

# **SCHOOL VIOLENCE**

*A CASE OF THREE GOVERNMENT SCHOOLS IN ADDIS  
ABABA*

**LEWOYHU AYELE TSEGAW**



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Department of Special Needs Education, Faculty of Education, University of  
Oslo, Norway  
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## **Abstract**

Violence appears to be a global problem as society in every nation is in a state of rapid transformation across a range of human life domains, such as social, economical, familial, school and political conditions. In this line of thought there is a general agreement that violence prevails in schools for different reasons and with varying degrees of prevalence. In Ethiopia as a result of different catastrophes in the nation such as long-years of civil war, poverty, culture, and political conditions violence in general, and school violence in particular is widely spread and prevalent. Some studies show that in Ethiopia there is a big scale violence in schools which are of different natures and magnitude.

This study, therefore, is conducted in three second cycle government schools(junior) in order to examine the prevalence, causes, types, manifestation and preventions of violence in schools. To ward this end quantitative approach is dominantly used, however, a qualitative approach was used to some degree to triangulate data, and reinforce the quantitative approach. A survey questionnaire was dominantly used, and yet focus group discussions and unstructured observation were used to collect data.

Major findings in this study show that school violence is rampant, and the causes are wide and many which primarily are sourced from intrapersonal conditions, misconducts, interpersonal relationships, social conditions, and school characteristics. There are different types of violence that are witnessed in schools which mainly comprised of verbal, physical sexual, social and property violence.

Manifestations of violence in school is multiple and perpetrated by students and teachers where students are the major perpetrators and receivers of

violence in most of their times in school environment. Girls and young children are found the most victimized groups of violence among others.

There are wide ranging mechanisms of violence preventions in schools which can be classified as individual, school and community/social levels of prevention. Most students are armed with healthier personal strategies of problem solving skills in violence prevention, but there who use counteroffensive mechanism in preventing themselves from violence. School and society do also use more educative and legal measures toward the prevention of violence. However, negative measures such as punitive approaches are employed by schools and the society.

Above all, in this study individual factors of students as causes of violence in schools are over emphasized, and hence future studies and prevention effort should give due attention to these individual(student factors) for better insight of the problem and targeting of interventions in a mission to witness good school climate.

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## **CHAPTER ONE: INTRODUCTION**

The topical issue for this study is school violence. Hence, the prevalence, causes, types, manifestations and preventions of school violence are examined. This chapter of the thesis deals with the introduction. It describes the situational background of the problem, policies on the problem, the extent of the problem, research objectives and questions, as well as the justification and structure of the research.

### **1.1 BACKGROUND OF THE STUDY**

#### **1.1.1 COUNTRY PROFILE**

Ethiopia is one of the world's poorest and least developed nations, with an estimated GNP at around US\$7,644 million in 2004 (World Bank), where the nation's per capita income is only US\$110(<http://au.encarta.msn.com>). It is a country where about 50% of the population is estimated to live below the poverty line (CIA –the world fact book, Ethiopia ,2006)

The economy is heavily dependent on the earnings from the agricultural sector, where agriculture is the mainstay to 85% of the Ethiopian population. Hence, most of the Ethiopian population is agrarian and according to the 2006 estimate ,Ethiopia has a population of74,777,981(<http://au.encarta.msn.com>) .

The population is concentrated in the central plateau region, where agricultural resources are most developed. The ethnic composition is extremely diverse, as a result of racial and linguistic integration that began in ancient times (<http://au.encarta.msn.com>).

Literacy rate in Ethiopia is far behind compared with what other countries in the world have reached. For example, adult literacy in 2005 was 45 per

cent. A major program to increase literacy, which was only 4 per cent in the early 1950s, was started in 1979; many schools were opened, and new generations of teachers have graduated from several teacher-training schools (<http://au.encarta.msn.com>). Free education exists from primary school through to college level, but regular school facilities are available to only about one third of school age children. In 2000 about 6.65 million students attended primary schools and 1,495,445 were enrolled at secondary schools run by the government and religious groups. In 2000–2001, 4.8 per cent of the country's gross national product (GNP) was spent on education (<http://au.encarta.msn.com>).

### **1.1.2 POLICY FRAME WORK ON EDUCATION AND DEVELOPMENT OF CHILDREN AT INTERNATIONAL AND NATIONAL LEVEL**

The national education policy establishes the main goals and priorities of education, and the strategies by which to achieve them, as perused by the government (Jallade, Radi & Cuennin, 2001).

Accordingly, one of the several broad education policy objectives of Ethiopia is to develop the physical and mental potential of individuals to increase their problem solving capacities (FDRE, 1994).

However, this policy is not well written and detailed regarding school violence that happen to children and what should look like the disciplinary measures used by care takers towards students in the school setting. How violence is prevented and treated in the school are not seriously considered. One thing, however, that touches the matter in relation to protecting and avoiding violence to children is that there is a handbook or a kind of guide line that discourages the use of corporal punishment in school by way of disciplining students, and avoiding unwanted behavior in schools. In connection to this, a handbook on school administration

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issued by the ministry of education (1981 E.C.) rules out corporal punishment as a disciplinary measure (Seleshi,2001).

Article 5 of the Universal Declaration of Human Rights adopted by the General Assembly of the United Nations generally prohibits the use of corporal punishment (Seleshi,2001). This article 5, states that ‘ No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment’ (Cranston, 1973:89 in Seleshi,2001).

Ethiopia has endorsed and ratified the United Nations’ Convention on the Rights of Children (CRC), which prohibits mistreating children including the use of corporal punishment against school children (United Nations, 1991 in Seleshi,2001). The convention, in its Article 19(1), clearly puts the following:

States parties shall take all appropriate legislative ,administrative , social and educational measures to protect the child from all forms of physical or mental violence , injury or abuse , neglect or negligent treatment, maltreatment or exploitation , including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child (United Nations,1991 in Seleshi,2001).

Particularly, Article 28(2) of the convention is concerned with school discipline ,and it is formulated as ‘state parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present Convention’ (United Nations, 1991 in Seleshi,2001)

Both international conventions and the national regulations affirm that school children should be protected from mistreatment of any kind (Seleshi,2001). In practice , however, corporal punishment is reported to be highly prevalent in Ethiopian schools ( Ayalew,1996; Daniel and Gobena,1998; Tigest and Derege,1997 in Seleshi,2001).

It is also reported to be the most frequently employed measure to modify undesirable student behavior( Ayalew,1996 in Seleshi,2001)

As a follow up of the above international conventions and the national regulation, intervention strategies that are result-oriented should consider children's victimization by using alternatives to corporal punishment in the light of the strong association with the genesis of violent behavior (Bodin,2005).According to Bodin (2005 ) it holds true that by avoiding violence modeled in real life, students will come to recognize that physical violence is not an appropriate means of resolving conflicts, and hence helping them to explore alternative mechanisms for cope will become a more important issue.

The definition of school violence used in this study is adopted partially from WHO's (World Health Organization's ) definition of violence . However, for this particular study, those property damage, stealing and snatching in the school premises are included.

Violence can be defined in many ways. However, the World Health Organization (WHO, 1996) promotes a broad definition of violence which reads as follow:

“The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation”. And this definition of violence involves physical, sexual and psychological abuse (<http://www.justice.govt.nz/pubs/reports/2004/action-plan-community-sexual-violence/chapter-5.htm>).

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## 1.2 EXTENT OF THE PROBLEM

Corporal punishment and other inhuman or degrading treatment inflicted on children within the school have long enjoyed, and sometimes still enjoy, a degree of tolerance in certain countries although, as particularly stressed by the Committee on the Rights of the Child, “Children do not lose their human rights by virtue of passing through the school gates”( Bodin,2005) .

The use of corporal punishment as a disciplinary method has persisted for many years in Ethiopian schools. Its history goes as far back as the practice of traditional education . It was common in church and koranic schools and teachers had complete power over their students (Seleshi,2001). Despite the various rules decreed since the establishment of the first modern government school(Ayalew,1996 in Seleshi,2001) to do away with or at least reduce corporal punishment, it is quite common in schools even today ( Seleshi,2001).

Some recent studies (Daniel and Gobena,1998;Tigest and Derege,1997 inSeleshi,2001) confirmed that school children were subjected to different kinds of maltreatment and that physical punishment was highly prevalent in schools. According to Tigest and Derege,1997 in Seleshi,2001,for example,79 percent of urban and 76 percent of rural subjects( children) reported some form of physical punishment. School violence is the state in which the teaching/learning process is put in jeopardy for school students(Terefe and Mengistu,1997).It is important to note , however, that corporal punishment is not a problem particular to Ethiopian schools only.

A survey conducted by Rose(1984 )in Seleshi(2001), in USA public schools revealed “widespread use of corporal punishment with students at every grade level in virtually all regions of United States.” The study further disclosed that whereas 74.1 percent of the principals in the US reported using corporal punishment , 83.3percent of them supported the view that

corporal punishment was effective in maintaining the general level of school discipline. Therefore, inappropriate aggression and violence is pervasive feature of contemporary society, it affects all ages; violent behavior in children (e.g., conduct disorder) is relatively common (Herbert and Martinez,2001).

Surveys, for example from Norway, show that negative behavior , including bullying and discrimination, is still a serious problem in schools; and figures from the Olweus Programme show that 13 percent of pupils in primary and lower secondary schools, or approximately 75,000 children, are victims of bullying (Manifesto Against Bullying, September 2002,Norway).

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

Education of children in a safe and comfortable setting has considerable importance for their intellectual, psycho-social and biological development. On the other hand , where conducive learning and teaching environment is lacking such as because of the presence of difficult behaviors and poor social relationships, the socio-emotional and academic development of children will be hampered. Hence , witnessing healthier development in children will be engendered. The presence of unfavorable learning environments such as violence needs the attention of special needs educators and specialists. Children who are either victims or perpetrators need special professional assistance. In light of this school violence is found to be a sound research problem to deal with in order to help stake holders have informed decisions on the realities of school violence. For example, worldwide 1.6 million people lose their lives to violence each year, where violence is the leading cause of death among the age group of 15-44 years old people, and again accounting for 14% of deaths among males and 7% of deaths among females. Moreover , WHO (2006) asserts that

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for every death as a result of violence ,many more people injured and suffered from a range of physical, sexual, reproductive and mental health problems. Hence, violence places a massive burden on national economies, costing countries billions of US dollars each year in health care, law enforcement and lost productivity (WHO, 2006 ).

In Ethiopia the cultural thinking on how to bring up and discipline children has got its extension into the school where children are punished physically and verbally to maintain class room order and/or for any other motive. Together with this are the presence of other forms of violence such as snatching each others property, threatening, sexual violence and damage of property which are perpetrated by school community members towards to students or by the students themselves to each other. The rampant nature of violence is also discussed in the extent of the problem in the preceding section

Different studies do also show that there are differences in the magnitude of the violence that happen to schools taking different causative factors to play the increment of the problem. There are also argument that there is a gender difference in the type of violence victimization and perpetuation .In some studies teachers are believed to cause most of the violence than students . Therefore this study tries to explore and describe the existence violence, and its causes; the different types, and how these are manifested ; and who are the major perpetrators and victims of violence and the preventive mechanisms at personal and institutional level.

As a consequence, a sound research is indispensable to acquire competent knowledge on school violence in an effort to make schools safer places to learn and develop. Hence, the issue of school violence deemed important for researching.

## 1.4 OBJECTIVES OF THE STUDY

In light of the problem above, the general objective of this study is to describe and analyze violence in three second cycle government schools of Addis Ababa. The specific objectives are:

- To investigate the existence of school violence in the three government schools.
- To examine the perceived causes of school violence in these schools.
- To identify the different types of school violence.
- To see whether there is gender differences in the types and magnitude /extent of violence perpetrated or victimization.
- To trace the very social and physical environments where violence is most or least occurs.
- To explore existing violence preventive mechanisms that is in place.

## 1.5 RESEARCH QUESTIONS

In line with the above research objectives, the following questions are entertained in this research.

- How prevalent is violence in the three government schools?
- What are the causes of violence in these schools?
- How is violence, manifested, and what are its types/natures?
- Where are violent behaviours or violence manifested most in the school environment?
- Who among the two genders involve in violent behaviours?

- 
- What are the preventive strategies of school violence at an individual (child), group(children), institutional and community level( the wider society)?

## 1.6 SIGNIFICANCE OF THE STUDY

School violence has become a very critical issue that needs attention to be worked out in terms of research and interventions at least in a number of developed countries in the world as violence is becoming rampant for various reasons. When seen from its prevalence and magnitude and its devastating impact on the leaning and development of children it lends hand as a significant enterprise of agenda for different sectors to engage with. With this assumption and current facts on Ethiopian schools situation school violence deem research and practical intervention to create conducive conditions for students to develop educationally and socially. For centuries, Ethiopia has been in different wars and conflicting situation that levies problems on all sector of the economy. As a result the educational environment was /is not examined very carefully and attentions are always on other aspects of the education systems. Besides because of cultural thinking the administration of corporal punishment and verbal violence remained to exist in the living past and today, and yet the impact of these practices on the growing child are/were not well thought. Further more Ethiopia is very poor country in terms of human resource development and material resources. As a result research and development on school violence are not yet mitigated, and there is poor documented partly because of resource scarcity or technical competence. There are also living evidences how school violence looks like despite the lack of systematized data. For example, in my early school times I remember how we were punished for not coming early to school, for being presenting oneself in the school

compound while it was not our shifts/for schooling and for any unofficial call to the school, for not accomplishing homework and class works, for not demonstrating competency in the class, for disturbing in the class, for being a girl or a boy etc. All in all, the actions taken by the authorities in position was devastating , and hence impacted at least in a layman approach for many students to be afraid of authorities and big figures. Not least was the interpersonal violence among students for different reasons that were living there during our period in the schools. However, yet there is no comprehensive research and interventions to alleviate these persisting problems. And the existing ones are very little, and scanty, and yet some are very much third party influence/ donor-interest researches such as only sexual violence of girls.

Therefore, this study is significant in the following ways.

- To contribute to the already existing small research knowledge base at local level.
- To help advise policy makers and practitioners in terms of awareness raising toward making informed choice and decisions in line with their responsibilities.
- To sensitize communities in which the school is part of it and , help empowering them in terms of information , and hence to devise preventive or reductive mechanisms against violence.
- To foster the socio-emotional development of school children as it facilitates for intervention

## 1.7 SCOPE AND LIMITATIONS OF THE STUDY

This study is conducted in only three purposefully selected second cycle government schools in Addis Ababa while in this capital city of Ethiopia

there are hundreds of Government schools. Therefore, it highly unlikely to generalize the findings of this research to all age and grade levels of students of government schools in general, and those of the second cycle government schools in particular in Addis Ababa. This study does not also consider public, private, missionary etc schools in spite of the fact that the study is about school violence.

It was also difficult to cover the whole of the second cycle government schools in Addis Ababa for sampling and so to increase the sample schools and sample size of the population due to time and financial constraints. So this study's scope is limited to three purposively selected government schools.

## 1.8 STRUCTURE OF THE THESIS

The thesis is structured in to six chapters. Each of each has its own peculiarities that they ponder about, and yet they are inseparable and together forming the whole thesis to be full.

The first chapter deals with the introduction taking into consideration different perspectives on the nature and existence of the problem for this research. It begins by introducing the country profile to give an overview of where the research is undertaken, and some regulatory policies in light of International Child Rights Convention and National Guidelines on violence to children under their takers. Further more it adds perspectives, by discussing the current extent of the problem both national and international level. This section of the thesis also encompasses the description of the research objectives, research questions, rational/justification of the study as well as the scope and limitation of the study.

Second chapter is contend with the related and relevant literatures on the problem of violence. Both theoretical perspective on how the problem of

violence is seen and conceived in relation to its causes are reviewed and elaborated. Research findings on the problem of violence are reviewed and form part of this chapter.

The third chapter encompasses methodological approaches for the study. Major methodological topics such as approaches and design, target population and sampling, data collection instruments, the analysis and interpretation of the data, validity and reliability, and ethical considerations are treated accordingly and discussed.

Chapter four and five are together about the presentation, analysis and interpretation and discussion of the data and findings. In the discussion part of this, the major findings from the present study are displayed and discussed, in line with pertinent literature reviewed and research finding to see their convergence and/or divergence from what is in the literature and research findings on the same problem area. The last chapter but not the least is dedicated to the conclusion and recommendations from the study. It concludes by highlighting the major themes from the whole process of the research, and points out possible recommendations for future actions by different actors of a society.

## **CHAPTER TWO: LITERATURE REVIEWS**

This chapter of the thesis, being the second segment of the thesis, deals with the review of the major and related theoretical frameworks and research findings that support the research questions. In an effort to understand the causes, prevalence, types, manifestation and prevention of school violence different theoretical perspectives are examined taking into consideration their relevance to the context under which this study is undertaken. The research findings discussed here are the corner stones to develop the research questions and the search for their answers, which these findings will help to see the findings from the present study in light of them.

### **2.1 MAJOR THEORIES ON VIOLENCE**

The major theories in focus for this study are perspectives from instinctual, evolutionary, cognitive neo association, cognitive-social perspective, and the general aggression model(GAM).

#### **2.1.1 INSTINCTUAL PERSPECTIVE**

According to this theory, aggression and aggressive drives are inborn, and for example according to Freud, aggression as a basic instinct in humans, related to thanatos or the death instinct(Kowalski & Westen,2005).Although, most psychodynamic psychologists no longer accept this theory, they still view aggression as an inborn behavioral potential that is usually activated by frustration and anger (Kowalski &Westen,2005).

One of the basic tasks of parents in socializing their children is to teach them to control aggressive impulses( see Whiting &Child, 1953 in Kowalski

&Westen,2005). According to this approach as children get older, they show less overt aggression (Hartup, 1977, 1998 in Kowalski & Westen, 2005).

This change in behavior suggests that societies have to teach children to inhibit aggression, rather than that aggression is primarily learned (Kowalski & Westen,2005). The role of consciousness in aggression is the most distinctive aspect of the psychodynamic, however. According to this psychodynamics perspective, aggressive motives may blend with other motives to produce behavior not consciously intended as sadistic, as in 'good-humored' teasing among buddies, enjoyment of aggressive movies or sports, "forgetting" to pick up the dry cleaning after an argument with one's spouse ( passive aggression), harsh parenting, or playful biting or pinching during sex (Kowalski &Westen,2005). Aggressive motives may also blend with other motives, such as achievement or altruism, in choice of occupation, such as career in the military( or the Internal Revenue Service) (Kowalski &Westen,2005).

Aggression can also be triggered unconsciously. Gilligan 1996, concluded that the triggers of violence is the feeling off shame by the individuals who are prone to feeling inadequate or disrespected( Kowalski &Westen,2005). Recent research points to the importance of *implicit* shame in activating aggression, that is men who went on to become perpetrators appeared to suffer from unacknowledged shame ( Kowalski &Westen,2005 ). Aggression is also viewed as instinctual by Konard Lorenz, sharing in common certain aspects of psychodynamics, according to Lorenz and other etiologists aggression builds up overtime. One of the limitations with Lorenz' theory , however , is that it states every one is periodically prone to feel the need to aggress , which this is discounted by most people. Another problem with this theory is said to be it does not take into account individual differences in aggression to the degree aggression is instinctive , then which has a



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tendency that all members of a particular species should behave similarly, and we know they don't (Kowalski & Westen,2005).

### **2.1.2 EVOLUTIONARY PERSPECTIVE**

Theorists who viewed aggression as instinctual often did not specifically address the evolutionary adaptation of aggression (Kowalski &Westen, 2005).

Theorists who viewed aggression as instinctual often did not specifically address the evolutionary adaptation of aggression. The basic tenet in this perspective is that aggression is an evolutionary adaptation which it characterizes aggression a common characteristic feature of all animals. According to this theory the capacity for aggression evolved because of its value for survival and reproduction ( Lore & Schlitz, 1993 in Kowalski &Westen,2005).Males typically attack other males to obtain access to females and to keep or take over territory(Kowalski & Westen,2005).

Contemporary evolutionary psychologists believe that humans, like other animals , have evolved aggressive mechanisms that can be activated when circumstances threaten their survival, reproduction, the reproductive success of their kin, or the survival of alliance partners (Kowalski & Westen,2005). Aggression is common in all animals, but the degree of violence towards members of ones own species varies. With this regard, the degree of violence toward members of their own species is remarkable in humans. To avoid violence primates, including humans, have a variety of appeasement gestures to avoid violence , notably facial expressions, vocalizations, and gestures( de Waal, 1989 in Kowalski &Westen,2005).

In stating the biological foundations of aggression , the instinctual and evolutionary psychologists presume that aggression is built into the human behavioral repertoire. However , according to Kowalski and Westen (2005),if a

tendency to behave aggressively is innate, it must be rooted in the nervous system and perhaps in the endocrine system as well. Aggression is also partially controlled by hormones, particularly testosterone and serotonin (Kowalski &Westen, 2005).

### **2.1.3 COGNITIVE NEO ASSOCIATION THEORY**

The individual, social and environmental conditions in which a person is in has detrimental role in causing aggression in the person in reaction to these environmental stimuli . People exposed to aversive situations( e.g., frustrations, hot temperatures, annoyances) often experience negative affect and physiological arousal in response to those events(Kowalski &Westen,2005).

This arousal lays the ground work for potential aggression by triggering thoughts and behaviors associated with aggression(Anderson & Bushman, 2002 in Kowalski &Westen,2005). Thoughts and feelings associated with negative affect and aggression become activated in the presence of aversive events(Kowalski &Westen,2005).

The frustration-aggression hypothesis , a theory proposed by John Dollard, Neal Mille and their colleagues in 1939 at Yale University ,states that when people are frustrated in achieving a goal ,they may become aggressive. This model is simple and intuitively appealing. However, this model or theory was criticized for its inconclusiveness in that not all aggression results from frustration and not all frustration leads to aggression(Kowalski &Westen,2005).However, a reformulated frustration-aggression hypothesis suggests that frustration breeds aggression to the extent that a frustrating event elicits an unpleasant emotion. As frustrating as blocked goals can be, innumerable other unpleasant experiences can also produce arousal and frustration (Kowalski &Westen, 2005).

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Thus according to cognitive neo-association theories, people can become angry and behave aggressively no matter how the underlying emotional state was elicited—whether through an insult, an uncomfortable temperature, or an unpleasant memory. However aroused, negative emotions will activate similar cognitions stored in memory, one reason getting rid of negative emotions is so difficult (Kowalski & Westen, 2005).

#### **2.1.4 COGNITIVE-SOCIAL PERSPECTIVE**

With regard to the causation of aggression this theory focuses on the learning and unlearning of aggression taking into consideration the role of culture. Therefore, cultural inhibition and favoring to aggression in humans has a lot to do in its manifestation despite this aggression is innate is the tenet of this theory.

In relation to this the capacity for aggression appears to be innate, but the activation and inhibition of aggression depends on culture and learning (Kowalski and Westen, 2005).

Harsh parental discipline, for example, produces children who are more aggressive than children whose parents spare the rod (Weiss et al., 1992 in Kowalski & Westen, 2005).

According to cognitive-social theories, children and adults learn to behave aggressively through social rewards and punishments (Kowalski & Westen, 2005). They also learn through observational learning such as modeling (Bandura, 2001 in Kowalski & Westen, 2005). Cognitive processes, especially the attributions people make for the causes of their misfortunes, play a role in eliciting and controlling aggression as well (Kowalski & Westen, 2005). Individuals are more likely to become aggressive, for example, if they believe someone has willfully and knowingly inflicted harm (see Geen, 1995 in Kowalski & Westen, 2005).

The influence of media violence has been mentioned as a cause to violence, for example, children who watched violence in television or in other media are prone to exhibit violence. Hence, an increased aggression is associated with watching violence. According to Bushman & Anderson(2001) in Kowalski &Westen (2005) , research from a cognitive –social perspective has contributed to the public debate about the influence of television and other media violence on aggressive behavior.

By watching media violence, children learn aggressive scripts that guide their own behavior at later time( Huesmann,1998 in Kowalski & Westen,2005).the more that children are exposed to media violence , the more cognitively accessible their aggressive scripts become( Bushman, 1998 in Kowalski &Westen,2005).Media violence plays as a predictor of aggressive behavior in comparison with violence witnessed in the family, in the schools, or in the streets (Gunter& McAleer,1990 in Kowalski &Westen,2005).

Experimental data show that in the short run, children and adolescents are in fact more likely to behave aggressively immediately after viewing violent television shows, particularly if they are provoked (Singer&Siger,1981;Smith&Donnerstein,1998; Wood et al., 1991 in Kowalski &Westen,2005).This could occur because watching television violence increases arousal, decreases inhibition, provides aggressive models, or desensitizes children to violence by making violent acts seem commonplace (Gunter&McAleer,1990 in Kowalski &Westen,2005).

In connection to this, however, rather than having a global effect on every child or adult, televised violence is likely to have a stronger impact on people who are already highly aggressive. Thus, the impact of televised aggression on violence likely reflects a person-by-situation interaction-that is , a tendency of certain people to behave in certain ways under certain conditions-rather than a general phenomenon( Kowalski &Westen,2005).

Similar results emerge from research assessing the effects of pornography on sexual violence. Viewing pornography does not cause sexual violence, but

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viewing pornographic aggression appears to desensitize men to brutality of rape and other sexual crimes against women( see Malamuth&Donnerstein,1982 in Kowalski &Westen,2005).As with television violence , pornographic aggression may affect a person's emotional response to violence or slightly weaken inhibitions in deviant individuals with poor internal controls(Kowalski &Westen,2005).

### **2.1.5 VIOLENCE AND CULTURE**

Together with the cognitive-social theory, it is important to see the relations between violence and culture .Rates of violence vary cross-culturally , but across cultures , males tend to be more aggressive than females. *For example*, among technologically developed countries, the United States has the highest rates of aggression. Indeed ,violence has overtaken communicable diseases as the leading cause of death among the young (Kowalski &Westen,2005).

Differences in culture , across and within societies ,play an important role to cause aggression and violence. For example, for reasons rooted in the ancestry, history, and economy of the south, to be dishonored-to show cowardice or a lack of “manliness” in the face of possible insult- is to lose face and status. Thus, southern men are more likely than northerners to respond with violence to insults or ambiguous situations that could suggest an insult. Thus, cultural factors can influence how people feel, think, and act when confronted with situations that could potentially lead to violence( Kowalski &Westen,2005). The cultural constructions of violence are ,hence ,of great importance in order to understand what causes violence in different societies and communities , or in a cross-cultural context as aggressive behavior and violence are perceived and inculcated differently by different societies and cultures.

### **2.1.6 VIOLENCE AND GENDER**

The gendered nature of violence is also a noteworthy point to unravel with as being different gender has difference in the type of aggression /violence exhibited and level of proneness to violence varies. In line of this argument, according to Kowalski & Westen (2005) it is stated that gender differences in aggression are remarkably consistent across cultures. In most societies, males commit the majority of criminal and aggressive acts, over 90 percent. Male adolescents are particularly to be the perpetrators; in fact, fluctuations in crime rates in most countries can be predicted simply from the proportion of adolescent males in the population( see Segal, 1988 in Kowalski & Westen,2005). Researchers are increasingly recognizing the prevalence of male violence perpetrated against women, including battering and rape (Kowalski &Westen, 2005).

Contrary to this, although boys reported more bullying behavior than did girls, gender was not a significant predictor in the multiple regression analysis(Bosworth,Espelage , & Simon , 1999).

Gender differences also exist in the types of aggression most likely perpetrated by men and women. Whereas men engage in more direct aggression, women perpetrate aggression more indirectly. For, example, adolescent males are more likely to bully their peers through verbal or physical aggression. Adolescent females , on the other hand, are more likely to socially exclude or ostracize the target of their bullying( Eagly&Steffenn1986; Simons,2002 in Kowalski & Westen,2005).

### **2.1.7 THE GENERAL AGGRESSION MODEL (GAM)**

This theory is a blend of different theories, and from research findings focusing on how variables of different natures and sources play into to produce aggression. According to Kowalski &Westen,2005 the General Aggression Model(GAM) was created to give meaning to the myriad of theories that currently exist to explain aggression. Incorporating what

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researchers viewed as the best of each of the earlier theories of aggression, the GAM examines how person and situation input variables influence aggression through the cognitions, affect, and arousal they generate.

In short, person variables, such as personality traits, genetics, attitudes, values, and scripts interact with situational variables, including aggressive cues, provocation, and aversive situations, to produce particular cognitions and feelings (Kowalski & Westen, 2005). Thus, if a highly aggressive individual is placed in a situation where guns are present, the guns will activate aggressive scripts (that are probably easily accessible because of the individual's underlying aggressive personality) that will subsequently drive aggressive behavior, referred to as the output (Anderson & Bushman, 2002 in Kowalski & Westen, 2005).

Recent research on self-esteem and aggression provides support for this model. Most people assume that low self-esteem is more closely allied with aggression than high self-esteem, but this assumption is incorrect. Defined as *threatened egotism*, this relationship among self-esteem (a person variable), negative evaluations (situational inputs), and aggression (output) lends support to the General Aggression Model (Kowalski & Westen, 2005).

Not all high self-esteem people are more likely to behave aggressively. People with stable high self-esteem (i.e., people whose self-esteems rarely influenced by situational variables) are no more likely to behave aggressively than anyone else. People with unstable high self-esteem, however, do behave more aggressively when their shaky sense of self is threatened with negative evaluations (Kowalski & Westen, 2005).

## 2.2 RELATED RESEARCH FINDINGS

As to the causes of violence behavior research has concentrated mainly on the circumstances in which the offenders have grown up, and hence explanations for violent offending have been sought in family-related factors, experiences of childhood abuse, and individual psychopathology. However,

explanations of roots of violence behavior should include what is in the person such as personality traits and biological causes.

Hence, some studies on violence risk assessment have demonstrated that factors, such as early childhood problems, young age, male gender, and psychopathy as well as antisocial personality and schizophrenia with concurrent substance abuse, are associated with male violence (Webster, Douglas, Eaves, & Hart, 1997; Webster & Hucker, 2003), but studies on women are rare (Weizmann-Henelius, 2004).

A psychological risk factors of violence (Weizmann-Henelius, 2004), a more complete explanation of violence must take into account the biological bases of aggressive behavior, such as prenatal and perinatal risk factors which have been found to be associated with violent offending (Brennan, Grekin, & Mednick, 1999; Hodgins, Kratzer & McNeil, 2001; Kempainen, 2001; Raine, 2002; Rasanen et al., 1999 in Weizmann-Henelius, 2004).

Factors of family structure, such as the absence of a father or divorce, have shown a two-fold risk of violent offending (Kempainen, 2001; Sauvola, 2001 in Weizmann-Henelius, 2004). Females who have experienced neglect in childhood have been found to be at a two-fold risk of violent criminality compared with controls (Hodgins et al., 2001 in Weizmann-Henelius, 2004). Conflicting findings, however, surfaced in a prospective study in so far as physical and sexual abuses as well as lack of family cohesiveness were not found to be significant predictors of violent behavior in females (Loucks & Zamble, 1999 in Weizmann-Henelius, 2004). And, yet adverse experiences during childhood have been demonstrated to have a deleterious impact on the development of a child, increasing the risk of psychopathology (Weizmann-Henelius, 2004), and hence the likelihood of causing violent behavior in the child. Some of previous studies have also showed that, misconduct, anger, beliefs supportive of violence, confidence in using nonviolent strategies, and intentions to use nonviolent strategies were associated with levels of bullying behavior (Bosworth, Espelage & Simon, 1999).



Therefore, the research questions are investigated in light of what these reviewed literature say to capture the causes, types, prevalence, manifestations and preventions of school violence.



## **CHAPTER THREE: METHODOLOGY**

This section of the thesis deals with the methods how the research is carried out. It describes the methodological approaches and procedures employed to tackle the research questions such as the approach and design of the research, selection of the target population and its sampling for the study; and how data was collected, and the instrument used; and the presentation and the analysis of the data. Considerations of validity and reliability, and ethical issues are also parts of this section.

### **3.1 APPROACH AND DESIGN**

In this study, the quantitative approach and survey design is used. Though this survey design is used as a major strategy to address the research problems, it was also complemented using the qualitative approach using Focus group discussions and unstructured observations to triangulate method and respondents. The quantitative approach where its peculiarity lies in the use survey design as a main strategy is important in such studies as this to describe, explore and quantify behaviours as they exist in the field or natural environment. According to Bordens and Abbott (2002), surveys are widely used research techniques, specially the field survey as it helps to acquire several (perhaps hundreds of) measures about the behaviour of interest. At the same time, according to this same persons, survey is used to evaluate specific attitude or behaviours.

Therefore, in this study the survey research is used to explore, describe and evaluate the problem of violence as it occurs in the field in terms of its prevalence, types, manifestations, causes and preventions mechanisms.

However, yet this particular research design strives to combine the qualitative research approach as it entertains the focus group discussion and unstructured

observations in an effort to fill the information gaps not best meet by the survey design and to triangulate data.

## **3.2 TARGET POPULATION AND SAMPLING**

The primary target population of this study are students in two grade levels (i.e., grade 7 and 8) in the second cycle education (junior high schools) which are the primary sources of data meaning that the majority of data is gathered from this group and are the major focus of the study. On the other hand, teachers and parents are considered as secondary sources of data as their information is used to supplement the data found from the primary sources of data using the qualitative approaches using focus group discussion and unstructured observation. The students, teachers and parents are drawn from the three schools located in three different sub-cities. The age structure of students for this research was supposed to be ranging from 12-17 years of old, however there are cases who are outlier groups in that their age may go beyond 17 years of old, as there are students who enter school lately than the usual.

After determining the target population then comes the sampling of the population, this was made in two dimensions that is area sampling and population sampling. The area sampling as part of the sampling process in research helps to locate in time and space where the population for sampling is made so that it is manageable in terms of time, money and labour.

### **3.2.1 AREA SAMPLING**

In sampling the area for this specific research three government schools in Addis Ababa. Addis Ababa was purposively selected as there is a research project link and cooperation between one of the schools found in Addis Ababa and the university of Oslo which sponsors this study. Then , second  
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cycle schools (junior high schools) are selected again purposively as group of students at this grade levels are supposed to give adequate information to the research questions under curiosity and most often there is a report that violence is rampant among these grade level students .Government schools are also selected because of the fact that almost 90 percent of the schools in Addis Ababa are government schools, and so the selection is purposive. Finally, the selection of the three schools is done in the way that one of them is a project school while the remaining two are selected based on information from experts knowledge.(Addis Ababa, junior high, government, three schools)

### **3.2.2 RESPONDENT SAMPLING**

#### **3.2.2.1 SAMPLING STUDENTS**

After area sampling, the next stage was sampling respondents, hence the primary sources of data were students as they are the major sources of data to the study, and actually the research is about them. These respondents were sampled in such a way that clusters of samples/ respondents were taken from the naturally occurring groups( sections) in each grade level( grade 7 and 8) , and then from the clusters random sampling was done. For example, in each grade level there are about 10 to 13 sections( labelled 7A,B,C.....and 8A,B,C.....), these sections can be taken as clusters, so from these clusters I picked one from each level , and randomize the sampling. Therefore, cluster-random sampling was used. This method of sampling can be said multi-stage sampling where two stages of sampling were done to accomplish the task.

Using this cluster-random sampling, a total of 300 students were chosen from all the three government school where 100 were taken from each school, and 50 from each grade level. However, only 281 appeared during the actual data collection. Hence, the questionnaire was filled only by 281 students comprising of both sexes.

### **3.2.2.2 TEACHERS**

The teacher respondents as a secondary sources of data were need to participate for the qualitative part of the study and the method for them to gather data was focus group discussion. In focus group discussion only a limited number of participants are needed usually between 7 and 13 for participation. Hence the feasible sampling is purposive sampling where information rich and willing teachers are involved. Hence, they were purposively selected. The teachers in this participation had to come from the second cycle level, and every effort was made to maintain gender balance.

### **3.2.2.3 SAMPLING PARENTS**

In selecting parents for the focus group discussion criteria used were that the parents should have children attending the second cycle education(grade 7 or 8);those parents involved in some of the partnership works with the school such as parent committees; volunteers and near to school as far located parents from schools are most of the time cannot manage to come for reasons takes much of their time for their works in much more useful works for themselves, and hence decreasing their likelihood to come and participate for the non-paying discussion in cash or in kind in for immediate needs. Therefore, the sampling was purposive.

## **3.3 DATA COLLECTION**

This study employed different sources of information in which different methods/instruments are used to collect the desired data to entertain rich and valid information. No method is full by its own to exhaust the information required on some aspects of a research question under curiosity. Therefore, the limitation in one can be complemented and reinforced by the other(s) method(s).This being to use and acknowledge the principle of triangulation of data and respondents in an effort to make the

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findings sound , the following three data collection methods are used and discussed below.

### **3.3.1 QUESTIONNAIRE**

Surveys are generally conducted using structured interviews and/or questionnaires. For this specific study questionnaire was developed and used where a self-completion by students was done. A self-completion questionnaire ensures greater anonymity and is economic to use (Marks & Yardley, 2004).

The questionnaire consists of both close-ended and opened questions. The close-ended questions were formulated to consist of yes/no and multiple choices. The open-ended questions in the questionnaire were made to help the respondents to freely and openly state their opinion on some themes of the study. Moreover, open-ended questions elicit qualitative responses and are useful additions to any questionnaire (Marks & Yardley, 2004). Refer to the questionnaires in English and Amharic in the appendix part of the thesis.

The questionnaire was self-developed, however it was commented by a number of professionals, and mainly by my local advisor. First , it was written in English, not to loose the fresh memories about the problem of the research and knowledge that I have learnt from the literature. Secondly, after questionnaire is back and forth translated, then it was written in Amharic (the national language of the country, and also the respondents).

Questionnaire consisting of 45 main questions and 13 sub-questions was developed and administered to 281 students. The questionnaire made up of socio- demographic and school violence related questions in which to assess the variability in the demographic characteristics of respondents, and the prevalence, types, manifestation, causes and preventions of violence.

During the data collection period, the questionnaire was administered to students after they are sampled properly using a hall in the school compound that can consist of up to 50 students at a time in each school.

### **3.3.2 FOCUS GROUP DISCUSSION**

Focus groups have become the most widely used methods of eliciting the viewpoint of participants for qualitative analysis (Marks & Yardley, 2004). Hence, this method of data collection was employed in order to get rich information and that are missed and not well captured data through the questionnaires on the causes of school violence.

Accordingly, a focus group guide consisting of 7 questions was developed and administered for discussion with teachers and parents. During the focus group discussion, notes were taken by encouraging participants to discuss freely and giving chance for every one to participate through probing and cross-checking. Notes from this were transcribed and are put as part of the analysis and discussion part of the thesis as useful additions and reinforces of findings.

These focus group discussions were held in each of the three schools for teachers and parents in a separate groups. A total of 6 focus group discussions were held in which case two focus groups undertaken in each school one for teachers and the other for parents. In each session for the focus group, 5-7 participants were present.

Accordingly, three focus group discussions notes were produced from teachers in the three schools where a total of 19 teachers participated in it in . where, 7 teachers from the first two schools participated in each, and in the third school only 5 teachers participated.

With regard focus group notes from parents, three focus group notes were able to be produced from the three schools where a total of 15 parents participated in it. In terms of the number of participants in each sessions



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of the group discussions in each of the three schools, parents numbering/sizing 5,4 and 5 discussed in each respective three schools.

### **3.3.3 UNSTRUCTURED OBSERVATION**

Unobtrusive measures in observation are characterized by the fact that the data are collected in a natural setting in which the individuals are unaware that they are being observed (Gall, Gall and Borg, 2003). Observation is used in research in two ways - structured and unstructured. Positivist research generally uses structured observation and interpretist /naturalistic paradigms use unstructured observation (<http://cat.inist.fr>). In this particular study I used unstructured observation because the observation tool did not take into considerations of sampling of respondents and time (not scheduled in interval or the frequency of the timing). In other words, the specific questions in mind were not written in a check-list format, and time was not schedule for this particular purpose. This was done during all my stays in data collection in the respective schools from the first day till the end of data collection. In this it was tried to observe what happened to students in their interactions in relation to school violence. In the mean time notes were taken on the prevalence of violence to students while they are in the school and their interaction with all the school community members such as with administrators, teachers and other staffs. This was observed in places like in and around the offices, classroom, break time, and leaving and coming in schools. The notes from this observation would help to cross check, verify and reinforce data from the questionnaire and the focus group discussions, and hence to validate findings and have good picture of the problem of violence in those schools. Accordingly, three observational notes were produced from the three schools.

## 3.4 PRESENTATION AND ANALYSIS OF DATA

In this section, data gathered through a questionnaire given to second cycle education (junior secondary high school) students are presented and discussed. First the questionnaires and responses were coded and verified and the data were entered into SPSS from which different statistics are calculated. Then the output from this SPSS are presented in tables, and the percentage, mean and chi-square are analyzed and interpreted. The main objective of the questionnaire was to obtain general information from them on violent incidents taking place in and around their schools across the dimensions of perpetrators and victims. The responses from the open-ended part of the questionnaire are transcribed, categorized and summarized, and are presented using qualitative analysis, in that, different themes on causes of violence are interpreted and analyzed. The notes found from the focus group discussions and unstructured interview are presented qualitatively as subsections to qualify and reinforce on causes of violence found from the questionnaire

## 3.5 RELIABILITY AND VALIDITY

### 3.5.1 RELIABILITY

Reliability is defined as the ability of a measure to produce the same highly similar results on repeated administration, and this definition extends to a questionnaire (Bordens and Abbott,2002).According to Bordens and Abbott (2002) to increase reliability, it is suggested that increasing the number of items of a questionnaire; standardization of the questionnaire administration ;scoring responses carefully and making sure that the items in the questionnaire are clear, well written and appropriate for the samples subjects. Accordingly, to enhance reliability in the study I used all the

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precautions such as treating equally all the participants , administering in a private and relaxed condition by avoiding any intrusion of other individuals that have a potential effect to distract them; by arranging the chairs and the hall before hand .

As described earlier, appropriate back and forth translation of the questionnaire from English to Amharic, and from Amharic to English was also done. Appropriate explanations were also made to them during administration of the questionnaire to ease some ambiguities and difficulties; the questionnaire was also pilot tested and the necessary modifications were overcome as a result. The coding and summarization of the data was also carefully done by the researcher using the skills from SPSS in coding variables and taking common themes in the categorization of responses from open-ended questions. These procedures are all to ensure reliability. So this study can be said reliable as it takes into considerations all the factors that affect reliability.

### **3.5.2 VALIDITY**

Validity in survey research is concerned with the generalization of the results and also with the questionnaire's ability to produce the responses that it is intended to produce these can be achieved in a number of ways. In this connection ,according to Bordens and Abbott( 2002), a questionnaire must have validity if it is to be valid, and is defined as a questionnaire must measure what it is intended to measure. Another thing that worth consideration is the representativeness of the sample to the population it is drawn from in order the result are valid, and hence to generalize. A representative sample closely matches the characteristics of the population( Bordens & Abbott,2002), hence it is amenable to be generalized to the whole population and ensuring external validity. This study is therefore representative as it takes a sample size of 300 student respondents which is far more than the minimum sample size that is considered statistically

representative. To achieve this representativeness and make it valid, cluster random sampling was used. Another methods used to increase validity were appropriately formulating the questions; piloting the questionnaire, and the necessary modifications were done. The use of triangulation in terms of methods/ instruments and respondents were the qualities of this research design to meet validity. By triangulation data was collected using three different instruments, namely, questionnaire, focus group discussions and unstructured observation in order to get data from different respondents.

The data collection was also done in such a way that I was always there and administer the instruments by myself to avoid bias by strangers/ others who are distant in terms of commitment and vigour and know how of the research questions that I have in mind. The coding, verification and entering of the data into SPSS, and the appropriation of the statistical tools used to analyze and interpret the data were carefully done to enhance validity.

A representative sample contributes to the generalizability or the applicability of the findings to the entire population of interest for study) and to its conclusions. Therefore, a representative sample of 300 students is taken for this study. Besides, to make it valid, questions in the questionnaire are framed and developed using back-and forth translations of some terms; and during data collection every effort will be made in instructing the participants in the desired way to come up with useful data, and personal biases of the data collector and researcher will be minimized.

### 3.6 ETHICAL CONSIDERATION

As part of the ethical consideration is, how to access and get along with different gate keepers in research. With this regard institutions have their own rules concerning how participants can be accessed and recruited, and used in research (Bordens and Abbott 2002).

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In doing so , various levels of institutional authorization have to be passed through. First of all as a student at the university of Oslo, I got authorization letter from the University of Oslo, Special Needs Education Department requesting all relevant authorities and institutions for permission and necessary support in relation to my research.

Second , I approached the local university with which the university of Oslo has institutional cooperative agreement, and where my local advisor works for. From the university of Addis Ababa , through my advisor , I got formal letter of cooperation for other institutions and resource centres for permission and any support that help the accomplishment of the research. This formal letter was written with the local language so that it is in line with ethical consideration of the research process in terms of respecting the culture of communication. Using this letter of cooperation I contacted the Heads of the different sub-cities education bureaus where a letter of application for cooperation were submitted to them stating my identity and intentions of the research and the target schools and subjects. Then having this authorization letter, I got into the respective schools and briefed the principals the objective of the study, and the participants supposed to be involved, and every facility was arranged to me to run the data collection.

Ethical treatment of participants mandates that they be informed of the nature, purpose , and requirements of your study and be given the opportunity to decline participation(Bordens & Abbott,2002). Accordingly, the participants were informed the nature and purpose of the study which this helped to minimize the number of participants from declining in participating in the research and hence avoiding volunteer bias (Bordens K.S. , & etal.,2002)

Muchinsky (2003) also acknowledge that the legal rights of participants in research such as pertaining to their physical treatment during a study, confidentiality of information ,privacy, and voluntary consent. In order to meet

these legal rights of participants in this research everything was explained to them , and they were assured about the confidentiality of the information gained from them, and one way of proving to them was that no one is supposed to write his/her name on the questionnaire in the case of survey participants.

With regard to the focus group discussion participants, every line of ethical codes are followed, and no one's name is taken. Therefore , every one in the participation is anonymous, and this anonymity was maintained through informing them that any personal identification would not be recorded as part of the data, or in relation to the opinions they gave.

Private environment to administer the questionnaire and undertake the focus group discussion were established, and voluntary consent was met. In administering the questionnaire besides establishing private environment, different sessions were held for the different grade levels so that overcrowding and more lesser social climate were avoided as the two grade level students are many to manage in small sized halls, and as students from the different grade levels do not know each other well so by separately administering a much more social environment and easiness/ comfort were maintained

## CHAPTER 4: RESULTS PRESENTATION AND ANALYSIS

In this section, data gathered through a questionnaire given to second cycle education students, and from the focus group discussions and unstructured observations will be presented and analyzed. The main objective of the questionnaire was to obtain general information from them on violent incidents taking place in and around their schools. And the focus group was to collect data qualitatively from teachers and parents whereas the unstructured observation was what happened to students in terms of violence in the eyes of the researcher. Therefore, findings on prevalence, types, manifestations, causes and prevention of violence are presented and analyzed.

### 4.1. PREVALENCE OF VIOLENCE

TABLE 1: WITNESSING VIOLENCE IN THE SCHOOL PREMISE.

	FREQUENCY	VALID PERCENT
YES	159	58.5
NO	113	41.5
TOTAL	272	100

To capture the existence of violence, student respondents were in general asked to report whether or not they have witnessed violence in the school premises. And accordingly, 58.5% of the students have witnessed violence.

TABLE 2: FREQUENCY OF VIOLENCE

	FREQUENCY	VALID PERCENT
ONCE A DAY	64	37
ONE A WEEK	58	33.5
ONCE A MONTH	51	29.5
TOTAL	173	100

The frequency of violence of any type has also been assessed and found out that it happens almost on a daily basis as it is said to happen by

37% of them once in a day and by 33.5% of them once in a week. And yet a big proportion of them said that it happens once in a month (29.5%).

## 4.2. PERPETRATORS AND VICTIMS OF VIOLENCE

TABLE 3: PERPETRATORS OF VIOLENCE

	YES	VALID PERCENT	NO	VALID PERCENT	TOTAL	TOTAL
STUDENTS	106	38.4	170	61.6	276	100
TEACHERS	74	26.8	202	73.2	276	100
PRINCIPALS	11	4	265	96	276	100
UNIT LEADERS	33	12	243	88	276	100

Students were asked about the perpetrators of violence, and a simple inspection of the table above shows that students are the most perpetrators of violence(38.4%) followed by teachers as the second most actors of violence(26.8%), while unit leaders are also important sources of violence to a measureable degree and they are three times more of principals as perpetrators.

TABLE 4: VICTIMS OF VIOLENCE

	YES	VALID PERCENT	NO	VALID PERCENT	TOTAL	TOTAL
STUDENTS	180	65.2	96	34.8	276	100
TEACHERS	35	12.7	240	87.3	275	100
PRINCIPALS	11	4	265	96	276	100
UNIT LEADERS	10	3.6	266	96.4	276	100

As there are agents of violence, there are also recipients of it. Therefore the most victimized groups in the school were identified to be students(65.2%) while teachers are said to be the second to be victimized most. This is however with the principals and unit leaders with minimal and almost the same level of victimization to face(approximately, 4%).

TABLE 5: THE MOST PREVALENT TYPES OF VIOLENCE

	YES	VALID PERCENT	NO	VALID PERCENT	TOTAL	TOTAL
PHYSICAL VIOLENCE	63	22.8	213	77.2	276	100
VERBAL VIOLENCE	186	67.4	90	32.6	276	100
SEXUAL VIOLENCE	7	2.5	269	97.5	276	100
THEFT, SNATCHING PROPERTY	67	24.3	209	75.7	276	100

The degree of prevalence of the different types of violence were asked, and it was found out that verbal violence(67.4%) is the first and most to prevail which is followed by theft, snatching and property damage (24.3%)



while physical violence is put as third most prevalent (22.8%) with sexual violence taking the least share according to this study findings.

TABLE 6: DIFFERENT TYPES OF VIOLENCE EXPERIENCED BY STUDENTS

	YES	VALID PERCENT	NO	VALID PERCENT	TOTAL	TOTAL
PHYSICAL VIOLENCE	88	32.5	183	67.5	271	100
VERBAL VIOLENCE	167	62.5	100	37.5	267	100
SEXUAL VIOLENCE	14	5.1	258	94.9	272	100
THEFT, AND SNATCHING	72	26.7	198	73.3	270	100

Students were also asked whether or not any type of violence has happened to them( i.e., getting victim of any violence), and accordingly the majority of students (62.5%) encountered verbal violence while 32.5% of them have experience physical violence, and a significantly high number of students(26.7%) did also face violence related to property snatching and stealing ,while sexual violence(5.1%) was said to be happening the least to them.

In relation to the sexual violence experienced by students, they were asked the type of sexual violence that happened to them, as a result it was discovered that harassment( 33.3% ), rape(33.3%) , and others(33.3%) were occurring equally to them, which this finding is a little bit surprising as in realities this may not be happening.

Again students were inquired with regard to the agents who snatched and stole their properties, and accordingly 86.7% was exercised by students themselves where the rest was attributed to others.

The motives of the perpetrators for stealing and snatching were the other curiosity the study to find out, and hence 34% of students said that the reason was desire to get money from the sale of property stolen or snatched , while 12% of them stated that the most stolen/ snatched properties are textbooks, and so the perpetrators want to hand over/submit it to the school book store as if it were their own when they were not able to handover their own for any reason, while a small number (2%) of them practiced this to sexually harass and rape girls. And the rest( 52% ) of them did it for motives unknown by the respondents .

TABLE7: EXPERIENCE AS PERPETRATOR OF VIOLENCE

	Yes	Valid Percent	No	Valid Percent	Total	Total
On other students	40	14.8	231	85.2	271	100
On school properties( theft, destroying)	12	4.4	259	95.6	271	100

Questions related to whether a student perpetrated violence or not on other students and school properties were asked. Only 14.8% and 4.4% of students said yes that they perpetrated violence on other students and school property respectively.

Besides, as to the type of violence perpetrated by these students, it was found out that verbal violence (48.6%) was the most common used to violate other student where physical violence (37.1%) is the second most important type of violence. While the least perpetrated type of violence (2.9%) was theft, snatching and damaging school property. Furthermore, the specific types of school property damage and abuse undertaken by these small percentage of student perpetrators were investigated, and it was captured that stealing (33.3%) and breaking windows, chairs and tables(33.3%) took the same degree to occur as forms of school property damage, whereas damaging walls, black boards (11.1%) and damaging sport materials and equipments (11.1%) were said to weight equal degree. The rest mentioned as others take up 11.1%, too.

TABLE8: THE MOST PERPETRATORS OF VIOLENCE

	Yes	Valid Percent	No	Valid Percent	Total	Total
Students	195	70.9	80	29.1	275	100
Teachers	125	45.5	150	54.5	275	100
Principals	39	14.2	236	85.8	275	100
School security personnel/guards	80	29.1	195	70.9	275	100
Janitors/sanitation workers	14	5.1	261	94.9	275	100
Unit leader	62	22.5	213	77.5	275	100

Questions on the most perpetrators of violence in and around the school were questioned .Accordingly, students (approximately, 80%) were the major actors of violence which this is followed by teachers(45%).School

guards(29.1%) were also mentioned to contribute a measureable degree of violence, while unit leaders(22.5%), and principals (14.2%) were again cause a significant degree of violence. However, the least perpetrators of violence were found to be janitors (5.1%).

With regard to the type of violence perpetrated by these actors, it was reported that physical violence stands out to be the most violent type practiced by perpetrators in all groups . For example, teachers (45.5%), students(36.3%), principal (41%), guards (64.5%), and janitors(35.7%) practiced physical violence. whereas, verbal violence takes the second position as the most important type of violence perpetrated, and hence students(31.9%),teachers (47.1%),principals (35.9%), guards (22.4%), janitors(35.7%) and unit leaders( 28.8%) were all said to be practicing verbal violence.

TABLE 9: METHODS OF VIOLENCE PERPETRATION

	YES	VALID PERCENT	NO	VALID PERCENT	TOTAL	TOTAL
SLAPPING, BEATING, OR BELTING(WHIPPING) ETC	165	60	110	40	275	100
ASSAULT, HARASSMENT , RAPE	57	20.7	218	79.3	275	100
STEALING, SNATCHING , GETTING PRIVATE PROPERTY DAMAGE	88	32	187	68	275	100
DESTROYING, STEALING, SNATCHING SCHOOL PROPERTY	71	25.8	204	74.2	275	100
SPREADING RUMORS AND GOSSIP	84	30.5	191	69.5	275	100

As to the most common methods which perpetrators use , it was found out that the majority of them (60%) were using slapping, beating, or belting. Whereas the second most method mentioned was stealing, snatching and getting somebody's private property damage (32%).Spreading rumors and gossip (30.5%), destroying , stealing and snatching school property (25.8%), and sexual assault, harassment and rape (20.7%) were also pointed out as importantly considerable methods of violence.

TABLE 10: CONDITIONS (PHYSICAL ENVIRONMENT) UNDER WHICH VIOLENCE OCCURS

	YES	VALID PERCENT	NO	VALID PERCENT	TOTAL	TOTAL
IN THE CLASSROOM	94	34.2	181	65.8	275	100
IN AND AROUND CORRIDORS, AND VERANDAS	79	28.7	196	71.3	275	100
IN AND AROUND OFFICE	18	6.5	257	93.5	275	100
IN AND AROUND PLAY GROUNDS AND QUEUES	108	39.3	167	60.7	275	100
LEAVING THE SCHOOL PREMISE	2	0.7	273	99.3	275	100
COMING AND ENTERING TO SCHOOL PREMISE	0	0	275	97.9	275	100
IN AND AROUND TOILET AREAS	0	0	275	97.9	275	100

The conditions (emphasizing the physical environment) under which violence occurred were also examined. Accordingly, most of the time violence takes place most often in play grounds and in queues (39.3%), which this is followed by in classrooms during teaching or free periods (34.2%), and in and around corridors and verandas (28.7%). However, in and around the toilet and coming and entering to school premises are said to be conditions under which no violence are occurred.

TABLE 11: CONDITIONS (TIME FACTOR) UNDER WHICH VIOLENCE OCCURS

	Frequency	VAILD Percent
WHEN STUDENTS LEAVE SCHOOL TO HOME	29	12.2
WHEN STUDENTS COME TO SCHOOL AND AT THE ENTERANCE GATE TO SCHOOL	6	2.5
DURING PLAYTIMES IN SCHOOL COMPOUND	3	1.3
DURING QUEES	2	0.8
DURING CLASS ROOM HOURS	35	14.8
DURING CLASS BREAKS	66	27.8
IN THE ABSENCE OF OTHER PEOPLE	22	9.3
IN THE PRESENCE OF PEERS OR OTHER PEOPLE	1	0.4
OTHERS	73	30.8
TOTAL	237	100

Conditions related to school's day time under which violence is perpetrated were investigated ,and as a result the majority of the violence happened during break times from class(27.8%), and in class hours(14.8%).It was also claimed that a great proportion of it occurs when students leaving school to home(12.2%).However, 30% of it is said to be occurring under other conditions which are not mentioned by students in this case.

TABLE12: MEASURES TAKEN TO DISCIPLINE STUDENTS IN THE SCHOOL.

	FREQUENCY	VALID PERCENT
DRIVING STUDENTS OUT OF FROM CLASS	4	1.6
SUSPENSION FROM SCHOOL	51	20.3
ADMINISTRATION OF CORPORAL AND VERBAL PUNISHMENT	50	19.3
CALLING PARENTS TO SCHOOL	25	10
ELECTING STUDENTS' BOSSES/MONITORS IN THE CLASS	26	10.4
ADVICE GIVING	16	6.4
OTHERS	79	31.8
TOTAL	251	100

The measures taken by the school to maintain discipline and order were tried to be captured, and it was found out that the most common measure was suspension of students from school(20.3%), and followed by use of corporal punishment on students(19.9%). In additions, electing classes room students bosses(10.4%) and making students to bring their parents to school for discussion on their children(10%) were comparably the same that are used to maintain order and discipline in the school. While methods mentioned as others(30.7%) take up a higher degree of weight as measures, they were not specifically mentioned by the respondents this may happen for various reasons. However, the use of advice(6.4%) was cited as a measure by the school to help maintain order and discipline though it has assumed a lesser degree.

TABLE 13: THE MOST VICTIMS OF VIOLENCE

	YES	VALID PERCENT	NO	VALID PERCENT	TOTAL	TOTAL
MALES	71	25.8	204	74.2	275	100
FEMALES	158	57.5	117	42.5	275	100
YOUNGER STUDENTS	91	33.1	184	66.9	275	100
OLDER STUDENTS	22	8	253	92	275	100
PHYSICALLY STRONG	21	7.7	253	92.3	274	100
PHYSICALLY WEAK	61	22.2	214	77.8	275	100
ACADEMICALLY STRONG	31	11.3	244	88.7	275	100
ACADEMICALLY WEAK	60	21.5	219	78.5	279	100
LATE COMERS	89	31.8	191	68.2	280	100
ABSENTEE STUDENTS	12	4.3	268	95.7	280	100
THE DISABLED	34	12.1	246	87.9	280	100
THE NON-DISABLED	34	12.1	246	87.9	280	100

Questions related to gender, age, physical condition, academic performance, school timing and attendance, the absence or presence of disability of students were raised as exposing factors to violence, and to measure which group of students with these different attributes are much more prone to

victimization. It was ,therefore, found out that among the two genders females (57.5%) are more at risk of violence than males(25.8%).Younger students (33.1%), academically weak students ( 21.5% ), physically weak student( 22.2% ), late comers(31.4% ), disabled students ( 12.1% ), and the none disabled students(12.1%) are all the most victimized groups .

In connection to this the type of violence faced by these groups who are said to be most victimized were also tried to be captured and as a result the following were discovered, females experience 56.4% insult, snatched property, slapped, and beaten , and 32.2% of the type of violence experienced sexual assault, harassment; males(75.4%) faced beating, insult and snatched properties, while 10.5% of males are said to be facing sexual assault and harassment; younger students face

Younger students victimized through insults, snatched, and beaten(87.3%), and 10% face sexual assault and harassment.

Whereas academically weak students encounter insults, snatched, and beaten (77.6%) as the first most type of violence, and sexual harassment and assault (18.4%) as the next second most sort of violence.

Physically weak students do also faced insults, snatching property and beating (80.7%)

most of the time while sexual assault and harassment happening to them measures only 14%.

On other hand late comer students to school hours, face 44.6% of the insult, , snatched property, and beatings as the prime sort of violence, and only 12.2% of the sexual harassment and assault.

The disabled do also face most of the time violence related to insult, snatched and beating(78.6%),and sexual harassment and assault(10.7%).while they also experience spreading of rumor and gossiping(3.6%) to a minor degree.

The non-disabled are facing insult, snatched, and beaten(80.8%), and sexual harassment and assault(11.5%). however, they also face spreading rumors and gossip to some degree(3.8%).

TABLE14: THE TYPES OF VIOLENCE PERPETRATED BY TEACHERS

	Yes	Valid Percent	No	Valid Percent	Total	Total
Physical violence	79	28.5	198	71.5	277	100
Verbal violence	189	68.7	86	31.3	275	100
Sexual violence	20	7.3	255	92.7	275	100
Stealing, snatching and damaging property	31	11.3	244	88.7	275	100
Alienating from different educational participation and plays	26	9.5	249	90.5	275	100

Specific questions to the type of violence committed by teachers towards students were also examined , and accordingly , verbal violence (68%) is the most form of violence practiced by teachers where it was followed by physical violence (28.1%). Stealing, snatching and damaging property(11.3%), alienating students from educational and play participations take up (9.5%),and sexual violence ( 7.3%) were also mentioned as violence types exercised by teachers on their students.

TABLE 15: TYPES OF VIOLENCE PERPETRATED BY MALE STUDENTS ON FEMALE STUDENTS

	Yes	Valid Percent	No	Valid Percent	Total	Total
Physical violence	125	45.5	150	54.5	275	100
Verbal violence	135	49.1	140	50.9	275	100
Sexual violence	37	13.5	238	86.5	275	100
Stealing, snatching and damaging property	63	22.9	212	77.1	275	100
Alienating from social interactions and group works	13	4.7	262	95.3	275	100

The type of violence inflicted by males toward their female counterpart students were also looked up on. And hence, verbal violence(49%) accounts most of the violence type toward to female while physical violence(45%) is the second most important one faced by females. Stealing, snatching and damaging property(22.9%), sexual violence(13.5%), and alienating from social interaction and group works(4.7%) were also mentioned to have

considerable degree of worth noticing as types of violence to happen to females by their male counterparts.

TABLE16: TYPE OF VIOLENCE BY FEMALES TOWARDS MALES

	Yes	Valid Percent	No	Valid Percent	Total	Total
physical violence	39	14.2	236	85.8	275	100
verbal violence	110	40	165	60	275	100
sexual violence	19	6.9	256	93.1	275	100
stealing, snatching and damaging property	13	4.7	262	95.3	275	100
alienating from social interactions and group works	20	7.3	255	92.7	275	100
spreading rumors and gossip	101	36.7	174	63.3	275	100

The type of violence by females towards to male students were also captured. As a result, verbal violence(40%), and spreading rumor and gossip(36.7%) are the dominant ones that are exercised by females toward their counterparts. And , physical violence(14.2%), alienating from social interaction and group work (7.3%), sexual violence (6.9%), and stealing , snatching and property damage (4.7%) are said to be the different types targeted on males by females.

TABLE17: TYPES OF VIOLENCE BY MALE STUDENTS TOWARD TO MALE STUDENTS

	Yes	Valid Percent	No	Valid Percent	Total	Total
Physical violence	156	56.7	119	43.3	275	100
Verbal violence	143	52	132	48	275	100
Stealing, snatching and damaging property	83	30.2	192	69.8	275	100
Alienating from social interactions and group works	34	12.4	241	87.6	275	100
Spreading rumors and gossip	38	13.8	237	86.2	275	100

The type of violence exercised among the same sexes(males) were also found out, and accordingly males exert on male students most of the time physical violence(56.7%) which is closely followed by verbal violence(52%). Stealing, snatching and damaging property(30.2%),spreading rumors(13.8%) and alienating from social interactions and group works(12.4%) were also mentioned as important types of violence employed by male students to their same genders.



TABLE18: TYPE OF VIOLENCE BY FEMALES TO THEIR COUNTERPARTS  
(FEMALE-TO-FEMALE)

	Yes	Valid Percent	No	Valid Percent	Total	Total
Physical violence	82	29.8	193	70.2	275	100
Verbal violence	141	51.5	133	48.5	274	100
Stealing, snatching and damaging property	38	13.8	237	86.2	275	100
Alienating from social interactions and group works	33	12	242	88	275	100
Spreading rumors and gossip	118	42.9	157	57.1	275	100

The type of violence perpetrated by females to their counterparts (females) was found to be verbal violence (51.5%) the most exercised one which is followed by spreading rumors and gossip (42.9%) as the second most important type of violence exercised among females. However, physical violence (29.8%) is the third significant type of violence whereas stealing, snatching and damaging property (13.8%) and alienating from social interaction and group works (12%) were also mentioned, though these seemed to measure a relatively small degree of violence to be exercised.

TABLE 19: SCHOOL PROPERTY DAMAGE BY MALE STUDENTS

	Frequency	Valid Percent
Yes	139	51.7
No	130	48.3
Total	269	100

Whether male students destroy school property or not were asked, and accordingly 51.7% of them said students destroy school property, and the kind of damages were found to be breaking windows, chairs, tables and light bulbs (90.8%) and marking and scratching walls/graffiti (3.3%), whereas destroying sport materials (2.5%) and text books (1.7%) were also practiced by way of violence to school. However, a relatively high number of missing systems were observed in this typical question because of the high non-response rate.

TABLE 20: SCHOOL PROPERTY DAMAGE BY FEMALE STUDENTS

	Frequency	Valid Percent
Yes	68	27.6
No	178	72.4
Total	246	100

Females were also reported to destroy school property(27.6%), in which case they break windows, chairs, tables and light bulbs(76.7%); and marking and scratching walls/graffiti(6.7%) and damaging textbooks(5%) and sport materials(3.3%) were among others perpetrated by females with regard to destroying school property.

## 4.3. CAUSES OF SCHOOL VIOLENCE

### 4.3.1 INDIVIDUAL FACTORS

In this particular study very detailed and exhaustive individual factors were found out as causes. However, only the major ones are extracted and discussed here by further categorization of these individual factors in to different domains that make up the individual.

#### 4.3.1.1. *PROBLEM BEHAVIORAL CONSTRUCTS*

Misconduct such as anger, rudeness ,insult, undermining , being inconsiderate, joking, breaking order, stealing and taking /snatching each other property ,loss or damage of property; disturbing in class ; inappropriate dressing code; engagement in trivial matters ;offensive gesture; boaster and boldness; domination ; intolerance ; threaten; lack of hygiene ; and walking alone in potentially dangerous places; lesser education and ; lack of knowledge(unaware of rights and obligations ) and behavioral change , undercover and improper plays and games; indecisiveness; use false information ;differences in hardworking such as laziness .

Unhealthy competitions /jealousy ; being excelled academically; self-defense ;talkativeness ; irresponsibility(improper use of public properties; indiscipline; authoritarianism ; abduction ; jocks ; defamation; inattentiveness and disengagement in class or lack of participation in class activities; devaluing ; unlawfulness ; theft and not exposing thieves before hand;

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Disinterest with schooling and ; competition over chairs , academic weakness and non hard working, late coming ; and forcing girls for friendship.

Being difficult to be managed ,teasing; jocks; gossiping ; meanness; deviancy; conditioned to bad behavior, quarreling; carelessness ; rudeness; harassment and rape; impoliteness; inactiveness; destroying and not able to meet expectations; girls fear of males beatings .

Reporting teachers' weakness; breaking justice , class hours and school orders and missing classes; letting others cheat in exams; blacklisted /blackmailing loosing property; hurts ; and inability to listen to each other.

Absence of democratic culture such as lack of discussion and negotiation; silence by female students and weakness of girl such as girls non reporting behavior for sexual offence and lack of open discussion.

Girls' desire to practice sex and voluntarism , and men's desire to take advantage of the girls' virginity; girls tolerance , inaction and welcoming approach to abusive boys and lack of personal distance ; girls' promiscuous behavior;

Non use or inappropriate use of uniforms. Girls styles of dressing and walking and girls use of make ups and jewelries .The beautifulness and seducing looks by girls.

Cheating , gambling, non realization of warnings; attention seeking ;submissiveness and quietness, unmet expectations; jealousy; incivility; lying ; teasing, nick naming; name-calling

non-empathy; confronting teachers; not letting others to cheat in exams; Impoliteness, deviancy ; gambling; disrespect ;aggressiveness; beatings; uncontrollability and disrespecting personal boundary. Male's tendency of showing and using physical domination

Shortage of material needs displaying bad behaviors from the neighborhood. Inability to identify the offender ;silence; competition over girlfriends and over boyfriends; and fear for transmission of some viral diseases;

Low comprehension level of civics education and poor listening skill; disinterest in schooling; and motive to drop out and change school. lack of ethical education ; breaking chairs; not internalizing advices ; Immaturity and faulty behavior

Spending time in unimportant places and practicing odd things. Preoccupation with personal problems; showiness differences in ethnicity ;poor economic back ground and differences in dressing styles.

Less participation in group activities and absence of equality. Arguing and confronting teachers and among students. Sexual harassments; Not living for sexual expectation of others ; problem in solution seeking behavior.

#### ***4.3.1.2. PSYCHOLOGICAL AND ATTITUDINAL PROBLEMS***

Low self-esteem and non assertiveness ;thinking girls as sexual objects; ; and motive to spoil the life of girls; erroneous thoughts; making girls feel shy and (shame); over confidence; considering others as inferior; and negativism; misjudging others; negative feeling to others; suspicion; superiority complex ; inferiority complex; pre occupation with negative thought and attitude ; ill thought ; lack of life goal ; inferiority complex; lack of confidence, selfishness negative attitude to education sense of unhealthy excellence; feeling unhappiness ; threats; motive to offend and put others in conflict ; negative attitude; destructive attitudes; lack of sympathy and empathy; irresponsibility; motives for clash ; jealousy; irresponsibility; boaster; to be afraid of by others and get recognition;; attraction to beauty, and emotionality ; meanness; hatred ; meanness ;open critics ;threatening; revenge; hatred; irresponsibility; Physical domination; motive to infect with HIV/AIDS and disease; negative feeling to education; Problems in the makings of the person/individual faulty feelings and thoughts ; motives to antisocial behavior offence ; hot temper ;lack of insight ; motives to cause problems in the family. Infatuation; emotionality to sex erroneous beliefs of participation and. Experiencing different violence such as harassment, rape ; pushed and pulled by others; harassments ; fight;

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violence to teachers, desire for sexual gratification and accidental clashes are all mentioned.

However, girls' good qualities such as cleverness of a girl in education has also mentioned as factor to violence. However, good qualities like reservation from insulting others as a defense; and openness are considered as exposing factors to face violence.

Physical power, femininity, masculinity, puberty, youthfulness and adolescence, being female and puberty period of girls; being young and physically weak; physical strength; inequalities in physical strengths. However, positive qualities are also mentioned as causes such as being intimate and understand each other, and courage and hardworking, good knowledge and good clothing are all said to be causes to violence.

#### ***4.3.1.3. PHYSICAL CHARACTERISTICS AND OTHER CONDITIONS***

Not being handsome; sickness; physical weakness; Functional limitations such as disability; illness from HIV/AIDS or other health risks; being an orphan; fear of AIDS; lack of hygiene and being suspected of some kind of disease such as HIV/AIDS.

#### ***4.3.1.4. RELATIONSHIP PROBLEMS AND SOCIAL INTERACTION***

Unhealthy competitions; telling about somebody's drawbacks; low level interaction; broken friendship. Negative attitudes to others such as irritating, offending, and disgracing; undermining, and disrespecting as in mistreating teachers. Unnecessary involvements with others affairs and lack of close relationship with teachers.

Inhumanity and the sense good feeling through alienating others. Labeling as lazy some of the students and distancing, discrimination, disinterest and disgusted with and by others.

Differences in opinion, being unhelpful to let others cheat in exams; and mismatch in mood. Nonconformity and intolerance to each other. Non trustworthiness, cheated sexual negotiation and relationships, and also gender inequalities.

Relationship problems as a result of revenge, hatred, uncooperativeness, misunderstanding, backbiting and gossip. ones' friends as causes of violence are also cited. power imbalances; being suspected of something; threats to one's sibling and close friend; alienation; differences in attitude; poor acquaintance to each other, previous conflicts, non-mutual relationships and negative peer pressure

#### **4.3.1 School Related Factor**

Teachers personality characteristics such negative attitude, aggressiveness, unmet expectations, differences in students personality such as academic differences; use of physical punishment; discrimination and unequal treatment among students( a case in point is they always favor hardworking students and disliking lazy students); unfriendliness; accusing of the offender by the school office.

Ineffective teaching and teachers beliefs of students as nobody and defenseless; carelessness; poor supervision; inflexibility, impatience; punishing on unfounded reasons and inability to ask for reasons; lack of helping students on some lessons and poor pedagogic skills of the teacher; lack open mind; male teachers

( For example, for sexual violence such as assaults of kissing and breast touching to girls ).negative attitudes and thoughts( such as considering students as change resistant; motives such as to hurt, and feeling of teachers that some students are disinterested and lazy; revenge; hatred and fights .desire for sexual relationships with girls; authoritarian approach, violence by teachers ( such as quarrel with students, taking down (reduce) the marks/scores of female students to force them for sexual negotiation ;

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and bad questions to students ); unhappiness as a result of students weak academic performances.

Toughness of lessons and when teachers feel that students have difficulties in their education.

Differences in ethnicity ,and economic background between teachers and students; when teachers' weaknesses are reported to the administration. Teachers' erroneous belief of class room management and teaching ( such as use of corporal punishment to discipline and help students know well). However, some of them highlighted positive qualities of teachers such as having better knowledge as factor to violence by intimidating and degrading students . Besides, good qualities of teachers as tolerance, politeness, and empathy are misunderstood and misused by students , and hence serving as fertile grounds for misconducts and violence to manifest . Teachers' intention to help hard working students and maintain order in the school by hold back notorious students and leave alone non hardworking students are also causes of violence.

The school's poor advice, control ,supervision and measures, and following up and unequal treatments are among others to cause violence in students.

Infancy of civics education in to the curriculum, and inefficiency of teachers to teach civics education ; and absence of awareness raising education are important factors to consider too.

Poor characteristics of the school such as weak administration , lack of education on discipline , rules and regulations ;suspension, inadequate laboratory equipments and services; non caring guards and unit leaders ; absence of adequate law and poor implementation ; culture of using corporal punishment and delaying students from classes by way of punishment or forcing them to miss one learning session. Lack of listening to the complaints of students and inability to identify offenders and absence of strict control and measures ;lack of measures on teacher offenders; big number of the student population and presence of relatively large number of

students with misconducts. The location of the school and presence of forest is among other factors.

#### **4.3. 2.PARENTAL, SOCIETAL AND GOVERNMENT FACTORS**

Problems in the neighborhood community and society such as poverty, and differences in economic and educational status and existence of violence in the community, breaking laws of justice, negative attitude to education( as an example unemployment opportunities after education) ; and problems in child upbringing ( poor supervision by community). Different negative social contacts ( as in drug users and street gangs and negative peer pressures).

Family problems ( such as economic constraints, problems in child rearing styles and absence of advice , control , supervision and follow up, and disciplinary problems at home)

Societal ethnocentrism , stereotypes, stigmatization and ostracization, and differences in wealth, linguistics, religion ,ethnicity and political support , and extension of these and other stereotypes/misconduct problems to school.

The prevailing television and video shows , and its impact on the modeling of foreign culture and lifestyle that are not parallel and contextualized to the ways of living and cultural development of the society. Monetary needs of the children to attend those illegal video shops and films .

Society's lack of communication on harmful traditional practices , and absence in the implementation of laws and measures by the government to proper monitoring controlling, supervision , and follow up to violence and hence the sense of insecurity; strike, and political violence in the society.

Contracting some diseases such as HIV/AIDs; orphaned due to HIV/AIDS or some other causes; fear of AIDs; lack of hygiene and disability in a society are exposing factors to violence as there are



discriminations and ignorance in the society for being different in health conditions.

However, positive qualities and being unique in a society such as having good knowledge and clothing are also mentioned risk factors to violence.

Societal erroneous and negative thoughts, irrational judgment, alienation and stereotyping; hating for some kind of misconduct, sense of unhealthy competition; experiencing undesirable behavior and biased information (for example when one loses weight or gets sick society attributes it to AIDS) are all sources of violence in students.

In general, lack of appropriate measures on student offenders by concerned bodies; and also lack of society's control on the prevailing bad films watched and some plays by children; and children's spending of their times in potentially dangerous and uncontrolled places by society.

Society's inability to meet needs for educational materials by children is another attributed factor to cause violence in schools.

## **4.4. VIOLENCE PREVENTION METHODS**

The existing preventive method of violence in the school were tried to be captured in an effort to examine what methods of prevention are in place and who does what in order to recommend for future action to bring down violence in schools. This was then treated in three different levels, namely, the individual, school and societal levels.

### **4.4.1 INDIVIDUAL LEVEL**

Personal preventive measures referred to the mechanisms students use to protect themselves from violence and efforts they show to reduce violence in the school.

Accordingly, all the followings were said to be preventive methods by students:

Avoiding attending unimportant and potentially dangerous places and times (such as walking at night and unattended places, and not going out of home without purpose,) and reservation from offending others and unimportant involvements in some affairs and go hiding from fight and avoiding communication with strangers and hurting friends (such as avoiding easy going). Reservations from insulting quarreling and conflict. Healthy communications such as behaving good, advice giving, negotiation, teaching and convincing, and dressing in accordance with the norm, and respecting school rules and regulations.; asserting oneself (such as not accepting some exploitative questions); being carefulness; Use of dialogue and keeping silent; politeness and discussion;; being patient; not disturbing in the class; attending class regularly and coming early to school; being non-attention seeker; avoiding boaster and not feeling inferior; giving respect to self and others; alertness and being skeptical of some matters; self confidence; taking care of myself from diseases; Silence, tolerance, and try to change attitude of boys towards girls positively. Not crossing over others personal boundaries

Positive use of psychic energy such as focusing on education and seriousness of purpose. Working hard on all subjects; Exercising and training in body building sport for self-defense such as 'kung fu Wuhu' and 'tequando'.

However, such attributes as conforming, and the tendency and use of physical force and aggression, and any reactions appropriate to the situation are used. The use of other possible ways of defending self, and even by paying whatever cost it brings with and taking non proportional counterattack. Use of group defense; Warning the offenders; pretending in some ways even when violated such as polite and tolerate in times of

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power imbalance; and denying some insults which are elementary, but if it is worse I counterattack.

And, yet other much more healthier preventive methods are running away from offenders and shouting aloud for help, and not giving inviting face to boy and ignoring some offenders.

Using legal bodies and reporting to school administration, teachers ,family members ,police and close persons in effort to seek advice and help are all person measures by students to prevent violence in their schools and that happens to them.

However, in cases of sexual violence some students say they deal it with themselves and do not report to somebody else.

Finally some of them mentioned relying on God to save them as a preventive method was found out. Here, indicating spiritual aspects of preventing self from violence.

#### **4.4.2 SCHOOL LEVEL**

Calling parents for advice and discussions individually and with students.

Organizing child rights clubs( such as girls' club ) for the provision of discussion, education and advice on girls' participation and reproductive health and sexual violence through the use of mini-media, and discussion forums.

Provision of social skills training such as mediation and negotiation among students. The unit leaders patrol, supervise ,monitor and follow up the school environment ; and in some cases they work together with government police . It was also reported that students are followed up by unite leaders with out some students knowledge of being followed up.

The school check for identity of the individual ( example, identity card) who wants to get in the school facilities, and prohibit the person from entering the school such in the library if he/she is not entitled by

authorized body to be in and use any facility. It also supervise and prohibit students from attending potentially dangerous places; and fences the school compound and the garden , and use school guards as part of its violence prevention methods.

Further more participatory and student oriented techniques of violence reduction are employed by the school such as electing students' police, council, and class room bosses to reinforce the works of the unit leaders and government police for the same end, which is violence prevention. student councils provide advices , discussions , and support programs to facilitate to decision making for common issues and their resolutions, and foster tolerance and respect among the school community.

It also takes high level measures on the offenders such as reporting and taking to legal bodies( example to court) and even to jail.

Reporting among each other by the principals, teachers and unit leaders on misconducts and problem students , and use of student- teachers evaluation are also part of the preventive strategies cited by students. Finally , even teachers are not immune of measures by the school as they are given warning who are reportedly to cause violence. These all are the preventive efforts to violence by the school as reported by students .

#### **4.4.3 SOCIETAL LEVEL**

- Provision of advice ,discussion and education to convince students in an effort to witness behavioral changes in students to maintain discipline, and this is partly done through peer education on various thematic issues.

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- Consult and discuss with school administration as needed , and in other times they try to solve some problems through warning, threatening and punish the offenders and do follow ups .
  - Report to teachers, parents and other concerned legal bodies such as to the woreda police, and kebele administration .Further more , it takes some cases of violent acts to the court.
  - Show tolerance , meet, discuss and work together to and with students to devise solutions to problems.
  - Devise and employ different guidelines, laws and legislations in an effort to prevent violence.
  - Educate some health issues and diseases such as on how some diseases are transmitted and prevent them;
  - Participate in issues of the school such as investigating problems and taking actions ;identifying the offender; give critical comments to the school community and parents during the end of the school year; involve students in community works ;follow up actions taken by the school ;contribute money to the school; try to adjust problems that matter the school . Discuss, speak out and seek solutions collectively in meetings.
  - Promote dialogue in and with school among the society.
  - Avoiding participation in violence; and however they also ostracizing and marginalize the offender; Punish the offender physically and psychologically, and withdraw the offender from school by way of violence prevention.
  - And yet it has been said that only some of the community members show these efforts to prevent some types of violence, such as sexual violence.
  - Establish strong links with teachers and school administration to communicate about students and to give suggestions and opinions on common matters and to work them out.

- Establish associations to support victims ,and to prevent any other happenings of violence.
- Some of the respondents however mentioned that society give full responsibility and authority to the school administration to prevent and handle problems of violence.

## CHAPTER FIVE: DISCUSION OF THE FINDINGS

In this section, data gathered through a questionnaire given to second cycle education students, and from the focus group discussions and unstructured observations will be discussed.

School violence encompasses bullying, assaults, threats, sexual offenses, as well as the less apparent but equally important components of graffiti and vandalism.

<http://www.nceev.org/violence/school.html>

In light of this definitions of violence, this section of the thesis highlights major finding on the prevalence, types ,manifestations, cause sand preventions , and discuss them in line with the existing knowledge on the area of violence.

### 5.1. PREVALENCE OF SCHOOL VIOLENCE

Both in society and schools, violence is increasing at an alarming rate worldwide, with a devastating impact on all sectors of society( Ohsako,1997 ).According to this same person, it was pointed out that in a study done in Ethiopia in 1996, where three junior and five senior secondary schools were studied in the inner most cities around Addis Ababa, there were 240 reported violent cases( on average, thirty cases per school).

Furthermore, as indicated in a study done by Tigest and Dereje 1997 in Seleshi (2001) , it was found that 79 % of urban and 76 % of rural children in school reported some form of physical punishment. Violence was said to be common in junior schools with a magnitude of 71% which is lower than in senior high secondary (Terefe & Mengistu,1997).

Therefore, violence is rampant and a reality in Ethiopia as can be learnt from the aforementioned previous findings in school violence. The present study also affirmed that there is a high and wide prevalence of violence

at least in the selected schools for this particular study. Three government schools from the second cycle educational level (junior highs) were selected and a total of 281 students filled a survey questionnaire, and with regard to the existence of violence it was pointed out that 58.5% of the students have witnessed violence. And its frequency on a certain time period is relatively high, and it can be said that it occurs almost on a daily basis as the aggregates of daily and weekly prevalence show. Violence occurs once in a day (37%) and once in a week (33.5%). Therefore, the occurrence of violence is pressing in this context. From this it is understandable that more than half the respondents have witnessed one or another form of violence that happened to themselves or other students in the school premises. However, school violence is not an exceptional problem to Ethiopia. For example, in Jordan, a sample of 740 students from urban Amman schools, were studied and it was found that 97.7% of students reported the presence of violence in their schools (Ohsako, 1997).

## 5.2. TYPES AND MANIFESTATIONS OF VIOLENCE

Most prevailing forms of violence in the schools studied are verbal, and physical violence as dominant ones. Theft, snatching, property damage, and sexual violence are all the forms that exist in these schools with varying degree. Other studies by Terefe and Mengistu (1997) showed that intimidation (verbal, physical and psychological threats) and snatching (property, money and other materials), physical violence and rape attempts were the most common ones. It is also evident that from comparative studies in different countries where Ethiopia was among them, it generally appears that the three most commonly classified types of violence are bullying-physical (kicking, hitting), verbal (name calling, insulting), psychological (isolation, ignoring)-exist in all the countries investigated in the study (Ohsako, 1997).



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## 5.3. MANIFESTATIONS OF VIOLENCE

The manifestation of violence in this case is understood taking into consideration characteristics of perpetrators and victims such as their status ( students vs. school staffs) and students sex, age, physical strengths/ weaknesses, academic performance, school timing and attendance, and disability and non disability conditions.

### 5.3.1 PERPETRATORS OF VIOLENCE

Students are found to be the major perpetrators of violence followed by teachers. However, unit leaders and principals are also important sources of violence where the former mentioned triple times as perpetrators.

Students perpetrated violence on other students (14.8%) and school property(4.4%), however, only a small degree of them said that students have perpetrated violence on other students while it was found out that by and large students are the most perpetrators of violence as shown in the previous paragraph. This low proportion of these students as perpetrator of violence on other students may be due to lack of students self-disclosure of their behavior as perpetrators while they mentioned that students are in general the most perpetrators.

The type of violence perpetrated by these students were verbal violence and, physical violence as the major ones, while the least were theft, snatching and damaging of school property. Further more, the specific types of school property damage and abuse performed were captured and were stealing and breaking windows, chairs and tables which are found to be occurring at a relatively higher but with equal degree compared with other types of school property damage such as walls, black boards and sport materials and equipments .

### ***5.3.1.1 THE MOST PERPETRATORS OF VIOLENCE***

The degree of violence by different actors was investigated using very qualifying words such as “the most” perpetrators of violence. Accordingly, the most perpetrators are students who are followed by teachers. And school guards are the third most important ones in this regard, and yet unit leaders were also mentioned to contribute a measureable degree of violence next to school guards. However, the least perpetrators of violence were found to be janitors.

And with regard to the type of violence perpetrated by students, teachers, principals, unit leaders, school guards and janitors physical violence stands out to be the most practiced type of violence in all the groups. Whereas, the second most type is verbal violence across all groups of perpetrators.

### **5.3.2 VICTIMS OF VIOLENCE**

Whenever there are perpetrators of violence there are recipients of violence, and vice versa at least in interpersonal violence. Hence the recipients of violence called the victims were found to be students as number one victims while teachers are said to be the second most victims of violence. However, the principals and unit leaders are the least victimized groups but with the equal level of victimization. In this study, therefore, students are the most at risk groups of the school community as perpetrators and victims of violence. Teachers are the second most groups as perpetrators and victims of violence next to students. This scenario may indicate the fact that students and teachers are the most groups to interact to each other, and hence one affects the other considerably as receiver and perpetrator of violence.

#### ***5.3.2.1 THE MOST VICTIMS OF VIOLENCE***

Specific violence victimization questions were asked taking into consideration the age, gender, physical strength/weakness, academic

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performance, timing and nonattendance/absence of /from school, presence/absence of disability. Accordingly, females ,younger , academically weak ,physically weak student, and late comers students are all the most victimized groups . However, the disabled students and the non disabled students are said to be equally victimized. Violence committed in and around schools is generally targeted at girls and smaller children, where the major victims of violence were girls (Ohsako, 1997).

The types of violence used by the perpetrators to victimize others were insult, snatched property, slapped, and beaten, sexual assault, harassment; However, spreading of rumor and gossiping to a lesser degree. In line with it was mentioned by Ohsako( 1997 ) Attempted rape is serious violence, and verbal attacks were common on smaller students and girls. But in the present study sexual violence is the least expressed compared with the other forms of violence.

#### **5.4. THE TYPES OF VIOLENCE PERPETRATED BY TEACHERS**

Specific questions to the type of violence committed by teachers towards to students were also examined. As a result verbal violence is the most common form of violence which is followed by physical violence .Stealing, snatching and damaging property, and alienating students from educational and play participations are all perpetrated by teachers, however they measure a smaller degree compared with the other forms mentioned here above. And yet, sexual violence is also among the types of violence by teachers to students but to a much lower degree in relative terms.

## 5.5. TYPES OF VIOLENCE PERPETRATED BY MALE STUDENTS ON FEMALE STUDENTS

Male students practice those forms of violence to their female counterparts such as verbal and physical violence as the most and second most types of violence respectively. Stealing, snatching and damaging property and sexual violence are also considerably important forms next to the aforementioned. While alienating from social interaction and group works is also reported as existing but to a lesser degree.

## 5.6. TYPE OF VIOLENCE BY FEMALES TOWARDS MALES

Female students exercise those forms of violence toward their male students counterparts as verbal violence which is the first most type, and spreading rumor and gossip as the second most important one. And, physical violence was said to be the third most important type. Alienating from social interaction and group work, sexual violence, and stealing, snatching and property damage are all important forms of violence by this groups. Here one can see that verbal violence is the dominant form of violence that is exchanged among the two genders. However, physical violence is most often used by males than females whereas the spreading of rumors and gossip is most used by females than by males.

## 5.7. TYPES OF VIOLENCE BY MALE STUDENTS TOWARD TO MALE STUDENTS

The type of violence exercised among the same sexes(males) were found to be physical violence as the most common which is closely followed by verbal violence. Stealing, snatching and damaging property as the third most while spreading rumors and alienating from social interactions and

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group works are said to be common forms of violence and are experienced in almost the same do occur in almost the same level.

### **5.8. TYPE OF VIOLENCE BY FEMALES TO THEIR COUNTERPARTS (FEMALE-TO-FEMALE)**

Females perpetrate those types of violence among themselves such as verbal violence as the first most and followed by spreading rumors and gossip. Physical violence is the third significant one while stealing, snatching and damaging property and alienating from social interaction and group works are all important forms of violence , and seem to share an almost equal level of occurrence.

### **5.9. SCHOOL PROPERTY DAMAGE BY MALE STUDENTS**

School property damage and abuse by male students were examined , and accordingly, a large percentage of male students destroy school property where the kind of damages were breaking windows, chairs, tables and light bulbs as the most significant ones. Whereas, marking and scratching walls, destroying sport materials and text books are all that are practiced by these male students, but relatively speaking these types are happening to a lesser degree compared to the other previous ones. However, a relatively high number of missing responses occurred this might be due to the sensitivity of the question as self-revelation of public property damage is considered as criminal activity.

### **5.10. SCHOOL PROPERTY DAMAGE BY FEMALE STUDENTS:**

Females were also reported to destroy school property, but when compared with the males it was witnessed that the magnitude of the violence is very

low. The types of damages are breaking windows, chairs, tables and light bulbs as most common ones. Marking and scratching walls graffiti, damaging textbooks and sport materials are also there but with a minimal degree of occurrence compared with the other forms of school property damage cited above.

## 5.11. MEASURES TAKEN TO DISCIPLINE STUDENTS IN THE SCHOOL.

In an effort to identify the violence that happen to students in the name of disciplining and maintaining order in the school , the school disciplinary measures were assessed. Accordingly, suspension from school and use of corporal punishment were found to be the most common ones. However, teachers' role as models to help students develop non-violent behavior and attitude, and teachers' management skill of violence with non-punitive and constructive means were emphasized and applying punitive measures such as expelling aggressors from the school, does not create a final solution to the problem; rather, it multiplies the problem(Ohsako,1997)

Electing classes room student bosses and calling students' parents for advice, discussion and warnings are all used ,but to a much lesser degree as measures. While advice giving is the least measure used.

## 5.12. CONDITIONS UNDER WHICH VIOLENCE OCCURS

Aggression varies over time and place in the real world, and there is a constant process of social adaptation to aggression or its consequences .People learn whether or not aggression pays off and the contexts in which to use it or how best to respond to it (Herbert -Martinez ,2001) . In line of this thought it can be said that there is conditional variations in committing and receiving violence. Taking the physical environmental and

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time frame factors, the conditions for violence were captured. With regard to the physical environmental conditions, violence takes place most often in play grounds and in queues, classrooms hours, and in and around corridors and verandas. whereas, no violence is witnessed in and around the toilet, and coming ins ( gates) to school premises. Conditions related to school's day time( time frame) under which violence is perpetrated were said to be during break times from class, and in class hours and when students leave school to home. However, a great proportion of it was also mentioned to occur under others time conditions which are not specifically listed down by students in this case.

### 5.13. METHODS OF VIOLENCE PERPETRATION

The methods of inflicting violence on others worth consideration. Accordingly, objects or instruments used for bullying and performing violent acts were found to be razor blades, stones, knives, clubs and related objects (Terefe & Mengistu, 1997). Unlike this previous study, the present study tries to grasp the methods of violence in terms the broad components of the different violence types, and it was generally reported that major method of violence employed by the perpetrators towards students were said to be slapping, beating, belting, teasing, insulting; stealing, snatching and damaging properties; and spreading rumors and gossip, and sexual assault, harassment and rape.

### 5.14. CAUSES OF VIOLENCE

Bronfenbrenner (1997), explains that the a child's development is affected by a number of factors surrounding him where the child is at the centre

of those influential factors. Therefore the interrelation and interaction of various environmental factors have a role for the development of antisocial behavior in the children. However, this theory seems to emphasize the external factors to the child, while what is in the child has a detrimental factor for the ways the child behaves. And yet, this theory has immense importance, in the sense that the interaction of different environmental factors with the individual child contribute to the development of violence. According to (Ohsako, 1997), violence is a product of the interaction of many factors. Accordingly, an aggressive child who is mostly exposed to violence-dominated school, community, and neighborhood and has unemployed, frustrated and quarrelsome parents has a high likelihood of committing violence. Therefore, frustration and alienation often experienced by young people who come from economically deprived areas or families with a low socio-economic status cannot alone count as the sole cause of the violence by this group.

(Ohsako, 1997) In this study, then, it was found out that there are a lot of factors, but not a single set of factors to cause school violence. As a result, these factors are divided into individual, school and societal factors attributed to cause school violence.

In connection to this Terefe and Mengistu (1997) underlined that the internal factors to school (student/teacher and other school personnel relationships) were the likeliest main causes for the violence by students in and outside the schools. The present study tried to pinpoint the factors of violence, and structured into individual, school and society levels.

The family, school and the media are often cited as major causal factors of violence. The economic factors in developing countries tend to be treated as a major problematic issue for the entire pupil population; whereas, industrialized countries usually treat the poverty issue as mainly relevant to their economically deprived sub-populations (ethnic minorities, the unemployed etc.)(Ohsako, 1997)



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In connection to this there are a lot of theoretical explanations as to what causes violence in human beings with each of each has its own rationale , and differences and similarities . And no one theory can be used to explain to the fullest for a given behavior. Accordingly, some theories which seem to explain some of the findings in this specific research have been given due emphasis, and are discussed. In general terms, the Instinctual, Evolutionary ,Cognitive Neo Association and Cognitive social perspective have a sound bearing to support much of the findings as to the causes of violence in this specific study. And each of these theories do have interconnectivities in the way they see the problem of violence or aggression, and hence supporting to each other in some regards. For example, instinctual perspective on aggression states that aggression is inborn behavioral potential , and so frustration and anger can activate it. Kowalski &Westen,2005, and the role of parents and other caregivers in socializing children is to teach them to control aggressive impulses( Whiting &Child, 1953 in Kowalski &Westen,2005) . And, the evolutionary theory puts that the capacity for aggression evolved because of its value for survival and reproduction ( Lore & Schlitz, 1993 in Kowalski &Westen,2005).Males typically attack other males to obtain access to females(Kowalski & Westen,2005). An example, in the present research finding is that competitions over girl friends and boy friends are fierce among the student population and a cause for a wide range of violence. On the other hand the cognitive Neo Association theory asserts that the individual, social and environmental conditions of the person are crucial factors in causing aggression in the person in reaction to these environmental stimuli. Example, .frustrations, hot temperatures, annoyances often can cause aggression (Kowalski &Westen, 2005).

The Cognitive social perspective is among the many theories that seems to explain most what causes aggression and/or violence , and in this regard this theory underscores that behavior of aggression is learnt where

children and adults learn to behave aggressively through social rewards and punishments (Kowalski & Westen, 2005). They also learn through observational learning such as modeling

(Bandura, 2001 in Kowalski & Westen, 2005). Therefore, by and large these theoretical frameworks do explain the factors of violence in one way or another despite it is difficult to have a say that one single theory can explain a given behavior at a time. For example, an individual student misbehaves may be because of learnt behavior, innate, or social conditions.

### **5.14.1. INDIVIDUAL FACTORS**

In this particular study very detailed and exhaustive individual factors were found out as causes to violence. However, only the major ones are extracted and discussed here by further categorization of these individual factors into different domains that make up the individual.

#### **5.14.1.1. BEHAVIORAL RELATED PROBLEMS**

Lack of knowledge (unaware of rights and obligations); lesser education and; Lack of behavioral change, undercover and improper plays and games; indecisiveness; use false information; differences in hardworking (such as laziness). For example, according to Ohsako (1997) poor school performance is exposing factor to violence.

However, positive qualities such as courage and hardworking; being intimate and understand each other are said to be exposing factors to violence. Motives for power, cruelty and curiosity, as causes of violence (Ohsako, 1997). In line with this all the personality problems are mentioned in this particular study.

Lack of hygiene; and walking alone in potentially dangerous places.

Unhealthy competitions/jealousy; being excelled academically; self-defense; talkativeness; irresponsibility (improper use of public properties); indiscipline; authoritarianism; abduction; jocks; defamation; inattentiveness

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and disengagement in class or lack of participation in class activities; devaluing ; unlawfulness/breaking orders; stealing/theft and not exposing thieves before hand; anger, insult, undermining , being inconsiderate, and taking /snatching each other property ,loss or damage of property; disturbing in class ; inappropriate dressing code; engagement in trivial matters ;offensive gesture/ dirty look; boaster and boldness; domination ; intolerance and threatening.

Disinterest with schooling and competition over chairs , academic weakness and non hard working, late coming ; and forcing girls for friendship.

Being difficult to be managed ,teasing; gossiping ; meanness; deviancy; conditioned to bad behavior, quarreling; carelessness ; rudeness; harassment and rape; impoliteness; inactiveness; destroying ; not able to meet expectations; girls fear of males beatings ;

Reporting teachers' weakness; breaking justice , class hours and school orders and missing classes; letting others cheat in exams; blacklisted /blackmailing loosing property; hurts ; inability to listen to each other.

Absence of democratic culture such as lack of discussion and negotiation; silence by female students and weakness of girl such as girls non reporting behavior for sexual offence; lack of open discussion; cheating , gambling, non realization of warnings; attention seeking ;submissiveness and quietness, unmet expectations; jealousy; incivility; lying ; nick naming; name-calling; non-empathy; confronting teachers; not letting others to cheat in exams;

Impoliteness, deviancy ; gambling; disrespect ;aggressiveness; beatings; uncontrollability and disrespecting personal boundary; displaying bad behaviors from the neighborhood ;shortage of material need; inability to identify the offender ;silence; competition over girlfriends and over boyfriends; and fear for transmission of some viral diseases;

Girls' desire to practice sex and voluntarism , and men's desire to take advantage of the girls' virginity; girls tolerance , inaction and welcoming approach to abusive boys and lack of personal distance .

Girls' promiscuous behavior; non use or inappropriate use of uniforms. Girls styles of dressing and walking and girls use of make ups and jewelries .The beautifulness and seducing looks by girls and males tendency of showing and using physical domination

Low comprehension level of civics education and poor listening skill; disinterest in schooling; and motive to drop out and change school .lack of ethical education ; breaking chairs; not internalizing advices ; immaturity and faulty behavior; spending time in unimportant places and practicing odd things. Preoccupation with personal problems; showiness differences in ethnicity ;poor economic back ground and differences in dressing styles. Less participation in group activities and absence of equality. Arguing and confronting teachers and among students.

Sexual harassments as a predisposing factor to other forms of violence; Not living for sexual expectation of others ; problem in solution seeking behavior.

#### **5.14.1.2. PSYCHOLOGICAL AND ATTITUDINAL PROBLEMS**

Factors such as low self-esteem and non assertiveness ;thinking girls as sexual objects; ; and motive to spoil the life of girls; erroneous thoughts; making girls feel shy and (shame); over confidence; considering others as inferior; and negativism; misjudging others; suspicion; superiority complex ; inferiority complex; lack of life goal ;lack of confidence; negative attitude to education and sense of unhealthy excellence; feeling unhappiness ; threats; motive to offend and put others in conflict ; lack of sympathy and empathy; irresponsibility; motives for clash ; jealousy; boaster; to be afraid of by others and get recognition; attraction to beauty, and emotionality ; meanness; hatred ;open critics ;threatening; revenge; hatred; Physical domination; motive to infect with HIV/AIDS and disease; faulty feelings and thoughts to others; hot temper ;lack of insight ; motives to cause problems in the family. Infatuation and emotionality to sex ;erroneous beliefs on some sort of participation. According to (Ohsako,1997)such

individual factors as personality problems and aggressive attitudes are among the risk factors to school violence to occur.

Existing violent incidents and aggressive behavior models in schools (Ohsako, 1997) are also exposing factors to violence. In this study experiencing different violence such as harassment, rape ; pushed and pulled by others; harassments ; fight; violence to teachers, desire for sexual gratification and accidental clashes are all mentioned.

Positive qualities are also exposing factors such as good knowledge and clothing. Physical power . However, girls' good qualities such as cleverness of a girl in education has also mentioned as factor to violence. However, good qualities like reservation from insulting others as a defense; and openness are considered as exposing factors to face violence

#### ***15.14.1.3. BIOLOGICAL CONDITIONS***

According to Rye (2001) risk factors that can lead to behavioral disorders, and hence exposing to violence are biological conditions such as gender. In this present study , there are a number of biological conditions of a person that are contributing as risks to violence such as femininity/femaleness and masculinity/maleness , puberty ,youthfulness and adolescence ; physical strength. By far these are more of positive biological qualities but are said to be exposing to violence.

#### ***15.14.1.4 PHYSICLAL CHARACTERSTICS/PHYSIQUE, HEALTH AND WELLBEING CONDITIONS***

Not being handsome /having ugly look ; sickness; physical weakness; illness from HIV/AIDs or other health risks; disability; being an orphan; fear of AIDs; lack of hygiene; suspected of some kind of disease such as HIV/AIDS; and inequalities in physical strengths

#### **15.14.1.5. RELATIONSHIP PROBLEMS AND SOCIAL INTERACTION**

Poor human communication skills, etc., (Ohsako, 1997) are among the other factors that cause school violence. These poor communication skills include those interactions and relationships. Accordingly, all the relationship and communication problems as causes of violence are detailed as follows. Unhealthy competitions; telling about somebody's drawbacks; low level interaction; broken friendship. Negative attitudes to others such as irritating, offending, and disgracing; undermining, and disrespecting as in mistreating teachers. Unnecessary involvements with others' affairs and lack of close relationship with teachers.

Inhumanity and the sense of good feeling through alienating others. Labeling as lazy some of the students and distancing, discrimination, disinterest and disgust with and by others.

Differences in opinion, being unhelpful to let others cheat in exams; and mismatch in mood. Nonconformity and intolerance to each other. Failing to obey and conform are exposing factors to violence (Ohsako, 1997).

Gender inequalities, and in support of this the probable cause of violence to girls is that girls are considered to be unable to resist men and boys in physical confrontations (Ohsako, 1997).

Relationship problems as a result of revenge, hatred, uncooperativeness, misunderstanding, backbiting and gossip. One's friends as causes of violence are also cited. Power imbalances; being suspected of something; threats to one's sibling and close friend; alienation; differences in attitude; poor acquaintance to each other, previous conflicts, non-mutual relationships and negative peer pressure; non-trustworthiness, and, cheated sexual negotiation and relationships. In line with these factors, aggressive and destructive peer relations as causes of violence are mentioned by Ohsako (1997).

### 15.14.2. SCHOOL RELATED FACTOR

Teachers personality characteristics such negative attitude , aggressiveness, unmet expectations , differences in personality with students ( such as academic differences; use of physical punishment ;discrimination and unequal treatment among students( a case in point is they always favor hardworking students and disliking lazy students); unfriendliness ; accusing of the offender by the school office. This is supported by Ohsako (1997)where underlined poor pupil/teacher relationships ; teacher's punitive attitudes, e.g. banishing students from the classroom as roots of school violence.

Ineffective teaching and teachers beliefs of students as nobody and defenseless ; carelessness ; poor supervision ;inflexibility, impatience; punishing on unfounded reasons and inability to ask for reasons ;lack of helping students on some lessons and poor pedagogic skills of the teacher; lack open mind; male teachers

( For example, for sexual violence such as assaults of kissing and breast touching to girls ).negative attitudes and thoughts( such as considering students as change resistant; ; motives such as to hurt , and feeling of teachers that some students are disinterested and lazy; revenge; hatred and fights .desire for sexual relationships with girls ; authoritarian approach, violence by teachers ( such as quarrel with students , taking down (reduce) the marks/scores of female students to force them for sexual negotiation ; and bad questions to students ) ;unhappiness as a result of students weak academic performances.

Toughness of lessons and when teachers feel that students have difficulties in their education;

Differences in ethnicity ,and economic background between teachers and students; when teachers' weaknesses are reported to the administration.

Teachers' erroneous belief of class room management and teaching ( such as use of corporal punishment to discipline and help students know well).

However, some of them highlighted positive qualities of teachers such as having better knowledge as factor to violence by intimidating and degrading students . Besides, good qualities of teachers as tolerance, politeness, and empathy are misunderstood and misused by students , and hence serving as fertile grounds for misconducts and violence to manifest . Teachers' intention to help hard working students and maintain order in the school by hold back notorious students and leave alone non hardworking students are also causes of violence.

The school's poor advice, control ,supervision and measures, and following up and unequal treatments are among others to cause violence in students. Infancy of civics education in to the curriculum, and inefficiency of teachers to teach civics education ; and absence of awareness raising education are important factors to consider too.

Poor characteristics of the school such as weak administration , lack of education on discipline , rules and regulations ;suspension, inadequate laboratory equipments and services; non caring guards and unit leaders ; absence of adequate law and poor implementation ; culture of using corporal punishment and delaying students from classes by way of punishment or forcing them to miss one learning session. Lack of listening to the complaints of students and inability to identify offenders and absence of strict control and measures ; lack of measures on teacher offenders; big number of the student population and presence of relatively large number of students with misconducts. Last but not least the Physical environmental factors that the schools are located in and around such as presence of forest were mentioned as contributing factors to school violence.

### **15.14. 3. PARENTAL, SOCIETAL AND GOVERNMENT FACTORS**

Most of the children who exhibit violence in school are those who are also exposed to violence or abuse outside of the school, and may be in



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need of help from adult caregivers (<http://www.nceev.org/violence/school.html>).

Social conditions; family problems ;unfortunate care-providing and child rearing practices and problems in early parent-child interaction ( Rye, 2001; Ohsako ,1997) are all contributing or risk factors to violence in schools, and in this study a detailed forms of these social, familial, and parental conditions are discussed as follow:

Problems in the neighborhood community and society such as poverty, and differences in economic and educational status and existence of violence in the community, breaking laws of justice, negative attitude to education( as an example unemployment opportunities after education) ; and problems in child upbringing ( poor supervision by community). Different negative social contacts ( as in drug users and street gangs and negative peer pressures). Family problems ( such as economic constraints, problems in child rearing styles and absence of advice , control , supervision and follow up, and disciplinary problems at home).

Social behaviors (e.g., aggression )are learnt by observing or imitating others(Aronson,Wilson&Akert,2005 ;Bandura, 2001 in Kowalski &Westen,2005). In the present study it was indicated that all the following are contributing factors to violence: Societal ethnocentrism , stereotypes, stigmatization and ostracization, and differences in wealth, linguistics, religion ,ethnicity and political support , and extension of these and other stereotypes/misconduct problems to school. The prevailing television and video shows , and its impact on the modeling of foreign culture and lifestyle that are not parallel and contextualized to the ways of living and cultural development of the society. Monetary needs of the children to attend those illegal video shops and films . Media's indiscriminate violent and anti-social programs , and steal and damage school property are contributing factors emanating from the society (Ohsako,1997).

Society's lack of communication on harmful traditional practices, and absence in the implementation of laws and measures by the government to proper monitoring, controlling, supervision, and follow up to violence and hence the sense of insecurity; strike, and political violence in the society. Contracting some diseases such as HIV/AIDs; orphaned due to HIV/AIDS or some other causes; fear of AIDs; lack of hygiene and disability in a society are exposing factors to violence as there are discriminations and ignorance in the society for being different in health conditions.

However, positive qualities and being unique in a society such as having good knowledge and clothing are also mentioned risk factors to violence.

Societal erroneous and negative thoughts, irrational judgment, alienation and stereotyping; hating for some kind of misconduct, sense of unhealthy competition; experiencing undesirable behavior and biased information (for example when one loses weight or gets sick society attributes it to AIDS) are all sources of violence in students.

In general, lack of appropriate measures on student offenders by concerned bodies; and also lack of society's control on the prevailing bad films watched and some plays by children; and children's spending of their times in potentially dangerous and uncontrolled places by society

Society's inability to meet needs for educational materials by children is another attributed factor to cause violence in schools. Insufficient educational expenditure; under-equipped and overcrowded classrooms (Ohsako, 1997).

#### **15.14. 4. VIOLENCE PREVENTION METHODS**

In order to make schools better places for socio-emotional development, and teaching-learning environment, the realization of the prevention efforts in schools is an important issue to consider. Hence, the existing

preventive method of violence in the school were tried to be captured. Then, this is treated in three different levels, namely, the individual, school and societal levels.

#### **15.14. 4.1.INDIVIDUAL LEVEL**

Personal preventive measures referred to the mechanisms students use to protect themselves from violence and efforts they show to reduce violence in the school.

Accordingly, all the followings were said to be preventive methods by students:

Avoiding attending unimportant and potentially dangerous places and times (such as walking at night and unattended places, and not going out of home without purpose,) and reservation from offending others and unimportant involvements in some affairs and go hiding from fight and avoiding communication with strangers and hurting friends (such as avoiding easy going). Reservations from insulting quarreling and conflict. Healthy communications such as behaving good, advice giving, negotiation, teaching and convincing, and dressing in accordance with the norm, and respecting school rules and regulations.; asserting oneself (such as not accepting some exploitative questions); being carefulness; Use of dialogue and keeping silent; politeness and discussion; being patient; not disturbing in the class; attending class regularly and coming early to school; being non-attention seeker; avoiding boaster and not feeling inferior; giving respect to self and others; alertness and being skeptical of some matters; self confidence; taking care of myself from diseases; Silence, tolerance, and try to change attitude of boys towards girls positively. Not crossing over others personal boundaries. However, positive use of psychic energy such as focusing on education and seriousness of purpose. Working hard on all subjects; Exercising and training in body building sport for self-defense such as 'kung fu Wuhu' and 'tequando'

However, such attributes as conforming, and the tendency and use of physical force and aggression, and any reactions appropriate to the situation are used. The use of other possible ways of defending self, and even by paying whatever cost it brings with and taking non proportional counterattack. Use of group defense; Warning the offenders; pretending in some ways even when violated such as polite and tolerate in times of power imbalance; and denying some insults which are elementary, but if it is worse I counterattack.

And, yet other much more healthier preventive methods are running away from offenders and shouting aloud for help, and not giving inviting face to boy and ignoring some offenders.

Using legal bodies and reporting to school administration, teachers, family members, police and close persons in effort to seek advice and help are all person measures by students to prevent violence in their schools and that happens to them.

However, in cases of sexual violence some students say they deal it with themselves and do not report to somebody else.

Finally some of them mentioned relying on God to save them as a preventive method was found out. Here, indicating spiritual aspects of preventing self from violence.

#### ***15.14. 4.2. SCHOOL LEVEL***

The development of positive school approach by teachers, and administrators to interpersonal conflicts in schools can help students to develop the personal, social, and academic skills necessary for success in school and beyond (Algozzine & Kay, 2002). Towards this direction then, the schools under the study do all the followings: Calling parents for advice and discussions individually and with students. Organizing child rights clubs (such as girls' club) for the provision of discussion, education and advice on girls' participation and reproductive health and sexual violence through

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the use of mini-media, and discussion forums. Provision of social skills training such as mediation and negotiation among students. The provision of opportunity to students such as skills of negotiation have had paramount importance to foster good school climate, and hence an enhancing power of students' peaceful interpersonal conflict resolution (Algozzine & Kay, 2002).

The unit leaders patrol, supervise, monitor and follow up the school environment; and in some cases they work together with government police. It was also reported that students are followed up by unit leaders without some students' knowledge of being followed up.

The school checks for identity of the individual (example, identity card) who wants to get in the school facilities, and prohibits the person from entering the school such as the library if he/she is not entitled by an authorized body to be in and use any facility. It also supervises and prohibits students from attending potentially dangerous places; and fences the school compound and the garden, and uses school guards as part of its violence prevention methods.

Education for solidarity and tolerance are among the overall educational aims (Johnsen, 2001). And this educational aim of fostering solidarity and tolerance prevents violence in schools and promotes school safety. Parts of the school's efforts that support this educational aim are participatory and student-oriented techniques of violence reduction are employed by the school such as electing students' police, council, and class room bosses to reinforce the works of the unit leaders and government police for the same end, which is violence prevention. Student councils provide advice, discussions, and support programs to facilitate decision making for common issues and their resolutions, and foster tolerance and respect among the school community. With this regard, the school is fostering group solidarity and Peer mediation (Algozzine

&Kay,2002). According to Algozzine and Kay (2002) peer mediation can facilitate a support system for some of the social challenges students experience and enhances developmentally appropriate environment in the school setting. Besides, conflict resolution principles practiced using peer mediation can contribute to students' successful social adjustment and self-enhancement.

It also takes high level measures on the offenders such as reporting and taking to legal bodies ( example to court) and even to jail. Reporting among each other by the principals, teachers and unit leaders on misconducts and problem students , and use of student- teachers evaluation are also part of the preventive strategies cited by students.

Many traditional practices like detention and suspension are often punitive and adult directed , and do not have lasting effects (Algozzine & Kay,2002). However , in the present study these negative practices are in place as a means of preventing violence. These negative measures are giving warnings, and threatening to offenders and their parents. The use of corporal punishment and suspension from school are part of this negative measures category practiced by the school .

Finally, even teachers are not immune of measures by the school as they are given warning who are reportedly to cause violence. These all are the preventive efforts to violence by the school as reported by students .

#### **15.14. 4.3. SOCIETAL LEVEL**

To lessen the development of violence, and aggressive behavior patterns in children in schools, the methods mentioned , according to American psychological Association in Terefe and Mengistu (1997) , are early targeting of children with antisocial behavior and appropriate intervention such as avoiding harsh and continual punishment by parent *and* positive interaction between parents, adults and the school. And the teaching of social and meditational skills and encouraging young children live in harmony are part

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of this strategy which enable children to use non violent alternatives to deal with conflicts. In this line of thought , it was found out that society does the following by way of preventing violence and development anti-social behaviors:

- Provision of advice ,discussion and education to convince students in an effort to witness behavioral changes in students to maintain discipline, and this is partly done through peer education on various thematic issues.
- Consult and discuss with school administration as needed , and in other times they try to solve some problems through warning, threatening and punish the offenders and do follow ups .
- Report to teachers, parents and other concerned legal bodies such as to the woreda police, and kebele administration .Further more , it takes some cases of violent acts to the court.
- Show tolerance , meet, discuss and work together to and with students to devise solutions to problems.
- Devise and employ different guidelines, laws and legislations in an effort to prevent violence.
- Educate some health issues and diseases such as on how some diseases are transmitted and prevent them;
- Participate in issues of the school such as investigating problems and taking actions ;identifying the offender; give critical comments to the school community and parents during the end of the school year; involve students in community works ;follow up actions taken by the school ;contribute money to the school; try to adjust problems that matter the school . Discuss, speak out and seek solutions collectively in meetings.
- Promote dialogue in and with school among the society.
- Avoiding participation in violence; and however they also ostracizing and marginalize the offender; Punish the offender physically and

psychologically, and withdraw the offender from school by way of violence prevention.

- And yet it has been said that only some of the community members show these efforts to prevent some types of violence, such as sexual violence.
- Establish strong links with teachers and school administration to communicate about students and to give suggestions and opinions on common matters and to work them out.
- Establish associations to support victims ,and to prevent any other happenings of violence.
- Some of the respondents however mentioned that society give full responsibility and authority to the school administration to prevent and handle problems of violence.



## **CHAPTER SIX: SUMMARY AND RECOMMENDATIONS**

### **6.1. CONCLUSIONS**

Generally speaking school violence is rampant in the schools that are studied in this specific research . The participants were students, teachers and parents in which different data collection instruments were used. To increase the validity of the findings, triangulation of respondents and data collection methods were employed.

Three government schools located in different parts of the Addis Ababa city were researched. Two of them are found in the inner most part of the city, and the third almost in the far end of the city. However, according to key informants the two other schools except one school were reportedly known for school violence to occur. The third school is the main research site as there is research project linked between this school and the Department of Special Needs Education University of Oslo. Hence, the sampling of the schools was purposive.

After every step was passed in accessing the research settings , the instrument for data collection was tested and validated for increased and enriched data collection.

Students were the main target of the research in the sense that data was primarily collected form them and the research is about them. Here, school violence mainly focuses to violence that is experienced by students as perpetrators and victims of violence in the school setting. Therefore , students were primary sources of data while teachers and parents were considered as secondary sources of data towards to this end.

As findings from this study show, different forms and levels of violence is rampant in these schools. Physical, verbal, sexual, theft, snatching, property damage and social exclusion are the different forms of violence experienced in schools. However, the degree of occurrence of each type of violence varies, and it was found out that verbal violence is the dominant form of violence.

The frequency of violence on the daily, weekly and monthly basis was captured. Accordingly, by and large violence occurs nearly on a daily basis in the school's premises. With regard to perpetration and victimization of interpersonal violence, students are the main students perpetrators and receivers while teachers are the second most agents as perpetrators and receivers of violence teachers.

The most victims of violence, however, are girls, younger students, physically weak, academically poor, and late comer students. Students with disability are equally likely affected by violence.

The various identified method of violence are slapping, beating, belting, teasing, insulting; stealing, snatching and damaging properties; and spreading rumors and gossip; and sexual assault, harassment and rape.

The main forms of violence that comes from the school are in the name of disciplining measures which are primarily punitive. The school takes such measures on students as suspension, corporal punishment and threatening and warnings. However, there are also positive measures taken by the school such as electing class room student bosses, communicating, discussing and advice giving with parents and students, but all these are used to a lesser degree compared with the other aforementioned punitive measures.

Violence do not occur in a vacuum, and hence there are specific conditions in time and place under which it occurs, and can be considered

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as fertile grounds. Hence, school violence most happen in contexts as in play grounds , queues , classrooms, corridors and verandas . However, no violence is witnessed in and around the toilet, and school gates. In terms of the timing as a condition to violence, break times , class hours and when leaving school are the most exposing times to violence.

The factors of violence are plenty and diverse, however in this study interpersonal conflicts and personality characteristics of the perpetrators and victims are highly dominant. Those elements in the makings of the person the feeling, behavior and thinking are most important ones such as misbehavior, revenge, hatred, negative attitude and poor thinking ( superiority and inferiority complexes, low-self esteem etc...), and competition over resources(such as competing for girls, academic success etc...).

Whereas those social, political and economic conditions are also given due emphasis by most of the respondents as causative factors to violence. These are the existence of destructive and violent behaviors in the society like quarrels, poor parenting and child rearing practices which minimal supervision and risky measures of discipline , prejudice, stereotypes , marginalization, and ethnic, language, and religious divisions . The presence of violence portraying media like films, videos, television and economic hardships like poor living conditions(Like the food, housing, sanitary, clothing, educational materials), child labor, low level and traditional livelihoods, unemployment and poverty both at familial and community level. The political factors are political instability , mobs, strikes and violence, and the presence unjust law and excessive use of force by the government groups such as police. And in case where the law is there, the poor implementations it has been causing a lot of trouble and distrust in the society are among the many and interrelated factors contributing to the breeding and existence of violence in schools.

The characteristics of schools as fertile grounds for the emanation of violence is another theme to consider. Accordingly, schools as most important places to socialization through education is a long known fact next to home for children to grow holistically. However, schools do also play a role of non socialization and development of unproductive behaviors and cognitive constructs. This happens when schools are characterized by poor school climate and dysfunction which result from within the school such as poor administration, instruction, negative relationships between the school and students, and also poor interventions in prevention, identification and treatment of problems on schools.

In this specific study the characteristics of the school that are mentioned to cause violence to students are: Personality problems of teachers (such as aggression and negative attitudes, relationship problems with students, abusing authority as taking down the marks of female students, poor instruction skills etc...). Lack of clear and consistent rules, regulations and policy of schools in disciplining, rights of students, and prevention and treatment of violence. Poor pedagogic skill and infancy of civic education in schools. Lack of systematic provision of guidance and counseling, large number of the student population, and hence large class and school size; overabundance of punitive measures (such as physical/ verbal punishments, suspension, and penalizing students in the form of forcing them to miss class and withdrawing some students from class hours etc.)

Despite the fact that the schools are mentioned as sources of violence, schools also have preventive methods to violence that is internal or external in its nature. In this prevention efforts to violence, different but interrelated agents are involved. Prevention methods at three different level have been identified, and presented as follow:

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### A. INDIVIDUAL LEVEL (STUDENTS)

It was generally observed that students have their own violence prevention and conflict resolution techniques using their psychosocial, behavioral, attitudinal and physical /psychomotor resources. In particular terms these are: positive measures and negative measures.

The positive measures are reporting cases of violence to relevant bodies . Identification of risk factors and taking care from potential dangers.

Developing and use of healthy communications ;and confidence building exercise .Positive use energy such as focusing on education and other important matters.

The negative measures are the tendency and use of physical force and aggression, and any other reactions appropriate to the situation. Use of group defense such as group fights.

Finally some of them mentioned relying on God and denying victimization to self or silence as a method of prevention. The spiritual aspect and reliance on God as self-prevention from violence is a striking point reflecting the subjective view of wellbeing and how it is ensured and sustained.

### B. SCHOOL LEVEL

School level preventive efforts to violence concerned with the institutional tools in place to counteract the development of violent behavioral patterns and violence. The school as an institutional vehicle to produce well developed citizens, its has its own strategies prevention. Among the many, the major ones are:

Partnership creation with parents such as calling parents to school and forging joint discussions and advices on their students. Establishing clubs, medias and forums for education, discussions and information dissemination.

Provisions of training on social skills such as productive communication and conflict resolution, living in harmony, mediation and negotiation skills.

Teachers and administrative staffs do also establish communication lines among themselves to control and prevent violence. The school also does security checks and oversees the school environment using security personnel, and by fencing the compound. The school does also establish partnership with government security forces to prevent violence. Reporting to other legal bodies when it is beyond the school capacity to manage are part of these efforts.

The use of classroom student bosses, and councils are among others. However, those punitive measures are also practice by way of preventing violence. Teachers are also given warnings for their wrong doings, and teachers evaluation by students are part of these school violence prevention strategies.

### C. SOCIETAL LEVEL

The society as part of the school and the individual students has its own contributions in the prevention of violence and the promotion of good school climate. As a result, the efforts of prevention methods by the society are said to be:

Provision of advice and education to children; promote dialogue, tolerance and devise problem solving skills with students. And does the necessary follow ups. Undertake consultations with school. And participate in any school activities as desired.

Report to teachers, parents and other concerned legal bodies. Further more, it takes some cases of violent acts to the court. And establish partnership and

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work with the school. Devise and employ different guidelines, laws and legislations in an effort to prevent violence.

Avoiding participation in violence. However, they are said to be solving some of the problems through warning, threatening and punishing the offenders. And even more by ostracizing and marginalizing the offender.

Establish associations to support victims of violence, however it was said that only handful of the members of the society that contributes and work to this end, and some of the societal members do not show any efforts and they are much more disinterested in violence related to sexual harassment and assault.

## 6.2. RECOMMENDATIONS

This research undertaking ends by suggesting possible actions for future in effort to develop knowledge and skills in the area of school violence, and hence to witness and ensure good school climate where the primary beneficiaries of education will grow and develop in a wholesome personality and productive society groups. In light of this the possible recommendations drawn from this process of researching are the following. In recommending for future action both the positive and negative things found in the research are raised and the positive things are appreciated and recognized to continue in their qualities and even furthermore to upgrade them for further productive results. The negative things are the drawbacks and gaps in action or knowledge that need corrections or improvements toward the desired results and goals. Hence, the following are the suggested ways out.

- Psychosocial interventions that focus on individual and group behavior changing practices should be in place. This is because most contributing factors to violence have come from the individual person

despite the fact these are interrelated and affected by situational factors. Therefore, the individual child in the system should be targeted and helped in line with his/her behavioral and emotional deficiencies.

- Much more seasoned research has to be done on the individual factors( that is what is in the individual child) that play the role for dysfunctional behavioral –emotional patterns and developments. And this has to help for targeting for behavioral modification in the changing process of the child.
- Much work has to be done in the curriculum of teachers training institutions on child development psychology focusing on development of misbehavior, screening and interventions for counseling and special adaptation of lessons .
- Schools and society seem working closely as shown in this research findings, and this should be further worked out and reinforced.
- Schools are running some common forums to students and by students and this has be recognized more and should be sustained as it develops unity and democratic culture.
- Teachers should be given social skills training and insights on how the rest of the world in the same profession worked out problems behaviors in schools , and they should not repeat the same traditional child rearing and caring which are negative and counterproductive.
- Society should develop more productive social behaviors like coexistence, love, and tolerance to each other.
- Parental child rearing practices should gear to the child's fuller potential development and should not be scaring.
- A radical change of how children are seen by adults should be witnessed by the society, and a new way of thinking in rearing children should be in place.
- Schools should have a zero tolerance policy to any form of violence or punitive measures.



- The student population size per school and class should be balanced in proportion to the school care givers.
- Anger management training should be part of the school activity, and even to parents and society.
- Peer mediation services and training should be promoted and reinforced.
- A radical poverty alleviation programs should be in place in schools and society.
- Political leaders should be in the forerun to abolish violence in the nation, and they should be the model toward this end. In African political culture the use of force and violence are commonplaces to come to power and stay in authority, and as a result in such contexts it is barely possible for governments to teach their fellow people tolerance, non violent ways of conflict resolution and democratic culture. But this has to be changed if there is a real concern to their nation and the world of peace.



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## Appendices

### Appendix 1: Students' Questionnaire

THE PREVALENCE, TYPES, MANIFESTATION ,AETIOLOGICAL FACTORS  
and preventive mechanisms OF SCHOOL VIOLENCE :A CASE IN THREE  
SELECTED SCHOOLS IN ADDIS ABABA

#### INSTRUCTION:

The questions below are asked to find out the various forms, causes, manifestations and preventions of school violence as faced by students. The answers to these questions help the researcher to draw recommendations for any concerned body in an effort to improve school situation of students in relation to school violence. Therefore, I request your genuine involvement and answers into this research.

If you agree to be part of the research, please take as much time as you need to think about the questions, and answer the questions accordingly by encircling the choices or by filling in the blank space next to each question. If you have any difficulties in understanding any question please do not hesitate to ask the researcher.

#### PART ONE – DEMOGRAPHIC DATA

1. Sex                    1. Male                    2. Female
2. Age \_\_\_\_\_ (years)
3. Grade \_\_\_\_\_
4. Do you have any disabilities?    1. Yes                    2. No
5. Religion    1. Orthodox Christian    2. Catholic    3. Protestant    4. Muslim    5. Other
6. What does your Family/parent do for a living? \_\_\_\_\_
7. Who is the bread winner in your family? \_\_\_\_\_





- 16 Have you ever experienced verbal violence in your school premise ?
  - 1. Yes
  - 2. No
- 17. Have you ever experienced sexual violence in your school premise?
  - 1. Yes
  - 2.No
- 18. Have you ever got your property snatched/stolen?
  - 1. Yes
  - 2.No

**VIOLENCE ON OTHERS**

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- 19. Have you ever perpetrated violence on another student or other students?
  - 1. Yes
  - 2. No
  - 19.1. If yes, what kind? \_\_\_\_\_
- 20. Have you ever destroyed /damaged school property?
  - 1. Yes
  - 2: No
  - 20.1. If yes, what kind? \_\_\_\_\_

PART THREE – MANIFESTATION OF VIOLENCE IN SCHOOL

**PERPETRATORS OF VIOLENCE**

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21. whom do you think are the perpetrators of violence in your school most of the time?(you circle more than one possible answer)

(a)Students, if so what kind of violence?

\_\_\_\_\_

(b) Teachers, if so what kind of violence?

\_\_\_\_\_

(c) Principals, if so what kind of violence?

\_\_\_\_\_

(d) Guards, if so what kind of violence?

\_\_\_\_\_

(e) Unit leaders, if so what kind of violence?

\_\_\_\_\_

(f) Janitors or cooks, if so what kind of violence?

\_\_\_\_\_

22. How do these perpetrators of violence do the violence? ( example, slapping, whipping, belting, pinching, pushing, pulling, spitting, belittling, kneeling

,teasing, unwanted touch ,shoving ,threatening ,harassing, etc)

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23. Where do the perpetrators do the violence? (i.e., in the classroom, playfield, tea rooms etc)\_\_\_\_\_
24. At which time of the day or conditions do the perpetrators of violence do the violence? (i.e., with the presence or absence of other students or people ;during break time or at the end or beginning of classes or during leaving school to home, or in the afternoon or morning etc)\_\_\_\_\_
25. How are discipline of students are maintained in the classroom ,and in the school premise?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **VICTIMS OF VIOLENCE**

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26.whom do you think are victims of violence most of the time? ( you can circle more than one possible answer)

- (a) Males or females? \_\_\_\_\_, and what Kind? \_\_\_\_\_
- (b) Younger or older students? \_\_\_\_\_, and what Kind? \_\_\_\_\_
- (c) Physically strong or weak? \_\_\_\_\_, and what Kind? \_\_\_\_\_
- (d) High or low achievers? \_\_\_\_\_, and what Kind? \_\_\_\_\_
- (e) Late comers or absentee? \_\_\_\_\_, and what Kind? \_\_\_\_\_
- (f) The disabled or able? \_\_\_\_\_, and what Kind? \_\_\_\_\_

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PART FOUR – TYPES OF VIOLENCE IN SCHOOL
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**TYPES OF VIOLENCE BY TEACHERS**

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27. What kind of violence is perpetrated by teachers? (You can circle more than one possible answer)

( a) physical violence (b) verbal violence (c) sexual harassment and rape (d) property damage and/or snatching (e) excluding from play or activity participation/social exclusion (f) spreading gossip or rumor (g) others, specify\_\_\_\_\_

**TYPES OF VIOLENCE BY MALE STUDENTS ON FEMALE STUDENTS**

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28. Which kinds of violence do male students perpetrate against female students? (You can circle more than one possible answer)

(a) physical (b) verbal (c) sexual (d) social exclusion (e) property damage, or snatching and stealing (f) spread of gossip or rumor (g) others, specify\_\_\_\_\_

**TYPES OF VIOLENCE BY FEMALE STUDENTS ON MALE STUDENTS**

---

29. Which kinds of violence do female students perpetrate against male students? (You can circle more than one possible answer)

(a) physical violence (b) sexual harassment (c) verbal violence (d) social exclusion (e) spread of gossip/rumor (f) property damage or snatching or stealing the property (g) others, specify\_\_\_\_\_

---

**TYPES OF VIOLENCE BY MALE STUDENTS ON MALE STUDENTS**

30. what type of violence do male students commit on male students ?  
(You can circle more than one possible answer)

- (a) physical violence (b) verbal violence (c) social exclusion (d) spread of gossip/rumor (e) property damage or snatching or stealing the property  
(f) others, specify \_\_\_\_\_

**TYPES OF VIOLENCE BY FEMALE STUDENTS ON FEMALE STUDENTS**

31. What type of violence do female students commit on female students? (You can circle more than one possible answer)

- (a) physical violence (b) verbal violence (c) social exclusion (d) spread of gossip/rumor (e) property damage or snatching / stealing the property (f) others, specify \_\_\_\_\_

**TYPE OF VIOLENCE TOWARDS PROPERTIES OF THE SCHOOL**

32. Do male students damage school properties?

1. Yes                      2.No

32.1. If yes, what kind of property damage? \_\_\_\_\_

33. Do female students damage school properties?

1. Yes                      2.No

33.1. If yes what kind of property damage?  
\_\_\_\_\_

**PART FIVE – PERCEIVED CAUSES OF VIOLENCE IN SCHOOL**

34. What do you think are the reasons for any violence in your school premise? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

35. what do you think are the reasons for fighting or bullying in your school

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premise?\_\_\_\_\_

\_\_\_\_\_

36. What do you think are the reasons for verbal violence like insulting, teasing, name-calling etc in your school premise?

\_\_\_\_\_

\_\_\_\_\_

37. what do you think are the reasons for sexual harassment, assault, or rape of female students?

\_\_\_\_\_

\_\_\_\_\_

38.what do you think are the reasons for damaging, stealing/snatching of students' properties?\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

39.what do you think are the reasons for students to damage/destroy school property?\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

40. what do you think are the reasons for social exclusion of some students by other students?

\_\_\_\_\_

\_\_\_\_\_

41.what do you think are the reasons for social exclusion of some students by teachers?\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

42.what do you think are the reasons for disciplinary problems by students in the school?\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PART SIX-PREVENTIVE MECHANISMS OF SCHOOL VIOLENCE

43. Does the school have violence prevention mechanisms?

- 1. Yes
- 2.No

43.1. If yes, what are these mechanisms

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44. What do you do to prevent your self from violence?

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45.what does the wider community do to prevent violence in the school?

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THIS IS THE END, AND THANK YOU VERY MUCH!!

## Appendix 2: Focus group discussion Guide with teachers

Hello Dear teachers

I am doing a research on school violence in relation to its causes, prevalence, manifestation and possible preventive mechanisms/strategies. As teachers you experience this problem in your day to day teaching exercise, and my assumption is that you have a say regarding what causes this problem and its degree of occurrence with its manifestations, and also possible reductive or preventive strategies. As a product of this of my thinking then I believe your open discussion of this in group will generate productive information that contribute to well built findings in the end these findings helps me as a researcher to establish recommendations for practioners like you and policy makers in an effort to make schools safe places where students to learn and develop, and at the same time for teaching exercise be smooth and reaches its goals. Therefore, I strongly request you to air out your genuine points of view in line with the above points so that a valid and reliable information is gathered.

Thank you very much in advance for your invaluable and productive discussions that you make.

1. What do you think are the causes of violence in your schools?
2. Which types of violence are prevalent, and among them which one(s) is most, mild and least prevalent (Like in terms of percentage thinking)?
3. Where do you think in the school area theses violences are prevalent or most occur?
4. Who among the two genders experience the most violence, and why?

5. Which kinds of violence is experience by which gender? And why is the difference if any?
6. Among the same genders who is the most at risk of violence?
7. What do you think are the possible strategies to prevent school violence?
8. Among the possible strategies, which ones do you think are best fit to the school exercise to employ with in an effort to control violence?



## Appendix 3: Focus group discussion Guide with parents

Dear parents hello, and how are you? First of all, I would like to thank you all for coming to participate in this group discussion. I am studying school violence, for example, in terms of why it occurs in schools, its prevalence (that is to how often children at school encounter/ experience violence) and preventive strategies of violence. The information gathered this way will help us to inform policy makers, teachers and parents in bringing safe schools where your children feel safe and learn well in enabling them become productive parts of the citizen. Therefore, your genuine information from this discussion will help a lot and it has a great impact on what is being drawn at the end of the researching effort.

I thank you for your fruitful discussion in advance.

1. What do you think are the causes of violence in schools?
2. What are the different kinds of violence that exist in the school?
3. Which types of violence occur most often?, and why?
4. What kind of students most often experience violence?
5. Among the two genders of students in the school experience violence most often, and why?
6. What do you think are the possible mechanisms to prevent violence in schools?

### Appendix 4: Students' Questionnaire (Amharic)

#### በትምህርት ቤት ውስጥ ባሉ ልጆች በራሳቸው የሚሞላ መጠይቅ

##### መመሪያ

ከዚህ በታች የቀረቡት ጥያቄዎች በትምህርት ቤት ውስጥ በተማሪዎች ላይ የሚከሰቱ ጥያቄዎችን አይነት፣ ምክንያቶች፣ መግለጫዎቹንና የመከላከያ መንገዶችን ለማወቅ የቀረቡ ናቸው። ከነዚህ ጥያቄዎች የሚገኙት መልሶች ጥናት አድራጊው ለሚመለከታቸው የህብረተሰቡ አካላት ገንቢ ሀሳብ ለመጠቀም ስለሚረዱትና ብለውም በትምህርት ቤት ውስጥ ያሉትን የጥያቄ ችግሮች በማስወገድ የትምህርት ቤቶችን ሁኔታ በዚህ ረገድ ለማሻሻል ስለሚረዱ/ስለሚያገዝ ለእነዚህ ጥያቄዎች ተአማኒነት ያለው መረጃ/መልስ እንድትሰጡ በትኩረትና እጠይቃችኋለሁ።

በዚህ ጥናት ለመሳተፍ፣ ከተስማማችሁ እነዚህን ጥያቄዎች ለመመለስ የምትፈልጉትን ሰዓት በመውሰድ/ በመጠቀም ለእያንዳንዱ ጥያቄዎች ከቀረቡት አማራጮች መልሱን በመክበብ ወይም በባዶ ቦታው ላይ በመሙላት መልሱ። በተጨማሪም አንዳንድ ጥያቄዎችን ለመረዳት ወይም ስለአሞላሉ ከተቸገራችሁ ጥናት አድርጊውን ለማብራሪያ ከመጠየቅ ወደኋላ አትበሉ።

**ከፍል አንድ**

- 1. የታ 1. ወንድ 2. ሴት
- 2. ዕድሜ \_\_\_\_\_ (በአመታት)
- 3. የከፍል ደረጃ\_\_\_\_\_
- 4. የእካል ጉዳተኛ ነህ/ሽ? 1. አዎን 2. አይደለሁም
- 5. ሃይማኖት 1/ ኦርቶዶክስ 2/ ካቶሊክ 3/ኛሮቲስታንት 4/እስልምና  
5/ ሌላ (ይጠቀስ) \_\_\_\_\_
- 6. የቤተሰቦችሽ/ሀ መተዳደሪያ ስራ ምንድን ነው? \_\_\_\_\_
- 7. የቤተሰቡን ገቢ በዋናነት የሚያስገኘው ማን ነው? \_\_\_\_\_
- 8. ሁሉም ወላጆችህ/ሽ በህይወት አሉ? 1/አዎን 2/የለም
- 9. የወላጆችህ/ሽ ከፍተኛ የት/ት ደረጃ \_\_\_\_\_
- 10. የወንድምና አህቶች ብዛት \_\_\_\_\_
- 11. የወላጆችህ/ሽ ወርሃዊ ገቢ ስንት ነው? \_\_\_\_\_
- 12. የምትኖርበት/ሪበት መኖሪያ ቤት ? \_\_\_\_\_  
1/የራሳችን ነው 2/ከግለሰብ የተከራየነው 3/ከቀበሌ የተከራየነው ቤት  
4/ሌላ ይጠቀስ \_\_\_\_\_

**ከፍል ሁለት**

**መመሪያ:- ተገቢውን መልስ አክብብ/ቢ**

- 13. በትምህርት ቤትህ/ሽ ትጥር ገቢ ውስጥ ጥቃት ሊፈጸም አይተህ/ሽ ታውቃለህ/ቲያለሽ?  
1/አዎን 2/የለም
- 13.1 ለተራ ቁጥር 13 መልስህ/ሽ አዎ ከሆነ ጥቃቱ ምን ያህል ጊዜ ይከሰቷል?  
1/ በቀን ቢያንስ አንድ ጊዜ 2/ በሳምንት ቢያንስ አንድ ጊዜ 3/ በወር ቢያንስ አንድ ጊዜ
- 13.2 ይህን ጥቃት የፈጸሙት እነማን ነበሩ? (ከአንድ በላይ መልስ መምረጥ ይቻላል)  
1/ ተማሪዎች 2/አስተማሪዎች 3/ የትምህርት ቤቱ አስተዳደሮች 4/ የኒት ሊደሮች  
5/ ሌሎች /ይጠቀስ/ \_\_\_\_\_

13.3 በዚህ ጥቃት ተጠቂዎች እነማን ነበሩ? (ከአንድ በላይ መልስ መምረጥ ይቻላል)

- 1/ ተማሪዎች    2/አስተማሪዎች    3/ የትምህርት ቤቱ አስተዳደሮች    4/ የኒት ሊደሮች
- 5/ ሌሎች /ይጠቀስ/ \_\_\_\_\_

14. በትምህርህ/ሽ ውስጥ ከሚከተሉት ጥቃቶች የትኞቹ ብዙውን ጊዜ ይከሰታሉ ወይም ይታያሉ?(ከአንድ በላይ መልስ መምረጥ ይቻላል)

- 1/ አካላዊ ጥቃት    2/የሰሜን ጥቃት (ለምሳሌ ስድብ ማንቋሽሽ ወዘተ)    3/ የወሲብ ጥቃት
- 4/ስርቆት፣ዝርፈያ ወዘተ    5/ ሌሎች ከሌሎች ይጠቀስ \_\_\_\_\_

15. በትምህርት ቤት/ህ/ሽ ቅፅ ግቢ ውስጥ አካላዊ ጥቃት (ድብደባ፣ጥፊ፣በሽታ ነገር መውጋት ወዘተ) አጋጥሞህ/ሽ ያውቃል?

- 1/አዎ                      2/የለም

16. . በትምህርት ቤት/ህ/ሽ ቅፅ ግቢ ውስጥ የቃላት ትንኮሳ /ስድብ/ አጋጥሞህ/ሽ ያውቃል?

- 1/አዎን                      2/የለም

17. በትምህርት ቤት/ህ/ሽ ቅፅ ግቢ ውስጥ ወሲባዊ ትንኮሳ ደርሶብሽ/ህ ያውቃል?

- 1/አዎን                      2/የለም

17.1 መልስህ/ሽ አዎ ከሆነ ምን ዓይነት ወሲባዊ ትንኮሳ? \_\_\_\_\_

18. በትምህርት ቤት/ህ/ሽ ውስጥና አካባቢው የንብረት ቅሚያ (ምሳሌ ደብተር፣ መጽሐፍ፣ አልባሳት፣ - - - ) ገጥሞህ/ሽ ያውቃል?

- 1/አዎን                      2/የለም

18.1 መልስህ/ሽ አዎ ከሆነ በማን? \_\_\_\_\_ እንዲሁም ለምን? \_\_\_\_\_

19. በሌላ ተማሪዎች ላይ ጥቃት ፈፀመህ/ሽ ታውቃለህ /ታውቁያለሽ?

- ሀ/ አዎን                      ለ/ የለም

19.1 መልስህ/ሽ አዎ ከሆነ ምን ዓይነት ጥቃት ፈጽመሃል/ ፈጽመሽል? \_\_\_\_\_

20. በትምህርት ቤት/ህ/ሽ ንብረት ላይ ጉዳት/ጥቃት አደርሰህ/ሽ ታውቃለህ/ታውቁያለሽ?

- ሀ/ አዎን                      ለ/የለም

20.1 መልስህ/ሽ አዎ ከሆነ ምን ዓይነት የንብረት ጉዳት ፈጽመሃል/ሻል? \_\_\_\_\_

**ክፍል ሶስት**

21. አብዛኛውን ጊዜ በትምህርት ቤት/ሽ ትዕር ግቢና በአካባቢው ጥቃት የሚያደርሱት እነማን ናቸው? (ከአንድ በላይ መልስ መምረጥ ይቻላል)

ሀ/ ተማሪዎች፣ ተማሪዎች ከሆኑ ምን አይነት ጥቃት ያደርሳሉ? \_\_\_\_\_

ለ/ መምህራን፣ መምህራን ከሆኑ ምን አይነት ጥቃት ያደርሳሉ? \_\_\_\_\_

ሐ/ ርዕሰ መምህሩ፣-ርዕሰ መምህሩን ከሆኑ ምን አይነት ጥቃት ያደርሳሉ? \_\_\_\_\_

መ/ የጥበቃ ሠራተኞች፣- የጥበቃ ሠራተኞች ከሆኑ ምን አይነት ጥቃት ያደርሳሉ? \_\_\_\_\_

ሠ/ የዕዳት ሠራተኞች፣-የዕዳት ሠራተኞች ከሆኑ ምን አይነት ጥቃት ያደርሳሉ? \_\_\_\_\_

ረ/ ዩኒት ሊደሮች፣- ዩኒት ሊደሮች ከሆኑ ምን አይነት ጥቃት ያደርሳሉ? \_\_\_\_\_

ሰ/ ሌሎች፡- ሌሎች ከሆኑ ምን አይነት ጥቃት ያደርሳሉ? \_\_\_\_\_

22. በትምህርት ቤት/ሽ ትዕር ግቢና በአካባቢው ያሉ የጥቃት ፈጻሚዎች ጥቃታቸውን በምን መልኩ ይፈፅማሉ?

ሀ/ በጥሬ፣ በዱላ፣ በቀበቶ፣ በቱንጥጫ፣ ወዘተ...

ለ/ በማሰፈራራት፣ በመገንታል ወዘተ...

ሐ/ አስገድዶ መሳም፣ ወሲባዊ ስሜትን የሚፈታተኑ ትንኮሳ ማካሄድ

መ/ የግል ንብረትን በመስረት፣ በመተማት፣ በማውደም ወዘተ...

ሠ/ የትምህርት ቤትንና የጋራ ንብረቶችን በመስረት፣ በመንጠቅ በማውደም ወዘተ...

ረ/ ነገር በማላበቅና ሃሜት ማለራጨት ወዘተ...

ሰ/ ሁሉም

23. በትምህርት ቤት/ሽ ውስጥ ያሉ ጥቃት ፈጻሚዎች ብዙ ጊዜ ጥቃቱን የሚያደርሱት የት አካባቢ ነው?

ሀ/ በክፍል ውስጥ

ለ/ በመተላለፊያ ቦታዎችና በህንፃዎች በረንዳ አካባቢ

ሐ/ በቢሮ ውስጥና አካባቢው

መ/ በጨዋታ ሜዳ እና በሰልፍ ቦታዎች አካባቢ

24. በትምህርት ቤት/ህ/ሽ ውስጥ ጥቃት ፈጻሚዎች በምን አይነት ጊዜና ሁኔታ ጥቃቱን ይፈጽማሉ? \_\_\_\_\_

25. በትምህርት ቤት/ህ/ሽ ቅፅ ግቢ እና በመማሪያ ክፍሎች ውስጥ ያለውን ፀጥታና ስነ- ስርዓት ለማስጠበቅ ት/ቤት/ህ/ሽ ምን አይነት እርምጃዎችን ይወስዳል? \_\_\_\_\_

26. በትምህርት ቤት/ህ/ሽ ቅፅ ግቢና በአካባቢው በሚደረገው ጥቃት ዋነኛ ተጠቂዎች እነማን ናቸው?(ከአንድ በላይ መልስ መምረጥ ይቻላል)

ሀ/ወንዶች ወይስ ሴቶች ተማሪዎች ? \_\_\_\_\_

ከሆኑ ምን አይነት ጥቃት ይገጥማቸዋል? \_\_\_\_\_

ለ/በእድሜያቸው ከሌሎች የሚያንሱ ወይስ ከሌሎች የሚበልጡ? \_\_\_\_\_

ከሆኑ ምን አይነት ጥቃት ይገጥማቸዋል? \_\_\_\_\_

ሐ/አካላዊ ጥንካሬ ያላቸው ወይስ የሌላቸው? \_\_\_\_\_

ከሆኑ ምን አይነት ጥቃት ይገጥማቸዋል? \_\_\_\_\_

መ/በትምህርታቸው ጉብዝ የሆኑ ወይስ ደክምያሉት? \_\_\_\_\_

ከሆኑ ምን አይነት ጥቃት ይገጥማቸዋል? \_\_\_\_\_

ሠ/አርፍደው የሚገቡ ወይስ ቀሪ ተማሪዎች? \_\_\_\_\_

ከሆኑ ምን አይነት ጥቃት ይገጥማቸዋል? \_\_\_\_\_

ረ/የአካል ጉዳት ያላቸው ወይስ የሌላቸው? \_\_\_\_\_

ከሆኑ ምን አይነት ጥቃት ይገጥማቸዋል? \_\_\_\_\_

**ክፍል አራት**

27. መምህራን በተማሪዎቻቸው ላይ ምን አይነት ጥቃቶችን ያደርግሉ? (ከአንድ በላይ መልስ መምረጥ ይቻላል)

ሀ/ አካላዊ ጥቃት ለ/ የቃላት ትንኮሳ (ምሳሌ ስድብ) ሐ/ የተለያዩ ወሲባዊ ጥቃቶች (ምሳሌ በቃላት፣ በመገንታል፣ በመደባበስ፣ በመሳም፣ አስገድዶ በመድፈር) መ/ ንብረትን በመቀማት ወይም በማበላሸት ሠ/ ከተለያዩ ትምህርታዊ ተሳትፎዎችና ጨዋታዎች በማግለል ረ/ ሌላ ካለ ይገለፅ \_\_\_\_\_

28. ወንድ ተማሪዎች በሴት ተማሪዎች ላይ ምን አይነት ጥቃቶችን ያደርግሉ?(ከአንድ በላይ መልስ መምረጥ ይቻላል)

- ሀ/ አካላዊ ጥቃቶችን (ምሳሌ. ድብደባ)
- ለ/ የቃላት ትንኮሳዎችን (ምሳሌ. ስድብና ዛቻ)
- ሐ/ ወሲባዊ ጥቃቶችን (ምሳሌ. በቃላት፣ በመገንጠል፣ በመደባበስ፣ በመሳሪያ፣ አስገዳጅ በመድፈር፣...)
- መ/ ከማገበራዊ ግንኙነቶችና ከተለያዩ የቡድን ሥራዎች በማግለል
- ሠ/ ንብረት በመቀማት፣ በመስረትና በማበላሸት
- ረ/ ሌላ ካለ ይገለጹ \_\_\_\_\_

29. ሴት ተማሪዎች በወንድ ተማሪዎች ላይ ምን አይነት ጥቃቶችን ያደርግሉ?(ከአንድ በላይ መልስ መምረጥ ይቻላል)

- ሀ/ አካላዊ ጥቃቶች (ምሳሌ. ድብደባ)
- ለ/ የቃላት ትንኮሳዎች (ምሳሌ. ስድብና ዛቻ)
- ሐ/ ወሲባዊ ጥቃቶች (ምሳሌ. በቃላት፣ በመገንጠል፣ በመደባበስ፣ በመሳሪያ፣ . . .)
- መ/ ከማገበራዊ ግንኙነቶችና ከተለያዩ የቡድን ሥራዎች በማግለል
- ሠ/ የፈጠራ ወሬዎችንና ሀሜቶችን በማሠራጨት /በማስወራት
- ረ/ ንብረት በመቀማት፣ በመስረትና በማበላሸት ለ/ ሌላ ካለ ይገለጹ \_\_\_\_\_

30. ወንድ ተማሪዎች በወንድ ተማሪዎች ላይ ምን አይነት ጥቃቶችን ያደርግሉ?(ከአንድ በላይ መልስ መምረጥ ይቻላል)

- ሀ/ አካላዊ ጥቃቶች (ምሳሌ. ድብደባ)
- ለ/ የቃላት ትንኮሳዎች (ምሳሌ. ስድብና ዛቻ)
- ሐ/ ከማገበራዊ ግንኙነቶችና ከተለያዩ የቡድን ሥራዎች በማግለል
- መ/ የፈጠራ ወሬዎችን ሀሜቶችን በማሠራጨት
- ሠ/ ንብረት በመቀማት፣ በመስረትና በማበላሸት

31. ሴት ተማሪዎች በሴት ተማሪዎች ላይ ምን አይነት ጥቃቶችን ያደርግሉ?(ከአንድ በላይ መልስ መምረጥ ይቻላል)

- ሀ/ አካላዊ ጥቃቶች (ምሳሌ. ድብደባ)
- ለ/ የቃላት ትንኮሳዎች (ምሳሌ. ስድብና ዛቻ)
- ሐ/ ከማገበራዊ ግንኙነቶችና ከተለያዩ የቡድን ሥራዎች በማግለል
- መ/ የፈጠራ ወሬዎችን ሀሜቶችን በማሠራጨት /በማዛመት
- ሠ/ ንብረት በመቀማት፣ በመስረትና በማበላሸት

32.1 ወንድ ተማሪዎች የት/ቤቶቻቸውን ንብረት ያበላሸሉ /ያወድማሉ?

- ሀ. አዎን
  - ለ/ የለም
- 32.1 ለጥያቄ 32 መልሱ አዎ ከሆነ ምን አይነት የንብረት ውድመት ያደርጋሉ?

33. ሴት ተማሪዎች የት/ቤት ንብረት ያበላሸሉ /ያወድማሉ? ሀ/ አዎን ለ/ የለም

33.1 ለጥያቄ 33 መልሱ አዎ ከሆነ ምን አይነት የንብረት ውድመት ያደርጋሉ?

34. በትምህርት ቤት/ህ/ሽ ውስጥ ለሚከሰቱ ጥቃቶች (በደሎች) ምክንያቶች ምንድን ናቸው? \_\_\_\_\_

35. በተማሪዎች መካከል ለሚደረጉ ጠቦች (ድብድቦች) እና ማስፈራራቶች ምክንያቱ ምን ይመስልሃል/ሻል? \_\_\_\_\_

36. በትምህርት-ቤት/ህ/ሽ ውስጥ ለሚደረጉ የቃላት ትንኮሳዎች (ምሳሌ ስድብ፣ ማሽሚጠጥ ስም በመጥራት ማብሽት.....) ምክንያቱ ምን ይመስልሃል/ሻል? \_\_\_\_\_

37. በሱቶች ተማሪዎች ላይ ለሚደረሱት ወሲባዊ ጥቃቶች ምክንያቶቹ ምን ይመስልሃል/ሻል? \_\_\_\_\_

38. ከተማሪዎች ንብረት ቅጣጥና ውድመት በስተጀርባ ያለው ምክንያት ምን ይመስልሃል/ሻል? \_\_\_\_\_

39. ተማሪዎች የት/ቤታቸውን ንብረት የሚያበላሹት /የሚያወድሙት ለምን ይመስልሃል/ሻል? \_\_\_\_\_

40. በተማሪዎች መካከል እንዲ እንዲን የማግለል ሁኔታ ምክንያቱ ምን ይመስልሃል/ሻል? \_\_\_\_\_

41. እንዳንድ መምህራን የተወሰኑ ተማሪዎችን ከተለያዩ ትምህርታዊ ተግባሮች የሚያገሉት ለምን ይመስላሉ/ሻል? \_\_\_\_\_

42. በት/ቤት/ህ/ሽ ውስጥ ያሉ ተማሪዎች ለሚያሳዩት የስነስርዓት ጉድለት ምክንያቱ ምን ይመስልሃል/ሻል? \_\_\_\_\_

43. ትምህርት-ቤት/ህ/ሽ የተለያዩ ጥቃቶችን የሚከላከልበት መንገድ አለው ወይ? ሀ/አዎ ለ/የለም

43.1 ለጥያቄ 43 መልሱ አዎ ከሆነ ምን ዓይነት መከላከያ መንገድ አለ? \_\_\_\_\_

44. እራስህን/ሽን በትምህርት-ቤት/ህ/ሽ ውስጥና አካባቢ ከሚደርሱ-ብህ/ሽ የተለያዩ ዓይነት ጥቃቶች እንዴት (በምን) ትከላከላለህ/ያለሽ? \_\_\_\_\_

45. አንተ/ቺ የምትኖርበት/ረበት ማህበረሰብ በት/ቤት ውስጥ የሚከሰቱ ጥቃቶችን ለመከላከል ምን ያደርጋል? \_\_\_\_\_



## Appendix 5: A Letter of Cooperation from the UIO.



**UNIVERSITY  
OF OSLO**

**Department of Special Needs Education**

P.O.Box 1140, Blindern  
N-0318 Oslo  
NORWAY

Your ref:  
Our ref: 13/06 BHJ/db  
Contact person: Denese Brittain [d.a.brittain@isp.uio.no](mailto:d.a.brittain@isp.uio.no)

*Visiting address:*  
Helga Eng's Building  
3rd and 4th floor

Date: June 21, 2006

Telephone: + 47 22 85 80 59  
Telefax: + 47 22 85 80 21

**FACULTY OF EDUCATION**

### TO WHOM IT MAY CONCERN:

This is to certify that **TSEGAW, Lewoyhu Ayele**, date of birth 13.08.1976, is a full-time student pursuing a course of study at the Department of Special Needs Education at the University of Oslo, Norway, leading to the degree of Master of Philosophy in Special Needs Education (M. Phil. SNE).

This is a continuous two-year programme run on the "sandwich" principle, which involves periods of study and field work/research in both Norway and the home country. The student has concluded the initial 11-month period in Norway and will be returning to the home country in July 2006 to continue full-time studies/research until 1 January 2007 when s/he returns to Norway for the final part of the degree. The period of study will be completed at the end of May 2007.

The main responsibility for supervising the research, developmental work and thesis remains with the Department of Special Needs Education, University of Oslo, Norway. However, we would kindly request that the relevant authorities give the student the access required to the schools and educational establishments necessary in order to undertake field work and research. We would also be most grateful for any assistance that is afforded to the student which enables her/him to carry out this work, particularly the use of facilities such as access to telephone, fax, e-mail, computer services and libraries at the various educational establishments.

Yours sincerely

Associate Professor Berit Helene Johnsen (dr.scient.)  
Academic Head of International Master's Programme  
Department of Special Needs Education

Department of Special Needs Education  
Faculty of Education  
University of Oslo, Norway

Institutt for spesialpedagogikk  
Det utdanningsvitenskapelige fakultet  
Universitetet i Oslo  
Norge



Appendix 7: A Letter of Cooperation from Gulele Sub-City Education Department



በአዲስ አበባ ከተማ አስተዳደር የተለፈ ክ/ከተማ ትምህርት መ/የ  
CITY GOVERNMENT OF ADDIS ABABA  
GULELE SUB CITY EDUCATION DEPARTMENT

ቁጥር: 1984/34  
Ref No.  
ቀን: 3/1/99  
Date:

ለቀጨኔ ደብረሠላም የመጀመሪያ ደረጃ ት/ቤት  
አዲስ አበባ

**ጉዳይ ፣ ትብብር ስለመጠየቅ**

አቶ ለወየሁ አየለ ፀጋው የተባሉት በኖርዌይ አስሎ የልዩ ትምህርት ክፍል ተማሪ ሲሆኑ በተማሪዎች በደል ፣ ግጭትና መሰል ጉዳዮች ላይ ለሚያደርጉት ጥናት በት/ቤቱ መረጃዎችን ለማሰባሰብ እንዲችሉ የተለመደው ትብብርና ድጋፍ እንዲደረግላቸው እናሳስባለን።

**ግልጻ።**

ለአቶ ለወየሁ አየለ ፀጋው  
አዲስ አበባ



ከሠላምታ ጋር  
ጋሻው ካሜ ኃይለ  
ተለፈ ክ/ከተማ ትምህርት መ/የ  
GASHAW KASSIE  
Head, Education Dep

# Appendix 8: A Letter of Cooperation from Yeka Sub-City Education Department

የየካ ክፍለ ከተማ  
ትምህርት መምሪያ



YEKA SUBCITY  
EDUCATION DEPARTMENT

ቁጥር የካ/ትም/መ-161/99

ቀን 08/01/99

ለወንድይራድ የመጀ/ደ/ት/ቤት  
አዲስ አበባ፣

### ጉዳይ፣ ትብብር ስለመጠየቅ ይመለከታል፣

አቶ ለወየሁ አየለ በኖርዌ አገር በአስሎ ዩኒቨርሲቲ በልዩ ትምህርት በመማር ላይ መሆናቸውን በመግለጽ የመስክ ጥናት ለማድረግ ለወንድይራድ የመጀ/ደ/ት/ቤት የትብብር ደብዳቤ ይጻፍልኝ በማለት መስከረም 5 ቀን 1998 ዓ.ም በተጻፈ ደብዳቤ ጠይቀዋል።

ስለዚህ በጠየቁት መሠረት ጥናቱን ማድረግ እንዲችሉ በት/ቤቱ በኩል አስፈላጊው ትብብር እንዲደረግላቸው እናሳስባለን።

### ግልጻ፣

- ለክፍለ ከተማው አጠቃላይ ትምህርት ሰነድ
- ለአቶ ለወየሁ አየለ
- አዲስ አበባ፣



ከሠላምታ ጋር

የትምህርት  
አስተዳደር

ትምህርት የሥነ-ምግባር መምሪያ ነው።

181270  
Addis Ababa

# Appendix 9: A Letter of Cooperation from Addis Ketema Sub-City Education Department



## አዲስ ከተማ ክፍለ ከተማ ትምህርት መምሪያ Addis Ketema Kifle Ketema Education Department

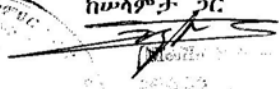
#TC 2006/134/3  
Ref. No.  
#ን 10/01/99  
Date

ለእሸት የመጀ/ደ/ት/ቤት  
አዲስ አበባ

### ጉዳይ፣ ለአቶ ለወየሁ አየለ ትብብር ስለመጠየቅ

በኖርዌይ አገር በአስሎ ዩኒቨርሲቲ ተማሪ የሆኑት ከላይ ስማቸው የተጠቀሱት ግለሰብ በአሁኑ ሰዓት ለጥናቱ መሳካት የሚያገለግሉ መረጃዎችን እየሰበሰቡ እገኛለሁ። ከዚህ ጋር ተያይዞም በአዲስ ከተማ ክፍለ ከተማ ከሚገኙ ትምህርት ቤቶች በአንዱ መረጃ ለመሰብሰብ የሚያስችሉኝን ትብብር እንዲደረግልኝ በማለት በ05/01/99 ዓ/ም በተጻፈ ጠይቀዋል።

ስለዚህ አቶ ለወየሁ አየለ ለሚያደርጉት ጥናት በት/ቤታችሁ መረጃ ለመሰብሰብ እንዲችሉ ትብብር እንድታደርጉላቸው እንጠይቃለን።

ከሰላምታ ጋር  
  
ስለ ትም/መምሪያ ኃላፊ

ግልባጭ  
ለአቶ ለወየሁ አየለ  
አዲስ አበባ