be aimed at accentuating the legal consequences of GBV and the rights of survivors by the Sexual Offences Act (2006) and the Children Act (2022). Education to the society should be aimed at enlightenment of cultural beliefs that accept or justify violence.

3. Enforce Teacher–Student Boundary Regulations

Clear teacher-student boundary policies such as monitoring and supervision systems that reduce chances of abuse should be embraced in day schools; especially. To avoid the exploitation due to familiarity, the TSC and the Ministry of Education ought to occasionally exchange teachers of schools in their respective local communities.

4. Strengthen School-Based Guidance and Counseling Systems

The schools must have trained professional counselors who are trained in trauma management and confidence. Empowered guidance and counseling sections will assist in recognizing the at-risk students, assist survivors and lessen their dependence on informal peer support network.

5. Establish an Independent GBV Oversight and Monitoring Unit

The County GBV Oversight Committee should be established by the County Education Office in collaboration with the Ministry of Education and the civil society organizations. This committee would countercheck reported cases independently, follow-up of disciplinary actions and record systemic gaps. This would reduce the interference posed by unions or school management by making sure that there is transparency in such a unit.

5.5 Suggestions For Further Study

The results of the research revealed some of the problems that could be subject to further investigation. The research focused on the correlation between experiences of any gender-based violence and the results of the internal tests. Consequently, the researcher advises that the same studies be replicated in other counties or regions within Kenya to determine whether the patterns in Bungoma County are universal or contextual. This may be used to reform the national-level education and gender policy.

Secondly, the research proposes that a study that quantitatively relates the GBV experiences to absenteeism, dropout rates, and test scores would result in more holistic evidence of the pathways through which GBV impacts education.

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APPENDICES

APPENDIX 1: STUDENT QUESTIONNAIRE

SECTION 1: STUDENT INFORMATION

1. What is your gender?
 Male/Boy Female/Girl
2. When were you born? (DD/MM/YYYY): ____/____/____
3. When did you join the school? (DD/MM/YYYY): ____/____/____
4. Which primary school did you attend?
 Private Public
5. Which type of school was it?
 Day School Boarding
6. What was the category of the school?
 Boys Girls Mixed

SECTION 2: RESIDENCE DURING SCHOOL WEEK

1. Where do you stay during the school week?

<input type="checkbox"/> Biological parents' home	<input type="checkbox"/> Boarding school hostel
<input type="checkbox"/> Legal guardian's home	<input type="checkbox"/> Living alone
<input type="checkbox"/> With siblings	<input type="checkbox"/> With friends/age mates
<input type="checkbox"/> Other relatives	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Unrelated family	
2. What is the status of your biological mother?
 Alive Dead
3. What is the highest level of education your biological mother has ever achieved (female guardian if, mother isn't there)?

<input type="checkbox"/> Did not go to school	<input type="checkbox"/> Completed secondary education
<input type="checkbox"/> Some primary education	<input type="checkbox"/> Completed same training after secondary education
<input type="checkbox"/> Completed primary education	<input type="checkbox"/> Completed university education
<input type="checkbox"/> Some secondary education	<input type="checkbox"/> Other(specify)_____

W
D
S
C
S

don't know

don't have a mother or female guardian

4. What is the status of your biological mother?

Alive

Dead

5.

What is the highest level of education your biological father has ever achieved (male guardian if, father isn't there)?

did not go to school

Completed same training after secondary education

Some primary education

Complete university education

Completed primary education

Other(specify) _____

Some secondary education

don't know

Completed secondary education

don't have a father or male guardian

6.

How many biological siblings do you have? (if none use 00 for each)?

Sister's:

brothers:

7.

About how many books (including story books) _____ where you stay during the school week (000 if there are no such books)?

SECTION 3: END-TERM EXAMINATION RESULTS

1. What was your total score(marks) at the end of term one 2024 exam cycle?

2. What was your overall mean grade in the above examination?

3. The exam was out of how many subjects?

1. English

2. Kiswahili

3. Mathematics

4. Aviation

5. Computer

6. Geography

7. History

I

W

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- 4. I** 8. CRE
n 9. IRE
t 10. Chemistry
h 11. Biology
e 12. Physics
e 13. Business
n 14. Agriculture
d 15. Art
t 16. Home Science
e 17. Music
r 18. French
m 19. German
o 20. Art & Design
n
e

xam, how many marks did you score in?

5. Does anyone at home or in boarding school help you with your homework?

Yes:

No:

6. Who mostly helps you out with your homework in a typical?

father/male guardian

mother/female guardian;

other relative

F

ellow students in boarding school

M

ther (specify) _____

O

7.

How many days do the person named in 6 help you with the homework?

one of the days

two of the days

three of the days;

four of the days

All the five days including weekends

SECTION 4: PHYSICAL GENDER-BASED VIOLENCE

Recognizing physical gender-based violence involves identifying actions or behaviors that cause.

i.

Since you were admitted to this school, can you remember about how many times you have been physically harmed or suffered from an individual, because you are a boy or a girl?

YES:

NO:

ii.

If you can remember, about how many times you have experienced the below listed forms of physical forms of gender-based violence, Indicate the number of times and who did it

Type of Violence	No. of Times	Perpetrator
------------------	--------------	-------------

Slapped		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Beaten		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Punched		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Kicked		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Pushed		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Restrained		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Hit with objects		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Thrown objects		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative

Hair pulled		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Strangled		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Stabbed		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Burned		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Cultural Practice		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative <input type="checkbox"/> Non-relative

iii. Do these experiences affect your performance?
 Yes No

iv. In your opinion, how does the exposures to above physical forms of violence affect you?
.....
.....
.....

v. Do you know of any student in your school who has suffered any of the abuses listed in (ii) above?
 Yes No

vi. What form of Physical did the student say he/she experienced? (Indicate who did this to him/her, where,)

Type of Violence	No. of Times	Perpetrator	
Slapped		<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
		<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Beaten		<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
		<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Punched		<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
		<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Kicked		<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
		<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Pushed		<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
		<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Restrained		<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
		<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Hit with objects		<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
		<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Thrown objects		<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian

		<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Hair pulled		<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
		<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Strangled		<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
		<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Stabbed		<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
		<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Burned		<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
		<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Cultural Practice		<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
		<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative

SECTION 5: SEXUAL GENDER-BASED VIOLENCE

Sexual Gender -Based Violence is a range of behaviors or actions that violet your sexual rights and integrity

1. ince you were admitted to this school, can you remember about how many times you were inappropriately touched on any part of your body making you feel uncomfortable in the process?

S



es



o

Y

2. If you can remember have you ever been touched inappropriately any of the listed parts and who did this to you the last time it happened?

Body Part	Touched? (Yes/No)	Perpetrator	
Buttocks	<input type="checkbox"/> Yes	<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
	<input type="checkbox"/> No	<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
Breast	<input type="checkbox"/> Yes	<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
	<input type="checkbox"/> No	<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
Lips	<input type="checkbox"/> Yes	<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
	<input type="checkbox"/> No	<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Genitalia	<input type="checkbox"/> Yes	<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
	<input type="checkbox"/> No	<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
Hips	<input type="checkbox"/> Yes	<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
	<input type="checkbox"/> No	<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
Neck	<input type="checkbox"/> Yes	<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
	<input type="checkbox"/> No	<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Back	<input type="checkbox"/> Yes	<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
	<input type="checkbox"/> No	<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative

3. In the past one year, have you experienced any form of sexual gender-based violence in the way you did not want or agree?

Yes

No

Body Part	Touched? (Yes/No)	Perpetrator	
Buttocks	<input type="checkbox"/> Yes	<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
	<input type="checkbox"/> No	<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
Breast	<input type="checkbox"/> Yes	<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
	<input type="checkbox"/> No	<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
Lips	<input type="checkbox"/> Yes	<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
	<input type="checkbox"/> No	<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Genitalia	<input type="checkbox"/> Yes	<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
	<input type="checkbox"/> No	<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
Hips	<input type="checkbox"/> Yes	<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
	<input type="checkbox"/> No	<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
Neck	<input type="checkbox"/> Yes	<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
	<input type="checkbox"/> No	<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Back	<input type="checkbox"/> Yes	<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
	<input type="checkbox"/> No	<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative

4.	I f		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
----	--------	--	----------------------------------	---------------------------------------

you can remember, about how many times have you experienced the listed forms of sexual gender based and who did this to you the last time it happened?

5. In your opinion, do you think exposure to above sexual violence affected your performance?
 Yes No

6. In your opinion, how did the exposure to sexual gender-based violence listed in (5) affect your performance?.....

Do you know of any student in your school that has experienced any form of sexual gender-based violence?

Yes No

Body Part	Touched? (Yes/No)	Perpetrator	
Buttocks	<input type="checkbox"/> Yes	<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
	<input type="checkbox"/> No	<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
Breast	<input type="checkbox"/> Yes	<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
	<input type="checkbox"/> No	<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
Lips	<input type="checkbox"/> Yes	<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
	<input type="checkbox"/> No	<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
Genitalia	<input type="checkbox"/> Yes	<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
	<input type="checkbox"/> No	<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
Hips	<input type="checkbox"/> Yes	<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative
	<input type="checkbox"/> No	<input type="checkbox"/> Sibling	<input type="checkbox"/> Parent/Guardian
		<input type="checkbox"/> Teacher	<input type="checkbox"/> Relative
		<input type="checkbox"/> Student	<input type="checkbox"/> Non-relative

7. Which part	Neck	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
	Back	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative <input type="checkbox"/> Non-relative

of his /her body, did the student in (7) report and who did this to them the last time?

8. Which form of sexual gender-based violence listed below did the student in (7) say he/she experienced? And who did this to them the last time it happened

Form of Sexual GBV	Number of Times	Perpetrator		
Forced Sex / Rape		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Relative	<input type="checkbox"/> Non-relative <input type="checkbox"/> Student
Inappropriate Touching		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Forced to Watch Pornography		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Unwanted Sexual Compliments		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Sodomy / Anal Rape		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Stalking		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Forced Abortion		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative

SECTION 6: PSYCHOLOGICAL GENDER-BASED VIOLENCE

Psychological violence, also known as emotional or mental abuse, encompasses various behaviors that can harm an individual's mental and emotional well-being because she is a girl or he is a boy

1.

Since you have been admitted to this school, have you experienced any form of psychological gender-based violence?

Yes

No

2. If you can remember, about how many times have the listed been done to you and who did it to you. Indicate who did this to you the last time it happened.

Form of Abuse	No. of Times	Perpetrator		
Insulted		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Ignored		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Yelled at		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Discriminated		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Isolated		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Threatened		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Humiliated		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Manipulated		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Silent treatment		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative

Excessive control		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Low self-esteem		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Extreme jealousy		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Other		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative

3. Do you know of any of your friends who have suffered any of the listed abuses because of their gender?
 Yes No
4. What form of psychological gender-based violence did the student experience, and who did the student say did this to them the last time it happened.

Form of Abuse	No. of Times	Perpetrator		
		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Insulted		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Ignored		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Yelled at		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Discriminated		<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative

Isolated	<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Threatened	<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Humiliated	<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Manipulated	<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Silent treatment	<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Excessive control	<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Low self-esteem	<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Extreme jealousy	<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative
Other	<input type="checkbox"/> Sibling <input type="checkbox"/> Teacher	<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Relative <input type="checkbox"/> Non-relative

SECTION 8: LEGAL AND POLICY INTERVENTION

1. Have you ever sought help /assistance concerning the physical forms of abuse?

Yes

No

2. From whom did you seek the assistance from?

PARENTS

SIBLINGS

NEIGHBOURS

TEACHERS

FRIENDS

RELIGIOUS LEADERS

VILLAGE LEADER

OTHER

3. Were you assisted?

Yes

No

4. Did anybody try to interfere with your seeking for?

Yes

No

5. If answer above is, yes? Who tried to interfere with your reporting?

PARENTS

SIBLINGS

NEIGHBOURS

TEACHERS

FRIENDS

RELIGIOUS LEADERS

VILLAGE LEADER

OTHER

6. Do you know of any girl or boy who was abused because of her/his gender and was assisted?

Yes

No

7. If you can remember how was the student in (6) assisted?

APPENDIX 2: -INTERVIEW GUIDE FOR G/C TEACHERS

1. How long have you been in the teaching profession?.....20 years
2. How long have you been the head of G&C?.....13 years.
3. What is your highest level of Education? Bachelors
4. Have you received any formal education in G/C?..... yes.
5. Do you have a private office for G&C? Yes
6. Do You have other members who assist you in G&C? if yes how many?
 ...Yes. 5
7. How many students do you conduct G&C in a day?
Around 6.
8. How many students do you conduct G&C in a week?.....around 20
9. How many can Come for G&C in a month?
 Around 50.
10. How many can come for G&C in a term?.....around 150

SECTION B-PHYSICAL FORMS OF GBV

1. How many students approached you in the past one year with cases of physical violence
2. Which cases are commonly reported?
3. Who are reported to be the main perpetrators of physical GBV?
4. Where did the cases happen? Home and in school
5. Which is the most affected gender?
6. How were the student victims affected by the above physical GBV?
7. Have teachers in your school exposed students to any physical violence?

SECTION C –SEXUAL FORMS OF GBV

1. How many students approached you in the past one year with cases of SEXUAL violence?

2. Which cases are commonly reported?
3. Who are reported to be the main perpetrators of SEXUAL GBV?
4. Where did the cases happen?
5. Which is the most affected gender?
6. How were the student victims affected by the above Sexual GBV?
7. Have teachers in your school exposed students to any sexual GBV?

SECTION D –PSYCHOLOGICAL FORMS OF GBV

1. How many students approached you in the past one year with cases of psychological forms of GBV?
2. Which cases are commonly reported?
3. Who are reported to be the main perpetrators of psychological GBV?
4. Where did the cases happen? Home and way to school?
5. Which is the most affected gender-?
6. How were the student victims affected by the above psychological GBV?
7. Have teachers in your school exposed students to any psychological violence?

SECTION E- LEGAL FRAMEWORKS IN EDUCATION

1. Which policy and legal frame works are you aware of in Kenya?
2. Do you think students are aware of this policy frameworks
3. Do you think teachers are aware of these legal frameworks?
4. Have you ever assisted any student victim to get justice from the any of the above forms of GBV?
5. Where did you direct the student to seek for assistance?
6. Was the student victim assisted? and how?

SECTION F –ACADEMIC PERFORMANCE

1. Do you think the exposure to any of the above forms of GBV affected the students' performance?
2. Was any student victim absent from school due to exposure to any of the above forms of GBV?

3. Did any student victim drop out of school due to exposure to any form of GBV above?
4. Do you have any particular challenge you have faced in dealing with any form of the above GBV?
5. Have you ever faced any cover-up when dealing with the above forms of GBV? (Yes. For cases committed at home, it's very hard to get the truth)

APPENDIX 3: INTERVIEW GUIDE FOR SUB COUNTY DIRECTOR OF EDUCATION

1. How many schools do you have in the sub –county?
2. Do you get reports of GBV in schools in the county? How often?
3. Do you have any statistics of these cases?
4. What are the main forms of GBV reported? Physical, sexual and psychological?
5. Who are reported to be the main perpetrators?
6. Do any cases of violence committed at family level ever reach your desk?
7. Which gender is most affected by Gender – Based Violence?
8. How effective are there Gender policy and legal frameworks in dealing with GBV in schools
9. How does the education office deal with cases reported to them especially those involving teachers?
10. Has your office at some point discovered cover-up incidents? How are they handled?
11. How does the office help student get justice in the event they experience any form of abuse?
12. Do we have incidences of students abusing teachers?
13. If the above (10) is YES, how do you deal with such cases?
14. What initiatives have you but in place to mitigate GBV in schools?
15. Have you had any cases of GBV requiring interdiction?

16. Do you think students are aware of government policy frameworks in place?

**APPENDIX 4: INTERVIEW GUIDE FOR COUNTY WOMAN
REPRESENTATIVE**

1. In the past one year. Have you got any reports of GBV in schools in Bungoma the county?
2. Do have any statistics of these cases?
3. What are the main forms of gender-based Violence.i.e. Physical, sexual or psychological?
4. Who are reported to be the main perpetrators?
5. Which gender is most affected by SRGBV?
6. How effective are the Gender policy and legal frameworks in dealing with GBV in schools
7. In Bungoma GBV Rescues center, do you have any cases you have rescued in the past one year?
8. How does the GBV Rescue Centre deal with cases reported to them especially those involving school going students?
9. Has your office at some point discovered cover-up incidents? How are they handled?
10. How does the office help student get justice in the event they experience any form of abuse?
11. Have you had cases where GBV is committed by a family member? if YES, how do you deal with such cases?
12. What initiatives have you but in place to mitigate GBV in schools? and society as a whole?
13. Have you had any cases of GBV requiring interdiction at school?
14. Do you think students are aware of government policy frameworks in place?
15. 15 How many GBV success stories have you recorded in the past one year?
16. What challenges has your office encountered in dealing with GBV among school students?

APPENDIX 5: CONSENT FORM

I, the undersigned, confirm that (please tick box as appropriate)

I have read and understood the information about research

I have been given the opportunity to seek clarifications about research

I voluntarily agree to participate in the research

I understand I can withdraw at any time without giving reasons

The procedures regarding confidentiality have been clearly explained to me

The use of data in the research, publications and sharing has been explained to me

I understand that other researchers will have access to this data only if they preserve its confidentiality, I have specified in this form

I, along with the researcher agree to sign this consent form

Participant Name: _____

Signature: _____ Date: _____

Researcher Signature: _____

Date: _____

APPENDIX 6:INTERVIEW GUIDE FOR THE GBV SURVIVORS

A. Participant Background Information

1. Age (optional): _____
2. School (if applicable): _____
3. Form/Class: _____
4. Gender: _____

Purpose: These demographic items are provided to facilitate contextual interpretation of results without divulging identifying information, per APA ethical standards on confidentiality.

B. Experiences of Physical Violence

1. Can you describe any experiences of physical violence that occurred within or around the school environment?
2. What was the situation or circumstance that surrounded these experiences?
3. To what extent, if at all, have these experiences affected your attendance, class participation, or learning?
4. How did the school administration, teachers, or parents/guardians respond to the incident(s)?
5. What obstacles did you face when trying to get help or report the incident?

C. Sexual Violence Experiences

1. If you feel comfortable doing so, describe any sexual harassment, coercion, or assault that might have occurred to you as a student.
2. How did these experiences impact your emotional well-being or your sense of safety in school?
3. In what ways, if any, did the sexual violence affect your concentration, motivation, or academic performance?
4. What kind of support, if any, was available to you after the experience?
5. What factors made it easier or harder to report or seek help?

D. Experiences of Psychological Violence

1. Describe any experiences you have had with psychological or emotional abuse, such as intimidation, verbal insults, threats, or bullying.
2. How often did these events happen, and with whom?
3. How did these forms of psychological violence influence your confidence, class engagement, or performance in school?
4. After such experiences, did you get counseling, emotional support, or any form of assistance?
5. What changes would you recommend to help fight psychological violence at school?

E. Influence of GBV on Academic Performance

1. In your opinion, how have experiences of GBV (physical, sexual, or psychological) impacted your learning outcomes or academic achievement?
2. Have these experiences ever made you miss school, avoid certain environments, or perform poorly in examinations? If so, how?
3. What kind of school support structures would be most beneficial for survivors: counseling, mentorship, or teacher engagement?

F. Policy Framework and Access to Support

1. Where did you first seek help or make the first report when this GBV incident happened to you?






2. Were you assisted or supported by the school, community, or any other authorities?
3. Did you face any interference, obstruction, or difficulties to report the incident?
4. Are you aware of the existence of any policies, laws, or frameworks that protect students from GBV?
5. In your view, how effective are these policies to protect students and support survivors?

G. Preventive and Response Recommendations

1. What do you think schools should do to prevent GBV among students?
2. How can the school management, community, or government make care and protection of students better?
3. Based on your experience, what advice would you offer to other students who may face similar challenges?

As a qualitative researcher, I recognize that such interpretations may be biased by my beliefs and previous experiences of working with GBV issues and assumptions about schooling environments. These are mitigated in the use of open-ended prompts, neutral tone in interviews, and member checks to assure voices of participants are accurately reflected.

APPENDIX 7: NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 106234	Date of Issue: 05/June/2024
RESEARCH LICENSE	
	
<p>This is to Certify that Ms. Carolyne N. Wakasa Masibo of Masinde Muliro University of Science and Technology, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Bungoma on the topic: RELATIONSHIP BETWEEN GENDER BASED VIOLENCE AND STUDENTS' TEST SCORES IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA for the period ending : 05/June/2025.</p>	
License No: NACOSTI/P/24/36479	
106234 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	

APPENDIX 8:NACOSTI APPROVAL



REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION

When Replying please quote
e-mail: bungomacde@gmail.com

County Director of Education
P.O. Box 1620-50200
BUNGOMA

Ref No: BCE/DE/19/VOL.III/217

Date: 18th June 2024

TO WHOM IT MAY CONCERN

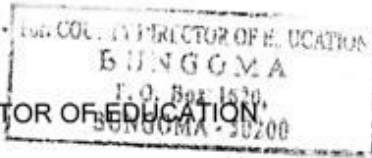
RE: AUTHORITY TO CARRY OUT RESEARCH

NACOSTI/P/24/36479

This is to confirm that **Ms. Carolyne N. Wasasa Masibo** of **Masinde Muliro University of Science and Technology (MMUST)** has been authorized to conduct research on **"Relationship between Gender Based Violence and Students Test Scores in Public Secondary Schools in Bungoma County, Kenya** for the period ending **5th June 2025**.

Kindly accord her the necessary assistance

CHRISTINE OWINO
FOR COUNTY DIRECTOR OF EDUCATION
BUNGOMA COUNTY



APPENDIX 9: APPROVAL LETTER

	
MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)	
Tel: 056-30870 Fax: 056-30153 E-mail: director@mmust.ac.ke Website: www.mmust.ac.ke	P.O Box 190 Kakamega – 50100 Kenya
Directorate of Postgraduate Studies	
Ref: MMU/COR: 509099	25th April 2024
Carolyne N. Masibo ESE/H/01-53887/2019 P.O. Box 190-50100, KAKAMEGA.	
Dear Ms. Masibo	
RE: APPROVAL OF PROPOSAL	
I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your PhD proposal entitled: <i>"Relationship Between Gender Based Violence and Students' Test Scores in Public Secondary Schools in Bungoma County, Kenya"</i> and appointed the following as supervisors:	
1. Dr. Eunice Majanga	- MMUST
2. Dr. Phillip W. Mukonyi	- MMUST
3. Dr. Epari Ejakait	-MMUST
You are required to submit through your supervisor(s) progress reports every three months to the Director Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Education Graduate Studies Committee and Chairman, Department of Educational Foundations, Kindly adhere to research ethics consideration in conducting research.	
It is the policy and regulations of the University that you observe a deadline of three years from the date of registration to complete your PhD thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.	
We wish you the best in your research and hope the study will make original contribution to knowledge.	
Yours Sincerely,	
	
Prof. Stephen O. Odebero, PhD, FIEEP DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES	

APPENDIX 10: BUNGOMA COUNTY MAP: STUDY LOCATION

