

**TEACHERS' UNDERSTANDING OF GENDER-BASED VIOLENCE IN A PRIMARY
SCHOOL: A CASE STUDY OF A PRIMARY SCHOOL IN THE HHOHHO REGION,
ESWATINI**

TODVWA EMELDAH NXUMALO

MASTER OF EDUCATION

(DISSERTATION OF LIMITED SCOPE)

SUPERVISOR: DR S DANKE

CO-SUPERVISOR: PROF J SEROTO

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DECLARATION

I, **Todvwa Emeldah Nxumalo**, hereby declare that this dissertation is the result of my investigation and research and that this has not been submitted in part or in full for any degree or for any other degree to any other University.



Todvwa Emeldah Nxumalo

06 February 2023

Date

DEDICATION

This dissertation is dedicated to my late son, Siphosethu Mdluli, my late parents Sijabulile Zwane-Nxumalo and Sister Thul'sile, aunt Eddith and my father who passed away while I was polishing my dissertation. I have worked very hard to make all of you proud.

I would also like to dedicate this study to all my family members. Your unfailing love, support, devotion and understanding have turned my dream into reality.

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ABSTRACT

This study investigated primary school teachers' understanding of Gender-Based Violence (GBV). GBV affects teacher performance negatively and thus the study focused on the causes, nature and impact of GBV on teachers in order to formulate strategies to alleviate its impact. The indirect consequences of GBV infringes on the basic right of learners to quality education since the performance of teachers who are victims of GBV is serious. Crenshaw's (1989) intersectional theory formed the theoretical framework. A single case study followed a qualitative approach with the use of face-to-face interviews to collect data. Interpretivism was adopted as the research paradigm. The study was conducted in one selected primary school in the Hhohho region of Eswatini. Purposive sampling was used to select six participants for the study. The findings indicated that teachers had some knowledge of GBV, although they also entertained certain misconceptions about this phenomenon. GBV has negative consequences for teachers' performance and leads to teacher absenteeism at work. The school lacked a policy on GBV. The researcher recommends that the Ministry of Education and Training (MoET) of Eswatini together with school governing bodies should formulate policies on GBV as a guide for schools and establish psycho-social counselling services in schools. Community-based support programmes on GBV are also needed.

SIFINYETO

Lolucwaningo belutfungatsa umcondvo wabothishela ngesihloko lesitsi kuhlukubetana ngetebulili. Kube netinsolo kutsi kuhlukubetana ngetebulili kuyayitsikameta inchubo yathishela nekusebenta kwakhe,ingako kubangeleke kutsi sekucwaningwe imbanga yako,futsi nekucondza ligalelo lako kuhlukubetana ngetebulili Kubo bothishela ,bese kufunwa tindlela tekucedza letilondza kulabothishela labahlukubetekile. Imiphumela yekuhlukubetana ngetebulili iphule yaphindze yalimata emalungelo langumgogodla kubantfwana ekutfoleni imfundvo lengiyo sibili njengoba lokusebenta kwalabothishela labahlukubetekile babese abasabi ngibo kepha babe balingisi.

Elucwaningweni lolujulile Iwa Kimblê Crenshaw's (1989) lokuhlukubetana ngetebulili kwetfuliwe kwaphindze kwalungisiswa kute kube lucwaningo lolungilo. Lolucwaningo lolucocako lolulungisiwe lwaphindze lwaba yindlela yekunika lwati,lusetjentiswe kubantfu labebabonwa ngemehlo,babutwa imibuto kwabuketwa netindlela lebenta ngato kucokelela imiphumela yalolucwaningo. Kuchaza nekuhlatiya kusetjentisiwe njengemgogodla walolucwaningo. Lolucwaningo lwentiwe kusinye setikolwa letincane esigodzini sakaHhohho Eswatini. Kuhlungwe ngemigomo letsite kuhlanganisa lolucwaningo.

Lokutfolakele kulolucwaningo kuvele kutsi bothishela banalo lwati ngetekuhlukubetana lutebulili noma banako kungayicondzi kahle. Kuhlukubetana ngetebulili kunemitselela lemibi ekusebentenj kwabothishela. Futsi kuhlukubetana ngetebulili kubanga kulova emsebentini . Kusete umtsetfomgomo ngekuhlukubetana ngetebulili etikolweni lapho lucwaningo lwentiwe khona. Umcwaningi uncoma kutsi litiko letemfundvo netekucecesha nematiko lamanye ahulumende labambisene nawo akubeke embili kwakha umtsetfomgomo lotawuhola tikolwa kuto yekuhlukubetana ngetebulili. Futsi litiko letemfundvo netekucecesha kudzinga liphindze lisungule luhlelo lwetekululeka ngengcondvo etikolweni. Kunesidzingo nasemimangweni kwakhiwe tihlelo tekusekela yekuhlukubetana ngetebulili.

ABBREVIATIONS

CANGO	The Coordinating Assembly of Non-Government Organisations
EDSEC	Education and Training Sector Policy
GBV	Gender-Based Violence
GDP	Gross Domestic Product
HIV	Human Immunodeficiency Virus
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex
LGBTQIA	Lesbians, Gays, Bisexuals, Transgender, Queer or Questioning, Intersex and Asexual or Allied
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SODV	Sexual Offences and Domestic Violence Act
STIs	Sexually Transmitted Infections
SWAGAA	Eswatini Action Group Against Abuse
TSC	Teaching Service Commission
UN	United Nations
UNDP	United Nations Development Programme
UNFPA	United Nations Fund for Population Activities
UNPF	United Nations Population Fund
UNWP	United Nations Women's Programme
WHO	World Health Organisation

TABLE OF CONTENTS

DEDICATION.....	i
DECLARATION.....	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT.....	iv
ABBREVIATIONS.....	vi

CHAPTER ONE

OVERVIEW OF THE STUDY

1.1	INTRODUCTION.....	1
1.2	BACKGROUND OF THE STUDY.....	2
1.3	MOTIVATION FOR AND RATIONALE OF THE STUDY.....	3
1.3.1	Motivation for the study.....	3
1.3.2	Rationale for the study.....	4
1.4	PROBLEM STATEMENT.....	4
1.5	RESEARCH QUESTION.....	5
1.6	AIM AND OBJECTIVES.....	5
1.7	RESEARCH DESIGN AND METHODOLOGY.....	6
1.7.1	Research paradigm.....	6
1.7.2	Research method.....	6
1.7.3	Research design.....	7
1.7.4	Sampling.....	7
1.7.5	Location.....	8
1.8	RESEARCH INSTRUMENTS.....	8
1.8.1	Semi-structured face-to-face interviews.....	8

1.9	TRIANGULATION	9
1.10	DATA ANALYSIS	9
1.11	TRUSTWORTHINESS	10
1.11.1	Validity or credibility	10
1.11.2	Dependability	10
1.11.3	Transferability	10
1.12	A SYNOPSIS OF THE THEORETICAL FRAMEWORK	11
1.13	ETHICS	11
1.13.1	Access and acceptance	12
1.14	CLARIFICATION OF CONCEPTS	12
1.14.1	Gender-based violence	12
1.14.2	Patriarchy	12
1.14.3	Culture	13
1.14.4	Oral tradition	13
1.14.5	Socialisation	14
1.15	CONCLUSION	14

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1	INTRODUCTION	15
2.2	LITERATURE ON GBV	15
2.2.1	Understanding GBV	15
2.2.2	GBV as a global problem	16
2.2.3	The international landscape of GBV	17

2.2.4	Review of literature on GBV in Sub-Saharan Africa	19
2.2.5	Review of GBV literature in South Africa	21
2.2.6	GBV in eSwatini	23
2.3	WHAT ARE THE CAUSES OF AND DIFFERENT TYPES OF GBV?.....	25
2.4	IMPACT OF GBV IN SCHOOLS.....	31
2.4.1	Reduced level of productivity.....	31
2.4.2	Employee turnover	32
2.4.3	Increased health-related costs	32
2.4.4	Physical and mental harm	33
2.4.5	Job insecurity	34
2.4.6	GBV legal frameworks in Eswatini.....	35
2.5	POLICIES TO PROTECT WOMEN FROM VIOLENCE	36
2.6	THEORETICAL FRAMEWORK.....	39
2.7	CONCLUSION	44

CHAPTER THREE

METHODOLOGY AND RESEARCH DESIGN

3.1	INTRODUCTION	45
3.2	METHODOLOGY	45
3.2.1	Advantages of the qualitative research method	46
3.2.2	Limitations of using qualitative research method	47
3.3	RESEARCH PARADIGM.....	47
3.4	RESEARCH METHOD.....	48
3.4.1	Advantages of using case studies.....	48

3.4.2	Limitations of using case studies	49
3.5	LOCATION OF STUDY.....	49
3.6	SAMPLING.....	50
3.6.1	Merits of purposive sampling.....	50
3.6.2	Limitation of purposive sampling	51
3.7	DATA COLLECTION	51
3.7.1	Semi-structured interviews.....	51
3.7.2	Advantages of semi-structured Interviews	52
3.7.3	Disadvantages of semi- structured interviews	52
3.8	TRIANGULATION.....	53
3.9	DATA ANALYSIS	53
3.9.1	Face to face interviews	54
3.10	TRUSTWORTHINESS	54
3.10.1	Credibility and validity	55
3.10.2	Conformability	55
3.10.3	Dependability	55
3.10.4	Transferability.....	55
3.11	ETHICAL CONSIDERATIONS.....	56
3.11.1	Permission	56
3.11.2	Privacy and confidentiality	56
3.11.3	Informed consent	56
3.12	CONCLUSION	57

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1	INTRODUCTION	58
4.2	RESEARCH QUESTIONS	58
4.3	AIM AND OBJECTIVES.....	59
4.4	PARTICIPANTS	59
4.5	PRESENTATION OF FINDINGS ACCORDING TO THEMES.....	60
4.5.1	Research objective 1: Teachers’ understanding of GBV in primary schools	61
4.5.2	Research question 2: What are teachers’ views on the causes of GBV in a primary school?	68
4.5.3	Research objective 3: The impact of GBV on teaching and learning in a primary school.....	73
4.5.4	Research objective 3: How are GBV matters dealt with in a primary school?.....	78
4.6	CONCLUSION	85

CHAPTER 5

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1	INTRODUCTION	86
5.2	ANALYSIS OF THEORETICAL FRAMEWORK	86
5.3	DISCUSSION OF FINDINGS	87
5.3.1	Theme 1: Knowledge of teachers on GBV in primary schools.....	87
5.3.2	Theme 2: Causes of GBV in the school.....	88

5.3.3	Theme 3: The impact of GBV on teaching and learning.....	89
5.3.4	Theme 4: The GBV policy matters at school.....	90
5.4	CONCLUSION	91
5.5	RECOMMENDATIONS	92
5.5.1	Promotion of gender-based education information system in the school curriculum.....	92
5.5.2	Revisit policies on the management and leadership structures of the school.....	93
5.5.3	Increase in school psychosocial counselling services.....	93
5.5.4	Promote recreation activities within the school	93
5.5.5	Start community-based support programmes on GBV.....	94
5.5.6	Schools should formulate GBV policies.....	94
5.6	AREAS FOR FURTHER STUDIES.....	94

LIST OF FIGURES

Figure 3.1: Map of Eswatini showing the research site	50
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LIST OF TABLES

Table 4.1: The participants	59
Table 4.2 Themes and sub-themes	60

LIST OF APPENDICES

APPENDIX A

ETHICAL CLEARANCE CERTIFICATE.....	112
------------------------------------	-----

APPENDIX B

LETTER FROM UNISA.....	114
------------------------	-----

APPENDIX C

LETTER FROM THE MINISTRY OF EDUCATION ESWATINI.....	115
---	-----

APPENDIX D

PARTICIPANTS INFORMATION SHEET.....	116
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APPENDIX E

INTERVIEW SCHEDULE FOR THE SCHOOL PRINCIPALS AND TEACHERS	118
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APPENDIX F

EDITING LETTER.....	119
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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Gender-Based Violence (GBV) is a scourge in society and urgent attention is required from governments and non-governmental organisations (NGOs) involved in civic education in communities. GBV is seen as a social issue of power. Many scholars agree that GBV has become a global phenomenon (Eriksson & Mazerolle 2015; Oni-Ojo, Oni-Ojo, Adeniji, Osibanjo & Heirsmac 2014). Thus, GBV is a universal reality in all societies regardless of income, class and culture. The South Africa Gender-Based Violence Brief Review (2016; 2) states, "GBV cannot be attributed to a single factor, but an interplay of individual, community, economic, cultural and religious factors interacting at different levels of society". In this study, I argue that GBV is embedded in our traditional way of living and patriarchal beliefs that are passed from generation to generation through our customs and culture. According to the World Bank Global Monitoring Report (2015), schools have reported cases of GBV since 2000.

According to Koolick, Galano, Grogan-Kaylor, Clark, Montalvo-Liendo and Graham-Bermann (2016) 15 million children have witnessed intimate partner violence during their lifetime. The United Nations International Children's Emergency Fund (UNICEF 2007: 6-7) reports as follows:

Approximately 1 in 3 females experienced some form of sexual violence as a child; nearly 1 in 10 females experienced physical violence as a child; and approximately 3 in 10 females experienced emotional abuse as a child. Boyfriends and husbands were the most frequent perpetrators of sexual violence; male relatives (other than the victims' father) were the most frequent perpetrators of physical violence and female relatives were the most frequent perpetrators of emotional abuse. Incidents of sexual violence most frequently occurred in the

home, either the home of the respondent or the home of a friend, relative or neighbour.

The information above reveals that females are more likely to experience GBV when compared to their male counterparts.

According to Robin (2012), GBV is one of the major social problems among female teachers in schools worldwide. Robin (2012) further argues that women experience a continuum of GBV in their lives both at work and on domestic level. Most teachers have been victimised and this eventually affects their levels of professionalism (Leach, Slade, & Dunne 2013). The aim of this study was to investigate teachers' understanding of GBV in their school and to explore the causes of GBV that affect school communities. This study was conducted in a primary school in Eswatini.

1.2 BACKGROUND OF THE STUDY

Most female teachers, just like any other women, stand a higher risk of having their competences at work compromised due to various socio-economic factors. The socio-economic factors include emotional stress and fear which leads to poor performance at work. GBV is associated with the unequal distribution of power between men and women or boys and girls. The main focus of this study is on GBV among teachers in a primary school. The World Health Organisation (WHO) (2012) argues that power is exercised through control of resources, ideas and knowledge. Also, power can occur through the abuse of psychological or emotional influence. The Department of Education (2001: 2) explains: "Gender-Based Violence occurs when someone is abused because she or he is female or male and often this is related to a society's version of masculine and feminine behaviour".

Masculinity plays a major role in the abuse of women in society. De Lange, Mitchell and Bhana (2012) explain that in many traditional societies, such as Eswatini, women are expected to be submissive to men (UNESCO 2018). Women teachers and girls are

vulnerable to aggressive sexual advances from male learners and male educators within the school and males outside the school. Leach (2014) states that too often gender violence appears to be part of school life and, as such, contributes to the socialisation of both males and females.

This study was conducted in a rural area of Mhlambanyatsi in Eswatini. People in rural areas of Eswatini still practise traditional culture. Historically, Eswatini was colonised by the British from 1906-1968. As a result, Eswatini is influenced by both traditional national identity and modern British influences (Pejstrup 2011; Danke & Letseka 2022). GBV is one of the common factors that has attracted global attention in as far as the abuse of female rights are concerned (UN Women 2011; Sanjel 2013).

1.3 MOTIVATION FOR AND RATIONALE OF THE STUDY

1.3.1 Motivation for the study

This study is intended to assist policymakers and gender activists in Eswatini to understand the critical issues that lead to gender violence of females and males. The researcher also anticipated that this study will provide policymakers with substantial information that they can use when reviewing current gender violence in Eswatini. According to the World Bank Report (World Bank 2014) and a report from Eswatini Ministry of Education and Training (MoET) (2018), 4% of children who should be enrolled in primary schools are out of school. The reports explain that approximately 5% of boys and 3% of girls of primary school age are out of school. Learners drop out of school because some fall pregnant due to sexual abuse (Sobngwi-Tambekou, Tsague-Agnoux, Fezeu and Ndoko 2022). The study by Sobngwi-Tambekou et al. (2022) indicates that female learners are also victims of GBV. Some drop out due to the urgent need to make money to support their families (Chinyoka 2014). Poverty and poor socio-economic status in Eswatini contribute to the dropout of learners in primary schools. Learners who experience challenges in the Foundation Phase struggle to complete their high school education (Condy 2014). The focus of this study is on teachers not learners. However, it

was crucial for the researcher to highlight that it is not only teachers who experience GBV. Teachers who experience GBV absent themselves from work. This results in negative consequences for teaching and learning in schools (Mampane 2013).

1.3.2 Rationale for the study

The purpose of this study is to investigate the understanding of GBV among teachers at one primary school in the Hhohho region. The study seeks to explore the various causes, understanding and impact of gender violence on teachers and suggest empowerment programmes that can alleviate this scourge amongst the affected teachers.

1.4 PROBLEM STATEMENT

GBV threatens the wellbeing of those affected. When teachers become victims of GBV, their ability to manage the teaching and learning process is greatly compromised. As such, GBV plays an instrumental role in violating the human rights of children, young people and adults. GBV prevents children, young people and adults from benefiting from education (The Dakar Framework for Action 2000). GBV, if not prevented, can hinder the teaching and learning processes within a school environment. Teachers who experience GBV absent themselves from work and this results in negative consequences for teaching and learning in schools (Mampane 2013).

As a researcher I have observed a high increase of GBV in Eswatini. However, the cause is not clear. Hence, I am conducting this study to find the causes of GBV in Eswatini. GBV affects the performance of female teachers in schools. Teachers experiencing GBV absent themselves from work. This is a challenge because it infringes on the basic human right to education of children in Eswatini. Stoica and Wamsiedel (2012) share the same sentiments with the researcher that teacher absenteeism from work deprives learners of their right to quality education.

1.5 RESEARCH QUESTION

Against the above background, the main research was formulated as follows: What are teachers' perceptions of GBV in a primary school in the Hhohho region in Eswatini?

The main research question was investigated according to the following sub-questions:

1. How do teachers describe or define GBV in a primary school context?
2. What are teachers' views on the causes of GBV in a primary school?
3. How does GBV affect teaching and learning in a primary school?
4. How are GBV matters dealt with in a primary school?

1.6 AIM AND OBJECTIVES

The main research aim was to explore teacher perceptions of GBV in a selected primary school in the Hhohho region in Eswatini.

The main aim was investigated according to the following research objectives:

1. To investigate how teachers describe or define GBV in a primary school context.
2. To explore teachers' views on the causes of GBV in a primary school.
3. To investigate how GBV affects teaching and learning in a primary school.
4. To examine how GBV matters are dealt with in a primary school.

1.7 RESEARCH DESIGN AND METHODOLOGY

1.7.1 Research paradigm

An Interpretivist research paradigm was used in this study. According to Basri (2015), the interpretivism paradigm enables the researcher to play the role of interpreter about the social context that he/she engages with during the data collection period. The interpretivism research paradigm is sometimes referred to as social constructivism (Creswell 2014). The social constructivism paradigm was used for this research study because it followed a qualitative research approach. Using the social constructivist world view of the phenomenon of GBV enabled me to understand how the teachers who work in the primary school understand GBV and also how they make meaning of it.

1.7.2 Research method

This study follows a qualitative methodology because it offers an investigative mechanism that focuses on a distinctive methodological approach to examine a social or human problem in its natural environment (Creswell 2013). Qualitative research is not concerned with numerical representation, but with the deepening understanding of a given research problem and developing explanations of a social phenomenon (Yilmaz 2013). Taylor (2010) defines qualitative research as a social method of inquiry that involves watching people in their territories and interacting with them in their language to establish reasons about their social dynamics.

The researcher in this study interacted with the participants in their natural work environment. This research method enabled the researcher to gain an understanding of the social world in which we live and why things are happening in a specific way. Therefore, the researcher was an instrument in collecting information from the participants in their natural world (Rossman & Rallis 2011). The researcher became the main instrument in the research design, data collection and data analysis (Cohen, Marion

& Morrison 2007; Yusof 2011). A detailed discussion of these factors is presented in Chapter 3.

The importance of this research design is also perceived from the contextual perspective; thus, it is descriptive, experimental, or interpretative (Kumar 2011).

1.7.3 Research design

A case study was followed in this research study. A single case helped the researcher to explore the teachers' understanding of GBV in a primary school in Eswatini. According to Neale, Thapa and Boyce (2006), case study research method describes what happens in the research setting and gives the story behind the result by capturing detailed information on what transpired in each case. This study used one case study. Case study research methods describe what happened in the research setting and present the narrative behind the output by capturing detailed information of what transpired in each case (Neale, et al. 2006). A case study is the research approach that emphasises an understanding of the dynamics present and involves a single case setting and numerous levels of analysis According to Bowen (2009), Creswell (2003) defines a case study as a research method that enables the researcher focus on and explore an event, process, or activity in-depth. In this study, the exploration is of GBV. Williams (2007) believes that for research especially in the qualitative context to have a meaningful outcome, it must take the dimension of a case study conducted over a specified period.

1.7.4 Sampling

This study used purposive sampling techniques to collect data from the participants. Purposive sampling in qualitative research enables the researcher to select research participants with the relevant information about the phenomenon under investigation (Padilla-Díaz 2015). The locality of the school also motivated the researcher to engage in the study because the school is situated in an area where most of the population (men and women) are vulnerable to issues of GBV and have little access to information

(SWAGGA, 2013). The sample of this study consists of six (6) primary school educators in the Hhohho region of Eswatini. The participants were: one head teacher, one senior teacher, two female teachers and two male teachers.

1.7.5 Location

This study is located at a single primary school in Mhlambanyatsi in the Hhohho region of Eswatini. More information about the location of the study is discussed in Chapter 3.

1.8 RESEARCH INSTRUMENTS

In any research project, the research instrument plays a major role in determining the quality of data. In this research study, the semi-structured face-to-face interviews was used. Data was collected during a given period and in a given context, which was a primary school in the Hhohho region of Eswatini. This method gave the researcher and the participants enough time to understand the phenomenon under investigation and also to learn how the participants experienced it. Both the researcher and the participants were able to pause and ask for clarity or more information while creating new knowledge about how they understood the phenomenon under investigation.

There are certain open questions that are asked in semi-structured interviews and are followed by further probing and clarifications. Basri (2015:315) states that data collection techniques used in qualitative studies usually take the form of face-to-face interviews as well as other forms which would allow the researcher to establish a detailed analysis of the facts with regard to the research objectives.

1.8.1 Semi-structured face to face interviews

The data collection processes in this study involved semi-structured interviews. According to McMillan and Schumacher (2014), semi-structured interviews are a wide set of questions asked in no particular sequence by the researcher or interviewer. The

researcher followed Creswell's (2013) guidelines of data collection, using face-to-face interviews. The researcher requested permission from the participants before recording the interviews on an audio-recorder device. The researcher followed the interview guide (cf. Appendix D) as proposed by Lapan and De Marrais (2004). The open-ended interview method was used to collect data for this study, since these interviews provide unlimited responses (Hesse-Biber & Leavy 2011). Interviewing helps to set the tone for the entire setting, while simultaneously prompting the participants to speak freely about their experiences. This provided the researcher an opportunity to listen attentively to the participants' experiences as they described these in greater detail.

1.9 TRIANGULATION

Triangulation was used when collecting data in this study. Triangulation implies the process which involved collaborating evidence from different sources to shed light on a theme or perspective" (Creswell 2013: 251). In this study the researcher used different research participants i.e., head teacher, senior teacher and teachers who experienced GBV. Bryman (2004) argues that triangulation is a powerful strategy to strengthen the quality of a research study. Qualitative inquirers triangulate among different data sources to enhance the accuracy of a study (Denzin 1978).

1.10 DATA ANALYSIS

The researcher followed Creswell's (2008) data analysis strategy for this study. Data was constituted mainly by text or words. The data were divided into groups of sentences or segments; a code (word or phrase) was used to indicate the meaning of each group of sentences (Creswell 2008). Qualitative data analysis tends to be an on-going and non-linear process, implying that data collection processing, analysing and reporting are intertwined and not merely a number of successive steps (Creswell 2013). In qualitative studies, the researcher often finds that it is advisable and necessary to go back to the original field-notes to verify conclusions (Maree 2007). More details are provided in Chapter 3 about the data analysis conducted in this research study.

1.11 TRUSTWORTHINESS

Lincoln and Guba (1999: 398) explain that “trustworthiness is simple: how an inquirer persuades his or her audiences (including self) that the findings of an inquiry are worth paying attention to”. Kvale and Brikman (2009: 48) define “validity as a process whereby the researcher earns the confidence of the reader.”

1.11.1 Validity or credibility

De Vos, Strydom, Fouche and Delport (2005) explain that validity and credibility are the same. Creswell (2013) defines validity as the acceptable strategies used by researchers to document the accuracy of their studies. According to Bryman (2012:47), “Validity is concerned with the integrity of the conclusions that are generated from a piece of research”.

The researcher in this qualitative study perceives validity as an entity that has to do with the credibility of the researcher and the research study under investigation.

1.11.2 Dependability

Dependability is the same as reliability, in which the researcher attempts to account for changing conditions in the phenomenon chosen for study as well as changes in design created by the increasingly refined understanding of the setting (De Vos *et al.* 2005).

1.11.3 Transferability

De Vos *et al.* (2005) argues that transferability enables the new investigator to transfer the original study to a new context. This means that transferring the findings of the results is not the responsibility of the original researcher (De Vos *et al.* 2005). Any researcher willing to transfer the findings of this study to another context will be able to do so following all the research steps followed when conducting this study.

1.12 A SYNOPSIS OF THE THEORETICAL FRAMEWORK

Crenshaw's (1989) intersectional theory is presented and justified as the study's theoretical framework used to inform the study. The intersectional theory assisted the researcher to understand the power dynamics leading to males feeling superior to women hence subjecting them to different forms of abuse in order to maintain their status. The researcher concurs with the views of Sanjel (2013) who argues that GBV stems from unequal power relations between men and women, which continue to be reinforced by the patriarchal value system which positions women as inferior to men. The researcher, as a teacher at a primary school in Eswatini, is familiar with the unwarranted entitlement of men in the school environment. This sense of entitlement is promoted by the patriarchal value system which forms the basis of society in Eswatini. Consequently, in the researcher's experience male teachers in general and partners of primary school female teachers in particular, often consider themselves socio-culturally superior to their counterparts. In the researcher's view, this presents a complex foundation of GBV in primary schools in the Hhohho region. More details about this theory are discussed in Chapter 2.

1.13 ETHICS

The researcher was granted ethical clearance by the College of Education Ethics Committee at the University of South Africa (UNISA) and the MoET in Eswatini to conduct the research study on GBV in a primary school in Mhlambanyatsi. Ethical clearance procedures were followed in this study and explained to the participants. Participants were informed of their right to voluntary participation, confidentiality and withdrawal at any time from the study without penalty. The participants were not forced to participate in this research study. According to Cohen and Manson (1980) researchers have a responsibility not only to their profession but also to the participants.

1.13.1 Access and acceptance

Access to the primary school in Mhlambanyatsi was obtained from the MoET, Eswatini. The researcher should always achieve the cooperation of the institution (Creswell 2009). At the school, I introduced myself to the principal who then handed me to the deputy principal who functioned as my gatekeeper. I arranged a suitable date and time for the interviews with the gatekeeper who gathered together the participants on my behalf.

1.14 CLARIFICATION OF CONCEPTS

The key concepts used in the study are briefly defined in the ensuing sections.

1.14.1 Gender-based violence

Gender-Based Violence (GBV) "is violence that is directed at an individual, based on his or her biological sex or gender identity" (Ott 2017). According to Heise, Ellesburd and Gottmoeller (2002: 56), "Gender-based violence includes a host of harmful behaviors that are directed at women and girls because of their sex, including wife abuse, sexual assault, dowry-related murder, marital rape, selective malnourishment of female children, forced prostitution, female genital mutilation and sexual abuse of female children". In this study, GBV means causing physical, emotional, sexual harm to both males and females.

1.14.2 Patriarchy

Patriarchy is about the systems that interconnect to oppress women and promote the role of a man as that of a superior compared to that of a woman. Aldi (2013:2) defines patriarchy as:

...a form of mental, social, spiritual, economic and political organization/ structuring of society produced by the gradual institutionalization of sex-based political relations created, maintained and reinforced by different institutions

linked closely together to achieve consensus on the lesser value of women and their roles. These institutions interconnect not only with each other to strengthen the structures of domination of men over women, but also with other systems of exclusion, oppression and/or domination based on real or perceived differences between humans, creating States that respond only to the needs and interests of a few powerful men.

Patriarchy is widely practised and used as a major tool to control women to submit to men amongst the Swazis (Motsa-Dlala 1994). Patriarchy originated from the Greek patriarchs which means “father of a race or chief of a race” (Ademiluka 2018: 339). In this study, the concept of patriarchy means the control of women by men.

1.14.3 Culture

Culture is defined as the way people live, behave and act and their physical as well as their intellectual achievements (Mbiti 2015). Culture can be conceptualised as “a set of basic assumptions – shared solutions to universal problems of external adaptation (how to survive) and internal integration (how to stay together) – which have evolved and are handed down from one generation to another” (Van Zyly, 2015:2). In this study culture includes part of an individual way of life that has been passed down from generation to generation.

1.14.4 Oral tradition

Danke and Letseka (2022) and Law (2017) define oral traditions as the main available source for the construction of the past and even among people who have many written historical sources. They argue that even the most ancient written sources are based on oral tradition. Jones and Russell (2012) argue that oral traditions were routinely collected and used to attribute chronology, function and/or cultural affiliation. In this study, oral traditions mean beliefs and moral values that are passed down from generation to

generation by parents and grandparents, which are used to define the culture of the people.

1.14.5 Socialisation

“Socialization is a process by which an individual, born with behavioural potentialities of enormously wide range, is led to develop actual behaviour which is confined... ” to the narrower range of what is acceptable for him by the group standards” (Child1954:655). Socialisation is the general process by which the members of a cultural community or society pass on their language, rules, roles and customary ways of thinking and behaving to the next generation (Edwards, Knoche & Kumru 2003). Maccoby (2015) shares the same sentiments with Child (1954). Maccoby (2015: 3) defines “socialization as a process whereby naïve individuals are taught the skills, behaviour patterns, values and motivation needed for competent functioning in the culture in which the child is growing up.” In this study, socialisation means the process whereby a person is led to conform to certain types of behaviour, which is acceptable in the culture in which they are growing up.

1.15 CONCLUSION

This chapter gave a background to teachers' understanding of GBV in a primary school. Circumstances, effects and causes of GBV in schools and society were discussed. This chapter also outlines the research question and subsidiary questions, the aim and objectives, the research design, issues of trustworthiness and ethical considerations. Chapter 2 comprises the literature review and theoretical framework which inform the qualitative study.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter presents a review of related literature to broaden the background of the study and demonstrate the understanding of teachers' perceptions of GBV in primary schools as presented in the previous chapter. The literature reviewed was based on the research questions and aim and objectives of this study. In part one of the literature review, an overview of literature on GBV internationally (briefly) and nationally (in-depth) is given. In seeking to understand how GBV impacts learners and teachers in primary schools, I hope to shed light on the possible solution to the situation in Eswatini. Thereafter, in part two, Crenshaw's (1989) intersectional theory is presented and justified as the study's theoretical framework, which lays the foundation on which my research is built.

2.2 LITERATURE ON GBV

Matheson and Lacey (2013: 20) explain that a literature review could be understood as a "research method in its own right". It is an introductory analysis which is performed to demonstrate the state of the extant literature on the specific topic and what gaps exist which require further research.

2.2.1 Understanding GBV

Gender based violence as defined by Ushe (2015) relates to sexual abuse or violence, which involves the absence of consent between two people, mainly male and female. However, James (2013) argues that sexual abuse is a form of GBV, since the two terms relate to the absence of consent between two parties and that this action results in some form of psychological and/or physical harm to the other person under oppression. This can occur in all human social circles such as marriage, workplace, or any other place where males and females interact. It is important for us to understand that in the present

day GBV also occurs among people of the same sex but different gender identities (i.e., among gay men and lesbians) where people of the same sex are involved in an intimate relationship.

2.2.2 GBV as a global problem

According to the World Bank (2019), GBV against women and girls is a pervasive global phenomenon that affects one in three women in their lifetime. It has been known that 35% of women in the world have experienced either physical or sexual intimate partner violence or non-partner violence. The publication shows that violence against women in some countries costs an estimated 3.7% of the Gross Domestic Product which is more than what the governments spend on the education budget. It also states that the survivors of violence and their dependents incur significant social and economic costs.

According to the World Bank (2019) 7% of women globally have been sexually assaulted by someone other than a partner. Globally, as many as 38% of murders of women are committed by an intimate partner. In the context of the current study, it is prudent to look much closer at the causes of GBV in teachers and take particular note of which category of people are exposing teachers to GBV. The confirmation of these key pieces of information will support or disprove some of the extensive rates in the prevalence of GBV as reported by studies by renowned international bodies like the World Bank. It was of interest to verify if the data found in the current study fits the prolific trends reported by the World Bank in 2019.

According to the United Nations Population Fund (UNPF) violence against women and girls is the most prevailing human rights violation worldwide. Violence knows no social, economic, or national boundaries; it may attack any vulnerable person in society. UNPF further states that GBV subverts the health, dignity, security and autonomy of its victims yet it remains mute.

In as much as GBV has been explained by the above cited sources, we need to be cognisant of the fact that most definitions of GBV and the situations in which it is said to occur is mostly in sexual or intimate relationships. The publications do not expand on cases in the working environment where both sexes can subject one another to GBV through the violation of one's physical, emotional, psychological, spiritual and financial rights. It is therefore the purpose of this study to investigate the working and learning conditions in school environments to expose the root cause of GBV, see how it affects the performance of both teachers and learners as well as the means that have been put in place to curb GBV and the actual extent to which they are applied. Violence against female teachers is viewed as a prevailing human right violation and will influence the ability to lead learners and shape them to be effective members of the society. It was interesting for the researcher to gain more information on how the participants believed GBV affects the ability of teachers to positively influence the learners they entrusted with.

2.2.3 The international landscape of GBV

This section investigates GBV and its impact on learners in international perspective. Although this review cannot cover the entire globe, it covers the sections of the world where an in-depth investigation has been made with regard to GBV. Not all the countries listed provide comprehensive information on GBV and more work needs to be done to cover the topic more widely.

Evidence indicates that GBV affects millions of children and adolescents worldwide. It is one of the worst manifestations of gender discrimination and violates a wide range of children's rights. Education is critical in empowering and transforming the lives of young people, especially girls. Widespread GBV in and around schools seriously undermines the achievement of quality, inclusive and equitable education for all children.

Suryavanshi et al. (2018) state that 37% of women in India report a lifetime of physical, sexual, or psychological abuse. In Maharashtra, an estimated 31% and in Pune district, 10% of women have reported GBV in an average population of 9 million. According to

Suryavanshi et al. GBV screening is done in health care facilities in developed countries where they can supply survivors with a safe, private environment with good communication and referral services. This unfortunately does not compare to sub-Saharan Africa in terms of the availability of access to health care services that mitigate the effects of GBV. Without such interventions, the effects of GBV increase and both students and teacher suffer the consequences.

Jere (2015) states that there has been an increase in the drive to address school gender-related violence although the drives have not translated into effective policies to reduce the prevalence of GBV. The study documented that further evidence on GBV is needed if governments were to build school environments that are disability, child, gender sensitive and provide a safe, inclusive and nonviolent effective learning environment. In short, we need to understand the nature and extent of the problem worldwide. We need to know why it happens and with what consequences. We need robust data to develop strategies and to evaluate their success in reducing GBV (Parks, 2015). This assertion indicates the dire need for research of this nature to be conducted locally so as to contribute to the evidence that is needed to form effective policies. The evidence should also allow for an understanding of the intersections within the learning environment and how these lead to GBV.

Available data on violence against children, including bullying and physical violence, will allow us to build a partial, albeit fragmented, picture of the pervasive nature of GBV in schools. Recent estimates from Plan International, based on the number of children affected by verbal bullying, a common form of violence in schools, show 246 million boys and girls suffering school-related violence every year (Plan International 2013). In France, 40% of students report being victims of cyberbullying (Sorrentino, Baldry, Farrington & Blaya 2019). In Zambia, 61% of schoolchildren reported being bullied in the previous month (Fleming & Jacobsen 2010). Millions more suffer physical violence at school under the guise of discipline: over one-half of all children worldwide live in countries where they have no legal protection from corporal punishment (UNESCO 2014). Yet much of the scale and scope of GBV in schools remains hidden. There is a lack of global comparable

data on the various forms of GBV. Evidence across and within countries is uneven and incomplete. Wider studies on school violence have tended to focus on physical violence and bullying and do not always apply a gender perspective. Serious obstacles for documenting violence exist in many countries and social taboos and fear of repercussions limit the safe spaces available for children to acknowledge and report experiences of school-related GBV.

2.2.4 Review of literature on GBV in Sub-Saharan Africa

According to Beyene Chojenta, Roba, Melka and Loxton (2019) GBV is very high in the Sub-Saharan Region. Researchers have shown that GBV is due to different factors, including age, rural residence, number of children, witness of family violence and the use of alcohol, tobacco and drugs. Bamiwuye and Odimegwu (2014) state that household poverty-wealth has caused troubles in most relationships in Sub-Saharan African countries. Violence cuts across all families and may provide a good environment for it. A study done by Bamiwuye and Odimegwu (2014) state that violence prevalence ranges from 30.5% in Nigeria; 43.4% in Zimbabwe; 45.3% in Kenya; 45.5% in Mozambique; 53.9% in Zambia and 57.6% in Cameroon.

Looking at these statistics and having first-hand experience residing in an African country, one cannot deny that we live in conditions that facilitate and perpetuate violence between and across sexes. Africa is still largely patriarchal hence the belief that females are inferior to men. This is brought from the society into the school subjecting female teachers to inferior status to men. They are not seen as fit for management positions and any efforts that they may take to implement policies or make decisions that better the school result in being ridiculed, fostering violence. The girl child alike is abused by both male teachers and students through various means. In rural areas that are mostly remote; there are usually few channels for students or teachers to report these cases to senior authorities. They would have to go through the head teacher and if this is a male, the issue may be suppressed. There is also fear of the loss of employment which makes victims of abuse turn a blind eye on the events.

According to Sithole et al. (2016), a demographic survey done in 2015 in Zimbabwe confirmed that about 35% of women aged 15-49 have reported being exposed to violence. Mashiri (2013) states that violence has dominated the world and is touching all cultures, religions and races and extends across all geographical boundaries. It is further stated that different measures have been applied to fight violence in Zimbabwe but it escalates yearly (Mashiri 2013). The escalation of GBV as revealed by Mashiri (2013) is consistent with some of the trends in Eswatini possibly due to the similar cultural foundation of GBV in the southern African region.

Furthermore, the Government of Zimbabwe conducted the Violence Against Children and Youth Survey to study school related GBV. The study showed that 11% of male students experienced violence perpetrated by both teachers and classmates while female participants recorded 8%. Four percent (4%) of females experienced violence perpetrated by male teachers while 5% of boys did so. Four percent (4%) of females experienced violence perpetrated by female teachers while 2% of boys reported such. Physical violence among classmates is most likely to occur between the same sexes. Overall, male students are more likely to perpetrate violence against a classmate according to the results of the study. Two percent (2%) of females experienced physical violence perpetrated by a male classmate while the rate sprung up to 7% between males. Violence perpetrated by females amounted to 2% towards females and less than 1% towards males. Students experience similar rates of sexual violence perpetrated by classmates. In Zimbabwe, a small percentage of students report experiencing sexual violence perpetrated by teachers. On average, 18% of the students who experienced violence developed tendencies to miss school especially if the violence was initiated by teachers (Together for Girls, 2020). The statistics herein reviewed paint a dark picture on the prevalence of GBV in the country. Perhaps the minor difference in the statistics herein discussed is due to the focus on GBV among learners while the current study is more interested in teachers' views of GBV.

Notably, while school environments can enable violence, they also have a critical role to play in violence prevention and response. Schools can serve as protective spaces for

children, acting as an important arena for broader social change to end violence both in and out of the schoolyard. Hence the purpose of this study is to investigate viewpoint of the school environment and related stakeholders what could be done to reduce the inequities that exist as a means of reducing oppression, masculinity, discrimination and a host of other factors that lead to GBV as explained by the intersectional theory. The latter explains how differences in power dynamics lead to various forms of violence.

2.2.5 Review of GBV literature in South Africa

According to Mosavel, Ahmed and Simon (2012), GBV has spread widely in South Africa and is perpetuated by the past inequities which have created a conducive platform for violence. Mosavel et al. (2012) state that many South African women experience forced sex at an early age and that may have an effect on their sexual behaviour. According to the Centre for the Study of Violence and Reconciliation (2016) statistics in South African provinces indicated:

“In 2012, a study conducted by Gender Links (2012) found that 77% of women in Limpopo, 51% in Gauteng, 45% in the Western Cape and 36% in KwaZulu-Natal had experienced some form of GBV (Gender Links 2012). Men were the main perpetrators of this violence. For example, 76% of men in Gauteng, 48% in Limpopo and 41% in KwaZulu-Natal admitted to perpetrating GBV”.

According to the Sowetan Live (2019) violence in South Africa is very high such that it has claimed about 251 lives of children in Gauteng in the past five years and a woman is brutally killed almost every week. According to the Voice of America News (2019), GBV has become a national crisis: a woman is killed in South Africa every three hours with some raped and beaten before death.

Mayeza (2021) in a study conducted in South Africa states that school GBV is so prevalent in South Africa that girls experience it both in and out of school. The consequences are such that the victimised girls show poor academic performance,

frequent absenteeism from school, anxiety and depression, drug and alcohol use, psychological trauma and school drop-out. The violence reported was among boys and girls as pupils and between male teachers towards female pupils. Boys sexually gazed at girls in the corridors during lunch breaks and gossiped about girls' physical appearance, their bodies and their virginity status. Boys commented openly on their desires and demands to have sex with girls. Sexual harassment in the corridors also involved inappropriate touching. Girls also expressed the fear of being coerced into sexual relationships by older boys at school. Girls were beaten up if they refused boys' proposals for sexual relationships. Girls also fought with each other over boys. This competition sometimes involved references to hair — those who could afford to have plaits in their hair or wigs were called 'sluts' and accused of 'stealing' boyfriends. Teachers on the other hand were also reported seducing older girls; they feared rejecting the teachers as they were afraid of failing (Mayeza 2021).

The study found that one of the reasons violence persists is that school responses fail to understand sexual and gendered aspects of the school (Mayeza 2021). Teachers and learners generally understood violence as something that individuals commit related to some psychological problem. This understanding made gender and sexuality invisible. It failed to note the experiences of girls and the power relations between girls and boys. To curb GBV in schools, the study suggested that there was need of awareness of gender power imbalances and how they are a source of violence; schools need to take caution and secure the physical environment to limit spaces that could be used to perpetuate violence; there is a need to develop a curriculum that addresses sexual education, sexuality and relationships in the everyday school environment to raise awareness of what was right or wrong; and schools need to support and act on girls' reporting of violence (Mayeza 2021). Some research according to the study found that bystander programmes can reduce the normalisation of violence in schools. These programmes encourage passive bystanders to become active by learning to recognise potentially violent or dangerous situations. They empower young people to act more effectively against violence (Mayeza 2021).

2.2.6 GBV in eSwatini

2.2.6.1 The status of women and GBV in Eswatini

Eswatini is a landlocked country bordered by South Africa on the north, west and south and Mozambique on the eastern side. According to the World Population Review (2019) Eswatini has about 17 300 square kilometres of land, with a population estimate of 1.5 million. The country is divided into four administrative regions: the Lubombo, Shiselweni, Manzini and Hhohho regions respectively, with the administrative capital called Mbabane, located in the Hhohho region. Eswatini is the only country in Africa that has an absolute monarch. The Swati people are modern (Pejstrup 2011) but they still observe different cultural rites throughout the year.

In a normal Swati homestead, the roles and responsibilities for boys and girls are differentiated according to their gender. Eswatini is a typically highly stratified patriarchal society. Socialisation of children according to traditional gender roles results in high levels of sexual prejudice (Parrott & Gallagher 2008). Sex-role socialisation is an important aspect of differentiating boys and girls' roles and responsibilities in a natural home environment (Edwards Knoche & Kumru 2003). Cultural socialisation practices are common among ethnic parents and important for ethnic minority child development (Caughy & Owen 2015). However, in Eswatini even though the population is homogeneous, cultural socialisation plays an important role in child development.

In Eswatini there is concern about GBV directed toward women. As a result, the government of Eswatini, civil organizations, non-governmental organisations (NGOs) such as the Coordinating Assembly of NGOs (CANGO) and other international or UN agents such as the United Nations Development Programme (UNDP) United Nations Fund for Population Activities (UNFPA) and United Nations Women Programme (UNWP) are involved in bringing solutions to the scourge of GBV in Eswatini.

The government of Eswatini has recognised the need for a robust approach towards the development of the Eswatini National Gender Policy, which provides guidelines to address issues regarding the well-being of women in Eswatini, some of which include GBV. Eswatini National Gender Policy (2010) points out that its aim as an instrument for creating an effective gender-based platform is to ensure that issues of gender imbalances are addressed in such a manner that will abolish inequalities between women and men.

2.2.6.2 Statistics of gender violence perpetrated against women

The statistics with regards to the GBV cases in Eswatini are represented in several areas of concern such as social assets accumulation, level of awareness about sex and GBV and practices and experiences related to sex and GBV in both communities and schools. However, a study conducted by the Eswatini Action Group against Abuse (SWAGAA) (2013) reflected a 50% to 67% increase in reported GBV cases either at school or in communities. This upward trend indicates that it remains a problem of social discord, even though policies have been put in place to address it (SWAGAA 2013).

Consequently, a cluster study conducted by Reza, Breiding and Gulaid (2009) focused on analysing sexual violence and its health consequences for female children in Eswatini. The findings of the study indicate that 40% of the young women aged between 13 to 24 years were subjected to some form of GBV in their lifetime. A 2007 population-based national survey in Eswatini indicates that about 48% of females aged 13-24 years reported some form of sexual violence (rape, the threat of rape, unwanted touching or groping) most often by a boyfriend or husband while 25% had experienced physical violence, typically by a male relative (SWAGAA 2013).

Further, indications from the 2006-2007 Eswatini Demographic and Health Survey indicate a 31% lifetime prevalence of sexual GBV among women aged 15-49 years and 20% among men. These statistical trends indicate a 40% prevalence of GBV in Eswatini that manifested in several forms ranging from sexual harassment, emotional torture and physical harassment. These trends have led to the establishment of a public awareness

programme that has resulted in the establishment of a more consolidated policy platform to address the well-being of females in Eswatini concerning GBV (Central Statistics Office 2008). While the policies appear to be prevalent, of interest to the researcher was to explore the gap between policy and practice. This is to say that the data collection process has an obligation to verify whether what the policies are designed to address is being addressed or not. This becomes a crucial indicator of the effectiveness of policies to curb GBV in Eswatini.

2.3 WHAT ARE THE CAUSES OF AND DIFFERENT TYPES OF GBV?

There are different types of GBV in general and these include any of the following forms: interpersonal or domestic relationships; sexual violence (rape and sexual assault); institutional, cultural and systemic forms of violence; and emerging forms of stalking and harassment using modern technology (White Ribbon Campaign 2014:23). In addition, Oni-Ojo et al. (2014) add that women are also subjected to multiple forms of violence in their homes; domestic violence includes battering, slapping, kicking, verbal abuse and rape.

However, from a school perspective, Chikwiri and Lemmer (2014) argue that GBV can be seen from the experience of teachers and the learners as females. Chikwiri and Lemmer (2014) further explain that gender violence in schools is expressed explicitly and implicitly. Explicit gender violence is usually sexual; implicit gender violence is usually from everyday practices that reinforce and perpetuate gender differences and inequality through physical, verbal or psychological and emotional aggression. These forms of violence in schools are experienced by female teachers and students in various kinds such as indecent touching to aggressive pressure for sexual relations. However, in recent times, calls have been made to look into elements of GBV that are also perpetuated towards male students. In the context of the current study, the researcher had a vested interest in identifying the most common form of GBV in the case study primary school in order to address the research aim which was to make suggestions how GBV in the case study primary school can be curbed.

Inequality through physical abuse is another dimension associated with the description of GBV in schools. The perceived inequality between males and females contributes to the abuse of females in the workplace. Sanjel (2013) points out that GBV arises from unequal power relations between men and women and continues to be reinforced by the patriarchal value system of identifying women as inferior to men. As a result, women face a higher risk of illiteracy, poverty and low status in society. This practice of viewing women as inferior to men is also applicable in the workplace: women are viewed as not fit to occupy certain positions. These positions are often given to males (Ushe 2015) Stereotyping of women in the workplace is perpetuated by societal values, status and perceptions of women. This understanding has over the years put males in overwhelming positions of dominance and fuelled male fears of women participating in senior positions (Sanjel 2013). These definitions align with what the intersectional theory which informs the study posits regarding power dynamics leading to males feeling superior to females, hence subjecting them to different forms of abuse in order to maintain their status. The researcher to a great extent concurs with Sanjel (2013) who sees the root of GBV stemming from unequal power relations between men and women and its reinforcement by the patriarchal value system which identifies women as inferior to men. As a teacher at a primary school in Eswatini, the researcher is very familiar with the unwarranted entitlement of men within the school environment. This sense of entitlement is proliferated by the patriarchal value system which forms the basis of society in Eswatini. Consequently, in the researcher's experience, male teachers in general and partners of primary school female teachers in particular often feel entitled to consider themselves socio-culturally superior to their counterparts. In the researcher's view, this presents a complex foundation for GBV in primary schools in the Hhohho region.

Hora (2014) argues that most women are not considered for leadership positions in the education system because of cultural barriers. There is a belief that women are "docile, submissive, patient and tolerant of monotonous work and violence, for which culture is used as a justification" (Hora 2014:101). As a result of the failure to put women in leadership positions, few leaders have firsthand experience of GBV nor the opportunity and power to implement policies or measures that deal with perpetrators of GBV. If

women who are mostly victims of such could have access to leadership positions where they could influence the implementation of policies, the situation would be different with regards to the prevalence of GBV as the rightful measures would be put in place. Many male leaders protect their counterparts in most cases and believe GBV to be a form of proving power and autonomy in the society. Eddman (2015) suggests the promotion of the intersectional approach through putting women in leadership positions where they can be involved in designing policies that respond to their needs. This will address the marginalisation that women face when men are in leadership and authority. In the context of the current study, it was interesting to explore the views of the participants regarding the status quo regarding female educators in positions of leadership and how this promotes or affects GBV policy implementation at school level in the case study primary school. Several heads of schools in Eswatini are female.

Lunyolo, Ayodo, Tikoko and Simatwa (2014) point out that socio-cultural factors and individual factors, such as negative attitudes held by women about the occupation of leadership positions, hinder women's access to management positions in secondary schools. Almost throughout the world, the understanding is that women serve in lower positions in organisations especially in education because these positions do not demand a high level of decision-making.

The principal of a school is traditionally expected to be a disciplinarian, who is in control of the entire school including both teachers and the learners (Sigilai & Bett 2013). However, according to Lunyolo *et al.* (2014) a principal is expected to make decisions that include calculated risks and women are not seen as the best candidates for these challenging positions. According to intersectional theory, it is not that women are not the best candidates for such. However, they are viewed as inferior because of gender expectations that women should be subordinate to males and thus cannot make any decisions that impose on the supposed rights of men as decision makers. From this theoretical perspective, it is suggested that interventions be made whereby intersectionality is implemented in decision-making so that women are put in decision-making positions to cement power dynamic gaps that weaken them, which are mostly

caused by patriarchal factors in the African set up. In contrast to the views of Lunyolo et al. (2014) the researcher has observed a large number of female head teachers in the basic education system of Eswatini. Therefore, it was valuable to gather the views of female school leaders regarding the handling of GBV in schools in the Hhohho region. This could be useful to verify the consistency between the findings of Lunyolo et al. (2014) and that of the current study.

Patriarchy is another factor that has contributed to the practice of GBV in schools. Ushe (2015) argues that a cause of gender inequality which has led to GBV is the fact that most societies worldwide are rooted in some form of patriarchy that focuses on and influences the level of power ascribed to or attained by males in society or the workplace. This leads to discrimination against women. This form of violence is influenced mainly by traditional or cultural practices and perceptions which give women less power compared to their male counterparts in any form of social ranking. This form of inequality creates a platform for physical abuse of women by default. This form of unequal balance between males and females in society is environmentally orientated because these social trends are learned within a given society (Ushe 2015). Thus, gender-based inequality is culturally motivated. Since Eswatini is a traditional kingdom and patriarchal society, the researcher is aware from experience that this source of GBV as described by Ushe (2015) is the most prevalent in schools in Eswatini. Social transformation is difficult as male behaviour is fuelled by culture and at times women have already made peace with the violence they are subjected to. GBV in such circumstances often goes unnoticed and unchallenged in the name of culture and tradition in Eswatini.

Furthermore, Hora (2014:101) argues that women in most cases are perceived to occupy low status in the society despite their potential of contributing to the well-being of the working environment as intellectuals. The stereotype has disadvantaged most women and prevented them from contributing effectively in terms of sharing cost-effective decisions with regards to the development of the society, economy and the well-being of the learners in the school.

Verbal abuse has also been described as another form of GBV in schools. Ushe (2015) observes that verbal abuse is a major contributor to GBV in the sense that traditionally, women are subjected to or prone to various forms of verbal abuse because of the errors which they may commit at work. This makes them subject to the verbal abuse of the male superiors (Sanjel 2013). Degrading comments passed by males who are either superiors or peers in the workplace contribute to the dehumanisation of females (Ojo & Yinyinola, 2015).

Additionally, emotional abuse is also considered to have been another factor contributing to the emergence of GBV. Lunyolo *et al.* (2014:243) argue that female teachers who are constantly exposed to some forms of violence at work are prone to emotional stress and this would, in turn, bring about fear of criticism, lack of self-esteem and lack of self-confidence at work. Nguyen (2013), however, argues that due to high levels of emotional distress, women eventually become less productive at their respective places of work. The understanding is that the more women at the workplace are not recognised as influential instruments of organisational transformation, the more they would be subjected to emotional stress. This factor works on the psychosocial perspective of a female teacher and the entire school environment, which eventually relegates the female teachers to a low status quo within the school and society. The views of Lunyolo *et al.* (2014) and Nguyen (2013) regarding female teachers who are constantly exposed to violence at work becoming prone to emotional stress thus reducing self-esteem and self-confidence at work, are to be verified in the findings of the current study. The lived experiences of teachers at the selected primary school in the Hhohho region will be examined in the light of the findings of these researchers.

In the light of the various types and causes of GBV in schools, it can be said that GBV is a social problem shaped by social norms and values and since it varies from one society to the other, the actual causes of GBV are not easy to determine. However, research indicates that some common trends of violence can be categorised and determined as causes of GBV with regard to the focus study of this research - GBV experienced by female teachers in primary schools in Eswatini. Ushe (2015) highlights some of this

violence is due to cultural perceptions about the status and value of males and females in the society. Women are considered inferior and thus unequal with men. Hence, the human rights of women are violated. This attitude has an adverse physical, social, or psychological effect on women who are victimised.

Anozie (2009) argues that the community or environment in which males and females are socialised is a major cause of GBV in the school set-up. The understanding is that for one to fit into the society more comfortably, gender violence is accepted as people embrace and enact the expectations of the given society. The understanding is that social norms and values are learned and transferred from one generation to the other. Gender violence thus becomes universally unacceptable based on the gender roles and practices.

The other contributory factor leading to GBV is the poor communication process or techniques between men and women and the entire community since this issue is socially constructed. The understanding is that, in most cases where both male and female are expected to perform in a certain manner, the ideal communication process and pattern is maintained. Poor communication between the two genders in the community results in high levels of misunderstanding. At the same time because by nature the males would wish to prove that they are in control of the situation, they expect females to conform regardless of the situation at hand. In this case, the community or environment plays a significant role in the establishment and definition of GBV.

2.4 IMPACT OF GBV IN SCHOOLS

2.4.1 Reduced level of productivity

High levels of abuse related to gender at the place of work results in women losing their working zeal and eventually absconding from work. The increased pressure placed on women by their respective male workmates is observable in demand for sexual favours and a disrespectful attitude to women (Herbert 2014). For example, in a school setup, a female primary school teacher is more likely to be subjected to some form of sexual abuse from both the superiors and her colleagues. This form of pressure might eventually lead to absenteeism from work. Lunyolo et al. (2014) contend that female teachers are mostly victims of gender-related abuse at the workplace which reduces their self-esteem and confidence. In the context of the current study, Eswatini and its cultural background create a hot zone for GBV. Thus, a key objective of the study is to discover the lived experience of female teachers regarding the prevalence and impact of GBV in their school working environment.

Consequently, Odunaike, Ijaduola and Epetimehin (2013:18) maintain that an immediate outcome of such behaviour among teachers at the workplace is the reduced levels of productivity and school performance, taking into consideration that in most cases primary schools are dominated by female teachers (Odunaike *et al.* 2013: 80). The consequence of teachers not attending to the demands of their respective duties at work eventually affects the learners who may not reach their required learning goals, leading to high levels of under-performance. One characteristic of GBV is that it has no social or economic boundaries and affects women and girls of all socio-economic backgrounds. Therefore, this issue needs to be addressed in both developing and developed countries (The World Bank 2019). The current study was aimed to explore whether the teachers at the selected primary school experienced diminishing levels of productivity due to exposure to any kind of GBV.

2.4.2 Employee turnover

The second effect associated with the abuse of primary school teachers is the high levels of employee turnover and resignations based on short notice. UN Women (2011:1) indicated that the majority of women wished to leave their current jobs due to unfair treatment based on sex from either their superiors or workmates. The understanding is that due to increased levels of abuse, the teachers would eventually lose interest and leave work against their will. However, in the researcher's experience woman employees who may be subjected to abuse may find it extremely difficult to leave their posts because economic hardship may compel them to hold on to their posts regardless of the GBV challenges faced.

2.4.3 Increased health-related costs

The third consequence of GBV among primary school teachers is the increased health-related costs. UN Women (2011: 1) indicates that most women exposed to work-related GBV are also victims of the lack of medical attention. The understanding was supported by the notion that emotional stress was one of the commonest outcomes of GBV among primary school teachers. Lunyolo *et al.* (2014) argue that female teachers were victims of emotional distress due to GBV practices at the place of work mainly from their male counterparts. Consequently, teachers became less productive at the same time requiring high levels of medical attention which is an additional cost either to the Ministry of Education as an institution or the teacher herself. Thus, a teacher who is constantly exposed to health risks becomes a cost factor not only to the respective ministry in terms of health expenses but also with regard to the quality of service she provides. Due to health complications, a teacher would not be able to attend to her usual tasks and disadvantages the entire school. The current study may provide sufficient evidence to reach a conclusion on whether victims of GBV at the primary school are exposed to increased health costs and complications as a result of challenging GBV situations at the school.

2.4.4 Physical and mental harm

Physical and mental harm is a result of GBV in the workplace including primary schools. Singh and Kar (2012) pointed out the close relationship between women's mental illness and abuse. Most mentally ill women have a history of exposure to sexual violence and this manifests in symptoms like somatic symptom disorder, interpersonal sensitivity, depression, anxiety, paranoia, or psychosis. These health-related issues result in other social disorders that might make learning extremely challenging for pupils taught by these affected teachers. In extreme cases, primary school teachers with high levels of mental illness would be forced to stay out of school which might be a cost to the learners because learning and teaching would be disrupted until a replacement is found. Mundia (2011) points out that a teacher must be of sound mind if he or she is to help learners who are mentally challenged because mental therapy is one of the key measures of improving the education system. However, in a situation where the teacher is equally a victim of psychosocial problems, learners would suffer. Foote (2015) argues that teachers play a critical role in supporting the mental health of students; however, this becomes a challenge if the classroom teacher also suffers from poor mental health. Productivity would be reduced since the teacher would not be in a position to identify the psychosocial needs of the learners and arrange for cost-effective interventions for learners.

Furthermore, Ushe (2015) also points out the cost to emotional wellbeing associated with GBV. Most victims experience psychological problems including fear and loss of self-confidence which affects professional behaviour at the place of work. Women who are vulnerable to GBV at work or home suffer low self-esteem, depression and to some extent feelings of of guilt. This cause levels of poor productivity among victims and affects the ability to make decisions. This is a barrier to women achieving positions of authority in schools (Mundia 2011).

According to the World Bank (2019), the failure to address GBV may cost the future of the coming generation. Numerous studies show that children who have been exposed to violence are more likely to perpetrate violence in the future. Ushe (2015) points out that

women (or female teachers) experience ongoing fear such that they replay the attacks frequently. This creates greater anxiety which may lead to suicidal deaths or any other costs associated with GBV. Other observed outcomes of such situations are the victims' loss of trust in men and significant others, making the entire social life of a victim unacceptable.

With regard to the physical dimension, Ushe (2015) argues that injuries related to GBV may cause permanent damage to women which could lead to permanent disabilities or even death. These physical challenges affect the education system both directly and indirectly. For example, a teacher who is permanently injured may have to resign and this creates a resource gap. Fatalities among GBV victims mean that schools have to recruit other teachers which disrupts teaching and learning, and this constitutes a cost factor to both the Ministry of Education and the learners.

2.4.5 Job insecurity

High levels of job insecurity are one of the common outcomes of GBV among primary school teachers. Iliyasu, Abubakar, Aliyu, Galadanci and Salihu (2011) argue that feelings of insecurity among primary school teachers are a common outcome of GBV and this might lead to teachers' incompetence during their respective execution of duties. Hora (2014) contends that sexual harassment by superiors in favour of promotion or other privileges within the education system is a major challenge of teachers especially in primary school. This creates high levels of insecurity among teachers who refuse to surrender to sexual offers from male counterparts. Chikwiri and Lemmer (2014) state that high levels of sexual violence against female teachers undermine the advancement of their career in education from the time they are enrolled as students to the point where they become teachers.

2.4.6 GBV legal frameworks in Eswatini

Oni-Ojo *et al.* (2014) aver that endeavours in Eswatini to advance gender equity form part of a global agenda focused on the wellbeing of women in homes, communities, schools and at work. The understanding is that elements of GBV are socially orientated and based on people's social context. Therefore, GBV at work or in the school setup emanates from social orientations of which the home background is a major contributing factor.

The Eswatini Teaching Service Commission (TSC) has in place instruments such as the Swaziland Education and Training Sector policy (EDSEC) that deals with GBV issues in the education fraternity. The policy (EDSEC, 2011: 26) states:

“EDSEC does not encourage gender discrimination. This means that it strictly prohibits any distinction, exclusion, or restriction which has the purpose of impairing or nullifying the recognition, enjoyment, or exercise by any person of the educational rights and fundamental freedoms of a person or persons of any gender. It encourages gender equality which is the equal enjoyment of rights and access to opportunities and outcomes including resources by women, men, girls and boys”.

The country has, therefore, taken measures of creating equal job opportunities with regard to leadership and other functionalities in the Ministry of Education. The understanding had been influenced by the structural functionalism theory that places females at the bottom of the leadership and management hierarchy. By so doing, most of the women in the Eswatini education system have equal exposure to leadership opportunities.

Southern and Eastern Africa Consortium for Monitoring Educational Quality report (SACMEQ) indicates that there is a balanced view of gender-related issues in the Eswatini education system and gender is an urgent issue that is being addressed is creating balanced teacher access to all teaching subjects. SACMEQ (2011: 3) states:

“The national policy is that all teachers are to teach all subjects. However, as a result of training for student teachers offered as research and in-depth study during their final year, some teachers have tended to choose to teach specialised subjects”.

Thus, the intention of the Eswatini MoET is to promote an inclusive approach in the teaching service commission and establish a gender balanced education system. Further, the EDSEC (2011) draws its policies from the previous Swaziland National Gender Policy (2010) which promotes the elimination of GBV in Eswatini. However, in the researcher’s view, a gap exists between policy and implementation, and this is examined with regard to GBV in a primary school of Eswatini based on verifying the lived experiences of the teachers involved in the current study.

2.5 POLICIES TO PROTECT WOMEN FROM VIOLENCE

Several interventions have been identified as measures for the prevention of GBV in the workplace. These include the establishment of inclusive leadership legislative policy, the establishment of special training programmes, promotion of gender equality in job opportunities and the establishment of women's easy access to human development resources. With regards to the establishment of inclusive leadership legislative policy, Mohajeri *et al.* (2015) argue that the purpose of gender equity programmes and legislative actions such as affirmative action are fundamental strategies that can be used to promote gender-based equality in that given society. The understanding of this notion is that once women are protected from exploitation, every woman in the society would be allowed to contribute effectively to the decision-making processes within the education system. In other words, women would be granted an opportunity to make decisions in all levels of management that might include some of the following key functions such as recruitment, hiring, appointment and promotion process within education (Lunyolo *et al.* 2014).

The second strategy that can be done to integrate women into leadership for effective decision-making is the establishment of special skills training and development

programmes focused on developing the capacities of women in all key areas within the education system. Mohajeri *et al.* (2015) state that the importance of special training programmes would build the relevant capacities and confidence of women to make cost-effective decisions within the management structures of the education system. Further, training provides the learners with general knowledge about various themes of leadership and the education system. This can bring about a collective and efficient management system with gender balance (Hora 2014).

Thirdly, promotion of gender equality in job opportunities is another area of consideration. Taneja, Pryor and Oylar (2012) argue that if there is to be effective gender inclusivity in the work of place, leaders need to incorporate these concepts into the strategic management of their respective organisations. This concept advocates for the creation of public awareness against gender-based discrimination and the promotion of equal access to managerial and job opportunities in general. The notion is that the society must understand that leadership practices and effective decision-making is a collective effort between males and females in society and the education system. In this manner, both males and females would be allowed to access the decision-making positions in the education system based on merit and not any gender-based traits.

Fair recruitment plays a major role in reducing stereotyping. This should impact the understanding that GBV is a socially orientated issue that relates to socially perceived values and norms. GBV can be avoided by ensuring that the recruitment process in schools is effective and inclusive (Taneja *et al.* 2012).

Tirado *et al.* (2010) stresses that the improvement of women's access to human development resources would enhance their skills and advance their professional development. Access to technical assistance, technology and effective tools would allow women to become skilled and competitive in decision-making processes in the education system.

The understanding that is related to this approach is on the basis that GBV is a common problem because the interventional technicalities are weak and victims for this have less or no basis for their respective defence. However, the situation would be beneficial and effective if the entire system was not only legalised but put to good use such that even the sanctions that are given to the offenders are in such that the victim was protected as soon as the challenge manifests. In this case, the issue of information sharing in the form of establishing resource centres would work most effectively for the fight against GBV in the workplaces including the schools. Teachers for example would set aside certain days in the week when they would spend time reflecting and discuss such issues. This would eventually make the entire school a gender-friendly environment in which the dignity of women is not only uplifted but protected as well.

Still, in the light of creating easy access to information sharing platforms, the school as a community institution would establish programmes or activities that provide awareness to the community with regard to the fight against GBV. The understanding of this notion is based on the fact that since GBV is not only an issue of having unproductive teachers who are subject to some form of violence based on their state of sex, but rather a psychosocial issue that causes harm and damage to the entire society both directly and indirectly. For example, a student might have been exposed to GBV because his or her parents were constantly engaged in violence. This would eventually bring about poor performance and a failed continuity in school.

The adoption of universal measures is another considerable strategy that can be used to promote the fight against GBV in schools. WHO (2012: 5) points out some of the approaches that might be used to fight GBV in the workplace which include media campaigns and community-based interventions to change unequal gender norms; strategies for women's economic empowerment; school-based programmes to prevent violence; and approaches to preventing child maltreatment, which is a risk factor for later perpetration and victimisation. This understanding calls for the realisation that the world has become one global village in which the nations have reached a level of agreeing on terms with regard to the issues of GBV. There has been an understanding that issues of

gender and culture are highly influenced by the values and norms associated with the societal practices which in most cases favoured men as compared to females. These social trends have however created a long costly trend of disadvantaging women from several social-economic practices such as access to economic factors of production and other forms that enable and empower women to participate in the normal society like men. As advocated by Kaur et al. (2014: 230), the challenge associated with the levels of GBV is that the society generally accepts such practices.

2.6 THEORETICAL FRAMEWORK

The theory in a research study is therefore the glue that keeps everything together. Without a theory the aspects in the study will stand in seclusion. Intersectional theory was used as a lens to guide the researcher, enrich and enhance this study. Intersectionality is a theoretical framework which considers heterogeneity across different intersections of social positions as integral to understanding health and social experiences (Crenshaw 1989). The theory was first published by the legal scholar, Kimberlé Crenshaw and developed within Black feminist theory with the aim of understanding Black women's predicaments in the United States (Collins 1990; Crenshaw 1989, 1991). The theory is applicable to a wide range of intersections of ethno-racial groups, gender, socioeconomic status, sexual orientation and other social identities or positions (Bowleg 2012; Atewologun 2018).

Crenshaw (2017) developed the intersectional theory which sought to show how social categorizations such as race, class, gender amongst others are interdependent and overlap with one another creating opportunities for disadvantages and discrimination for people belonging to one or more social groups different from the others. Intersectionality presents the premise that differences in identities and experiences of members of different social groups overlap with one another during social interactions thus leading to prejudices on others as others assume a more superior role and assume some to be inferior to them.

In the case of this study investigating the perceptions of teachers towards GBV in primary schools, the intersections that can be given a close look include and are not limited to gender identity, gender markers, sexual orientation, status, class, race and religion.

According to Atewologan (2018) intersectionality enhances us to understand the ways in which women experience the workplace differently because of their sexual orientation, ethnicity, class and status. It enhances our understanding of the sources of inequality in organisations which can be gathered from the lived experiences of members from such organisations. Atewologan (2018) thus justifies that the intersectional theory fits into a qualitative study of this nature because of the central role of giving voice to the participants as we try to understand how their experiences of intersectionality in the workplace have resulted in GBV and how their performance as well as that of the learners has been affected by such.

This theory is brought to the school environment to investigate the intersections that exist amongst teachers, learners, students and school management and how these intersections become sources of oppression leading to GBV, what strategies are carried out to reduce prejudice and discrimination resulting from the intersections in the schools and how the performance of both learners and teachers are affected. The impact of GBV to learners can thus infringe on the basic right to quality education especially if teachers are unable to perform their teaching roles.

In my own view, GBV emanates from values, beliefs and attitudes held by a person or group from the opposite gender or sexual orientation towards the next. These differences in values, beliefs and attitudes subject people to different experiences. These different experiences in turn create different expectations among individuals. The differences in values, beliefs and attitudes between males and females create overlapping identities which thus become the source of oppression in a social setting, in particular, the workplace in the case of this study. Adopted and accepted over time immemorial, GBV becomes a way of life for women in male dominated societies like the situation within the nation of Eswatini.

The intersectional theory is relevant to this study because it has proven that “social categorizations such as race, class, gender amongst others are interdependent and overlap with one another creating opportunities for disadvantages and discrimination for people belonging to one or more social groups” (Crenshaw, 1989:140). In this study the other categorisation which lead to GBV are culture, traditions and socialisation of girls and women.

In the work setting, gender inequality is usually seen through males assuming more superior roles than women. In cases where a woman is supposed to be in a superior position than a man, they are usually met with little support from their male counterparts and insubordination. This insubordination and lack of cooperation usually results in forms of psychological and emotional abuse which is a facet of GBV. This is usually facilitated through hate speech through which the message behind this is usually that females and members of LGBTQI communities are unfit for leadership because of their supposed gender roles and sexual orientations in society.

According to Collins (2017) this is usually worse in a case where a woman is also at an intersection of being African American because of the stereotypes that already exist of the capabilities of people of colour compared to Caucasians. To justify this, Collins (2017) gives an example of how hate speech was a catalyst of GBV and harmed particularly women, African Americans and other subordinated people in social institutions. The study shows that these groups are usually met with racial slurs, gender epithets and off-color jokes that are usually a catalyst of violent acts. These acts thus become the source of GBV, in particular, gender epithets. For teachers, the results of these intersections can lead to loss of job opportunities whereas for learners if severely displayed could lead to possible school dropouts (Pambe & Kouanda 2022).

Edelman (2015) also discusses that experiences of racism and inequality took place at the intersections of racism and sexism. The study reiterates that race, skin colour, religion, marital status and disabilities affected experiences of violence. Racist and classist institutions uphold oppression in societies and thus fuel injustices that ignore GBV

and in turn stagnate development. Therefore, the intersectional theory in application to this assertion helps us to identify the various barriers faced by victims to combat GBV and the various factors that perpetuate it.

Langa and Mitchell (2014) are of the view that measures put in place to prevent GBV and punish perpetrators are not always successfully and consistently applied. The social status of the victims usually provides a barrier to this as they do not have sufficient power and authority to facilitate compliance to policies and statutory that aim at reducing GBV, its effects and punishment of perpetrators in both schools and communities. School related GBV towards girls is a barrier to the right to education as it results in poor performance, irregular attendance, dropout, truancy, low self-esteem, serious health and psychological effects. The consequences for females in general is disadvantage and discrimination because of their identities and experiences thus they are subject to prejudices which block their participation and considerations in actions towards addressing GBV. Their voices are usually shot down because of the intersections as discussed by the intersectional theory.

To prove the researcher's assertion, Langa and Mitchell (2014) state that teachers who are regarded as being key in scaling up HIV/AIDs prevention strategies to address GBV received relatively little support and attention in their professional development in such regard and thus did not have the capacity to drive the initiative effectively. Furthermore, especially in the African set up, geographic and social isolation of the unqualified and the under qualified teachers further marginalise them. They are also seen indiscriminately as having no authority and no agency in addressing GBV. Such teachers are put in the rural areas where cases of GBV are at their most because of cases of incest, child marriages, teenage pregnancies, family rape and physical abuse. However, because of their level of expertise, they either do not have the voice to address these through the implementation of policies or they are merely ignored as their views do not reach the desired authorities that can address the matters.

To combat the above and have cases where voices of females in addressing GBV are heard, Edelman (2015) states that an intersectional approach in promoting development can assist in addressing unequal power dynamics in society. An example is given in the study to show that in the United States and South Africa, there is a culture of dominance in which race and class oppression has created an atmosphere of violence against women thus creating barriers for development for half the nation. At the time of that publication, there proved general unawareness that women and girls were mostly affected by racism and sexism because of lack of data thus their needs and experiences were not seen to be a priority in policy making.

The study showed that GBV could be reduced through promoting women's leadership from an intersectional framework where women designed policies based on appropriate responses needed by them to address the various marginalisations they face based on their identity and considering their intersecting oppressions. In my own assessment of the application of the theory to this study, intersectionality confronts the roots of power imbalances and this approach would help to bridge the gaps between prejudices in society. This is so because the theory explains GBV as caused not only by gender but by overlapping identities, differing levels of discrimination, oppression and violence and these need to be closed first in order to improve the experiences that have resulted in various social ills including GBV.

In summary, the intersectional theory states that the sources of oppression, prejudice and discrimination amongst members of society are caused by their overlapping identities and experiences created by race, gender, class, status, ethnicity, sexual orientation and religion. Social problems such as GBV and the clash of humans in social institutions such as schools and communities take place at the intersection of people who identify differently and the classes of those that assume themselves to be more superior infringe on the rights of the other classes. Social issues can therefore be reduced only by promoting development that will assist in confronting unequal power relations in society. For the purposes of this study, this would be through promoting women in leadership positions from an intersectional framework and allowing them to make policies based on

their lived experiences to reduce all previous cases of marginalisation, hence the researcher chose this framework as fit for the study.

In the context of this study, the writer views GBV in the workplace as a result of oppression, discrimination, stigmatisation and prejudice that female teachers mostly experience from the males who are usually more dominant and assumed to be superior than females. From this view the intersectional theory shows that where gender and power dynamics intersect, the less superior group suffers, in this case being females. The researcher also strongly concurs with James (2013) on the argument that sexual abuses are a form of GBV. Eswatini is a patriarchal society dominated by males and often sexual abuse against women goes unchallenged (UNFPA 2022). The UNFPA report indicates that in Eswatini, GBV is a tenacious challenge, excessively affecting women and girls with approximately 1 in 3 females having experienced some form of sexual abuse by age 18 years and 48 % of women reporting to have experienced some form of sexual violence in their lifetime.

2.7 CONCLUSION

The literature review discussed different forms of GBV including inter-personal or domestic relationships, sexual violence, institutional, cultural and systemic forms of violence and emerging forms of stalking. The chapter explored the consequences of GBV school set ups which included increased absenteeism, employee turnover, increased health-related costs, physical and mental harm and job insecurity. The policy framework regarding GBV in Eswatini was also reviewed in the chapter. Further, the chapter presented the theoretical framework, the intersectional theory, that underpinned this study. The next chapter discusses the data collection and analysis strategies, trustworthiness and credibility of the study and lastly the ethical consideration.

CHAPTER THREE

METHODOLOGY AND RESEARCH DESIGN

3.1 INTRODUCTION

This chapter presents the methodology and research design that guided the research project. The research site and selection of the participants are discussed in the chapter. Data collection and analysis, trustworthiness, credibility of the study and ethical considerations are explained.

3.2 METHODOLOGY

This study follows a qualitative methodology. A research methodology is defined by Choongwa (2018) as a continuous and systematic scientific process that guides and facilitates the pursuit of knowledge. According to McMillan and Schumacher (2014) research methodology means the design which the researcher chooses, the data collection and the analysis techniques used to examine a specific research problem. This study used a case study design to investigate the understandings of GBV amongst primary school teachers in the Hhohho region in Eswatini. A case study examines a bounded system or a case, over time in depth, employing multiple sources of data found in the setting (McMillan & Schumacher 2014). The research questions were answered in logical order as data were collected using the triangulation approach which included face to face interviews. In this regard, a conceptual framework was first necessary to inform the implications of GBV for primary school teachers at work.

Basri (2015) describes qualitative research as a study that acknowledges the contextual nature of inquiry in which a researcher collects data in the natural setting of the people. According to Creswell (2013: 19): “qualitative research method is an approach to inquiry that begins with assumptions, an interpretive or theoretical lens and the study of research problems exploring the meaning individual or groups ascribe to a social or human

problem". Creswell (2014) adds that the researcher uses the qualitative approach to establish the meaning of a phenomenon from views of participants.

Ali and Yusof (2011) argue that in qualitative research, the researcher becomes an investigator who seeks knowledge that explains the manner of trends of social phenomena. Tailor (2010) and Kick and Miller (1968) define qualitative research as a social method of enquiry that involves watching people in their own territories and interacting with them in their own language and terms in order to establish reasons about their social dynamics.

According to Stake (2010) qualitative research is sometimes defined as interpretive research. All research requires interpretation and human behaviour requires interpretation minute by minute. Interpretive research relies heavily on observations defining and redefining the meanings of what is heard and said. In this study the research was conducted in the natural setting of the participants.

3.2.1 Advantages of the qualitative research method

The following were some of the benefits of using the qualitative research method. Through qualitative research, the researcher was able to collect data in a natural setting that was familiar to the participants. She familiarised herself with the environment and the participants (Basri 2015; Ali & Yusof 2011). Another benefit of using qualitative research in this study was that of flexibility. The researcher was able to collect and analyse data at flexible intervals which enhanced accurate analysis. Where possible clarity was sought among the participants and this ensured sufficient valid data (Ali & Yusof 2011). A qualitative study acknowledges the contextual nature of inquiry in which a researcher collects data in the natural setting (Basri 2015).

3.2.2 Limitations of using qualitative research method

The following were some of the limitations of using the qualitative research method. These included high level of disruptions during the data collection process, such as participants wanting to end a research session to attend to their personal matters. Gentles, Charles, Ploeg and McKibbin (2015) argue that while it is not easy to ascertain the right sample size for qualitative research, it is however a limiting factor that qualitative research designs deal with a limited number of participants. In this study six people were interviewed. However, the researcher verified the study findings so as to create as much rigour as possible.

3.3 RESEARCH PARADIGM

This study used the interpretivism research paradigm. A paradigm is made out of four components: epistemology, ontology, methodology and axiology (Lincoln & Guba 1985). The interpretivism research paradigm was ideal for this study because it enabled the researcher to play the role of interpreter about the social context in which she was engaged in. This paradigm also falls within the qualitative approaches. Creswell (2013) defines interpretivism as social constructivism. According to Creswell (2013: 24) interpretivism paradigm enables researchers to “seek understanding of the world in which they live and work”. In this study interpretivism was used to explain the scourge of GBV and the understanding of primary teachers of GBV. This gave the researcher an in-depth understanding about the social context in which this study was conducted (Parker 2003).

Using the interpretivism paradigm allowed the researcher to view the world through the eyes of the participants (Thanh & Thanh 2015). According to Willis (2007: 90) “interpretivists tend to favour qualitative methods such as case studies and ethnography”.

Participants enjoyed an interactive atmosphere since it was interpretive in nature. The participants were able to reflect on their personal experiences related to the outcomes of

the study. As a result, the researcher could understand the phenomenon under investigation from their point of view.

3.4 RESEARCH METHOD

This study was guided by the case study research design. There are many different types of case studies that researchers can use. This study used a descriptive case study approach. Descriptive case study approaches are focused on bringing out the real-life experiences of the participants (Pearson, Albon & Harry (2015). For these reasons the researcher used a descriptive case study to collect data about the phenomenon of GBV. A research design as defined by Creswell (2013) is a plan for conducting a study. In this research study one case study was used as a research design. A case study is defined by Dul and Hak (2008:4) as “an inquiry of only one single instance (the case) or sometimes a small number of instances, of the object of study”.

Additionally, Klonoski (2013) states that case studies generally are intentionally made to examine a given limited set of situation or circumstances in detail. Khalid, Hilman and Kumar (2012) describe a case study as a process of enquiry that involves a series of well-planned and carefully executed activities to find solutions to research problems from the perspective of in-depth enquiries. Njie and Asimiran (2016) argue that the relevance associated with using the case study approach is that it is holistic and interactive in nature, therefore allowing for a more generic understanding of the entire case under study. In this research study the case study was located at one public primary school in the Hhohho region in Eswatini.

3.4.1 Advantages of using case studies

The advantage of using a case study in this research project enabled the examination of the given scope of a social problem which is GBV. This provided sufficient grounds to analyse the findings of the study and to make objective conclusions about the implications of GBV in a given school set up. Therefore, the real life situation was analysed according

to the research objectives and eventually answered the research questions that were asked. In this manner, the study was more contextual, hence giving room for effective decision-making and policy influence (Klonoski 2013; Dul & Hak 2008; Wynn & Williams 2012; Ponelis 2015; Choongwa 2018).

3.4.2 Limitations of using case studies

The following were some of the challenges of using case studies in this study. The study took long to be completed as the researcher needed considerable time to collect and analyse the data. The researcher had to complete the ethical clearing process as required by the University of South Africa and secure the consent of participants. The researcher however, explained and justified the reason behind conducting the study as a means of assuring participants of the relevance of conducting the study for the expected outcomes. The study was also cross-sectional and contextual in nature; hence the findings were only applicable to a given social context, that of a primary school in Mhlambanyatsi in the Hhohho region of Eswatini. The one case study used in this study dealt with a small population when compared to either longitudinal or survey studies that would have covered a larger population in terms of data collection and analysis (Ponelis 2015; Gentles, Charles, Ploeg, & McKibbon 2015). However, it is important to indicate that the information collected in this case study is context based.

3.5 LOCATION OF STUDY

The research site for this study is Mhlambanyatsi in the Hhohho district in Eswatini. Mhlambanyatsi is found in the peri-urban area, about 27 kilometers from Mbabane with a population estimated to be around 2553 (Central Statistical Office Swaziland 1997). There are also people from neighboring areas who migrate daily to Mhlambanyatsi for job purposes. People living in Mhlambanyatsi live mainly by subsistence farming, domestic work, and forestry. Below is a map of Eswatini showing the research site. The Hhohho region is found in the Northern part which forms the Highveld of Eswatini. Below is a map of Eswatini showing the research site.

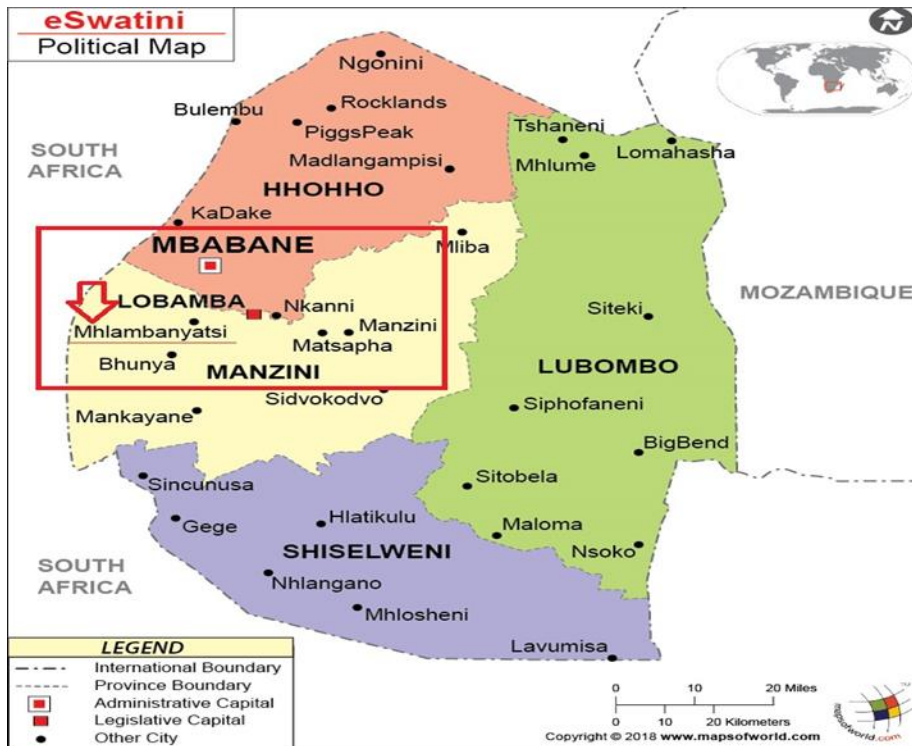


Figure 3.1: Map of Eswatini showing the research site

3.6 SAMPLING

This study used the purposive sampling technique. Purposive sampling in qualitative research is one of the most used sampling techniques (Padilla-Díaz 2015). The locality enabled me to select a school that was situated in the rural area where most women are vulnerable to GBV and have little access to information (SWAGGA, 2013). The reason for selecting a primary school was critical in finding out if the teachers had information about GBV.

3.6.1 Merits of purposive sampling

Purposive sampling enabled the researcher to determine the size of the sample and transform theoretical data into a more logical analysis of the outcomes. Therefore, using

purposive sampling gave the researcher more insight about the research phenomenon and how the participants constructed their own views about GBV.

3.6.2 Limitation of purposive sampling

The findings of this research study should not be generalised because it is limited to a population sample of six (6) people. A larger sample would have increased the validity and degree of truth worthiness; however, due to limited resources, the researcher limited the sampling size to obtain in-depth data about the primary teachers' knowledge on GBV.

3.7 DATA COLLECTION

The study used the semi-structured interviews to collect data.

3.7.1 Semi-structured interviews

The semi-structured interviews were conducted with five teachers; teacher 1 was responsible for teaching Grade 1, teacher 2 was responsible for teaching Grade 3, teacher 3 was responsible for teaching Grade 5 and teacher 4 was responsible for teaching Grade 7 learners. The senior teacher and the principal form part of the management team. Using the semi-structured interviews with all the participants, namely the primary school teachers and school principal, was of great advantage because both the participants and the researcher were able to engage on a one-on-one basis. This helped in improving the feedback for clarification. This also helped in obtaining more reliable data analysis which gave a clear picture about the state of GBV at the studied primary school.

Basri (2015) states that data collection techniques used in qualitative studies usually take the form of face-to-face interviews as well as other forms that would allow the researcher to establish a detailed analysis of the facts with regards to the research objectives. Some of the weaknesses that were expected to be experienced during the data collection

process was participant inconsistency and limited time for collection of more in-depth findings (Basri 2015). The researcher ensured that enough and logical data were collected within a given time, taking into consideration the ethical requirements.

3.7.2 Advantages of semi-structured Interviews

According to Easwaramoorthy and Zarinpoush (2006:1):

In a semi- structured interview, the interviewer asks a set of standards, predetermined questions about particular topics, in a specific order. The respondents need to select their answers from a list of options. The interviewer may provide clarification on some questions.

The researcher provided the participants with a set of questions about GBV in a particular order. Each participant responded to them in that specific order.

Galletta (2013: 24) explains interviews have the advantage: “It can be carried out in one setting and it allows for considerable reciprocity between the participants and the researcher”. The researcher conducted the semi-structured interviews in one setting and there was a lot of engagement between researcher and the participants. This data collection strategy enabled the researcher to ask/ probe for more details in the answers that were provided by the participants. The participants were also able to ask for questions or clarify the questions that were posed to them.

3.7.3 Disadvantages of semi- structured interviews

Wallman (2017: 127) states:

Semi-structured interviews contain structured and unstructured sections with standardized and open-format questions.

The disadvantage here is that participants can just give yes or no answers instead of giving detailed elaborative answers that allow the researcher to understand the phenomenon under investigation.

3.8 TRIANGULATION

Triangulation methods were used to collect data from different research participants in this study; using face to face interviews. *Triangulation is a process whereby “qualitative researchers locate evidence to document a code or theme in different sources of data...and providing validity to their findings”* (Creswell 2013: 250). Asking different people same questions about GBV played a vital role in in providing a multifaceted account or explanation of the phenomenon studied (Barbour 2008). This strategy enabled the researcher to reduce bias.

3.9 DATA ANALYSIS

Denscombe (2007) argues that qualitative researchers collect data in the form of words. Large volumes of data were collected by the researcher in this study, mainly in text or words.

The researcher was guided by the four principles of data analysis as discussed by Denscombe (2007: 287-288). The four principles are as follows:

- **Principle one:** The analysis and the conclusion drawn from the study should be firmly rooted in the data.
- **Principle two:** The researcher’s explanation of the data should emerge from data.
- **Principle three:** The researcher should avoid introducing unwanted preconceptions into the data analysis.
- **Principle four:** The analysis of data should involve iterative process.

The advantage of using qualitative data analysis in this study enables the researcher to analyse data not in a non-linear process but as an on-going process. This implies that data collection processing, analysing and reporting are intertwined and not merely a number of successive steps (Creswell 2013). The researcher often found that it was advisable and necessary to go back to the original field-notes to verify conclusions (Maree 2007).

Repeated reviewing and sorting of the voluminous detail – rich data - was integral to the process of analysis in this study. Data were organised and coded to allow the key issues, both derived from the literature and emerging from the dataset, to be easily retrieved during the data analysis process. An initial coding frame helped to capture those issues applied systematically to the whole dataset.

3.9.1 Face to face interviews

Face to face interviews findings were analysed using the content analysis technique. Choongwa (2018) states that this form of technique is ideal for the categorisation and analysis of verbal or behaviour traits of the participants. Therefore, since the study was sensitive in nature, through face to face interviews, the researcher was able to gather and analyse detailed reactions from the participants on critical and sensitive matters.

3.10 TRUSTWORTHINESS

According to Baillie (2015: 36) rigour or trustworthiness of the study refers to conducting a study through a consistent or systematic procedure. Finlay (2006) argues that trustworthiness in research ensures a higher likelihood of the research outcomes relevant to the research objectives. Therefore, the determinants of trustworthiness for this study were determined by the level of saturation of the responses that came from the participants during the interviews. Common responses were determined since the study focused on the level of human experiences that were obtained during participants' exposure to GBV.

3.10.1 Credibility and validity

According to De Vos et al. (2005) credibility and validity are one and the same. Silverman (2010: 433) defines credibility as “the extent to which any research claim has been shown to be based on evidence.” According to Bharathy and Silverman (2010) validity relates to accuracy of the researcher’s account of the social phenomenon under investigation. Silverman (2010) further argues that reliability has to do with the degree of consistency. Therefore, credibility/ validity has to do with the reliability of the research data and processes followed when conducting the research.

3.10.2 Conformability

Conformability speaks to the objectivity of the research study (De Vos *et al.* 2005). In this study all processes were followed which eliminate biases in the study. The research findings are true reflections of what the participants said during the interviews.

3.10.3 Dependability

Burns and Grove (2010) define dependability as the documentation of steps taken and decisions made during qualitative analysis. To ensue dependability in this study, all the qualitative steps to conduct the research according to the plan described in Chapter 1 were followed. Challenges and limitations are also discussed. Writing about the limitations of the study make the steps and processes taken to be dependable. Any other researcher can easily transfer the steps and decisions when conducting another qualitative study.

3.10.4 Transferability

De Vos *et al.* (2005) describe transferability as the process that is not the responsibility of the original researcher. Transferability enables the new researcher to transfer the research study in a new context by following all the steps taken by the original researcher.

3.11 ETHICAL CONSIDERATIONS

Grove, Burns and Grove (2010) define ethical codes as ethical principles to which all researchers should adhere. Ethical codes include requirements such as permission to conduct the study, respect for participants, informed consent and confidentiality. In particular, it was important to abide by the ethical codes in this study since it dealt with GBV, which is a sensitive issue. Burns and Gray (2013) advise that participants have the right to be notified about the intention of the study, feedback and anonymity (Anitha & Harsha 2013).

3.11.1 Permission

The researcher received ethical clearance from the Unisa ethics committee and the MoET at Eswatini. The researcher gave the principal copies of the permission documents before arranging for suitable time and dates for conducting interviews with the teachers.

3.11.2 Privacy and confidentiality

The research was done in a safe environment that enabled the participants to be free from any form of physical and emotional harm. Interviews took place in a classroom far from the staffroom and the other classrooms. The classroom gave the participants privacy because GBV is a sensitive issue and participants' privacy and dignity were maintained throughout the data collection process. The researcher informed the participants that pseudonyms would be used to protect their stories and to conceal their identities. Participants were continuously reminded about their right to withhold any private information which they were not comfortable to share (Burns & Grove 2000).

3.11.3 Informed consent

Informed consent is the "voluntary agreement by a competent potential subject to participate in research" (Burns & Grove 2010: 575). Research participants were given a

consent form to sign, which served as a contract between the researcher and the participants. Research participants were read the aims and objectives of the study. The researcher also informed them that the research topic was sensitive. The researcher also informed the participants that they could withdraw from participating in the study without penalty if they found the questions uncomfortable to answer.

3.12 CONCLUSION

This chapter has presented the research methodology and the research design used in the gathering of data. The study took the qualitative case study approach. Face-to-face interviews were explained and the justification for adopting the approach was made. Findings were analysed using thematic analysis. The reliability and trustworthiness of the study were ensured by using triangulation which made the findings more objective. The next chapter presents how data were analysed and the results interpreted.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

This chapter presents the analysis and interpretation of the data that was collected from the participants to explore teachers' understanding of GBV in a primary school. A sample of six participants included the school principal, a senior teacher, two male teachers and two female teachers. The purposive sampling technique was used as a method of selecting the participants. The qualitative approach was employed with the use of a case study design in which unstructured, open ended, face to face interviews were used to collect the data. This study addressed the following objectives, research question and sub-questions.

4.2 RESEARCH QUESTIONS

The main research was formulated as follows: What are teachers' perceptions of GBV in a primary school in the Hhohho region in Eswatini?

The main research question was investigated according to the following sub-questions:

1. How do teachers describe or define GBV in a primary school context?
2. What are teachers' views on the causes of GBV in a primary school?
3. How does GBV affect teaching and learning in a primary school?
4. How are GBV matters dealt with in a primary school?

4.3 AIM AND OBJECTIVES

The main research aim was to explore teacher perceptions of GBV in a selected primary school in the Hhohho region in Eswatini.

The main aim was investigated according to the following research objectives:

1. To investigate how teachers describe or define GBV in a primary school context.
2. To explore teachers' views on the causes of GBV in a primary school.
3. To investigate how GBV affects teaching and learning in a primary school.
4. To examine how GBV matters are dealt with in a primary school.

4.4 PARTICIPANTS

Participants in this study were the school principal, a senior teacher, two male teachers and two female teachers.

Table 4.1: The participants

Research participant	Education Level	Age	Experience (years)	Gender	Position
P1	Master of Education in Management	58	39	Male	School Principal
ST2	Bachelor of Education Degree	42	22	Male	Senior Teacher
T3	Bachelors of Education Degree	40	17	Female	Teacher
T4	Primary Teachers' Diploma	28	5	Female	Teacher
T5	Primary Teachers' Diploma	32	8	Male	Teacher
T6	Master of Education in Educational Psychology	33	7	Male	Teacher

The participants were all qualified according to minimum requirements for appointment of teachers at public schools in MoET. Two teachers had a Masters' degree and the teachers' teaching experience ranged from 7 to 39 years (See Table 4.1).

4.5 PRESENTATION OF FINDINGS ACCORDING TO THEMES

Creswell's (2013) guidelines of presenting, analyzing and interpreting the data was followed. Creswell (2013) states that data analysis in qualitative research consists of preparing and organising the data. The data collected from the six face-to-face, semi-structured individual interviews was in the form of transcripts and was reduced into themes through the process of coding and condensing the codes. Four main themes and sub-themes emerged during the data analysis procedure (Table 4.2).

Table 4.2 Themes and sub-themes

Theme	Sub-theme
Theme 1: Teachers' understanding of Gender Based Violence in Primary	<ol style="list-style-type: none"> 1. Physical violence 2. Physical abuse 3. Violation of one's human rights 4. Stereotypes 5. Power dynamics
Theme 2: Causes of GBV in a primary school	<ol style="list-style-type: none"> 1. Cultural attitudes, perceptions and practices 2. Weak government policies 3. Lack of empowerment
Theme 3: Impact of GBV on teaching and learning	<ol style="list-style-type: none"> 1. Loss of motivation 2. Teachers absenteeism 3. Unstable mental health for teachers
Theme 4: How to deal with GBV matters in schools	<ol style="list-style-type: none"> 1. School Policy 2. Reporting measures

This section presents the findings that were gathered from the participants who were interviewed. These findings are presented in response to the research questions formulated by the researcher.

4.5.1 Research objective 1: Teachers' understanding of GBV in primary schools

From this question, the following theme emerged: (a) physical violence (b) and violation of one's rights. These sub-themes will be discussed in the subsequent sections.

(a) Physical violence

The six participants showed to have some knowledge on the subject of GBV. The principal showed signs of disgust as he explained his understanding of GBV. Most of the participants' non-verbal communication cues illustrated that their understanding of the phenomenon was mostly in relation to physical violence. Their voice tone showed some elements of anger when talking about their understanding of the phenomenon under investigation which gave the impression that they understood what GBV is and did not approve of it.

In his non-verbal communication cues, P1 illustrated that his understanding of the phenomenon was mostly in relation to *physical violence*. The principal explained GBV as:

An act of violent attacks against a person of the opposite sex based on the assumption that they are more inferior to you. This is so especially on the cases of violence that is inflicted on females by men in our societies. Boys in schools alike have the same tendency of violating girl's rights although their violence against the girl child is mostly emotional and psychological as compared to being physical and sexual as it is in the communities. (P1)

Further, the principal explained:

The greater parts of the interpretations I understand on GBV are on the physical and sexual aspects. On the physical, we look at the physical abuse that both men and women succumb to on the struggle of control and the sexual relates to the violation of one's sexual rights without the consent of the victim. (P1)

Chikwiri and Lemmer (2014) explain that gender violence in schools is expressed explicitly and implicitly. Explicit gender violence is usually sexual in nature; implicit gender violence is usually observed in everyday practices which reinforce and perpetuate gender differences and inequality through physical, verbal or psychological and emotional aggression.

According to female teacher T3, GBV is best understood as follows:

Any violent act against a person of the opposite sex that can be physical, emotional, sexual or even psychological that violates that person's sense of being and their right to make decisions that protect them as the victim. It is the way in which one person is treated by another as though they are an object that has no right or any clean place to stand on in society. It is usually used to refer to many acts that are displayed by men on women at home, workplaces and in society in general to de-minor females and treat them as sexual objects or punching bags leaving them with a lowered self-esteem and self-confidence. (T3)

The researcher noted that female teacher T3 understood the broad connotations of GBV as she explained that it stretches from physical, sexual, emotional and psychological violation of human rights. This understanding is what probably contributed to her feelings of sadness as she understood that mostly females fall victim under any given circumstances if they are violated physically, sexually, emotionally and psychologically. This showed that she might be able to identify cases of GBV amongst learners in the school since she understood that GBV involves more than physical violence.

(b) Violation of one's rights

Research participant ST2 agrees that GBV is a phenomenon that is rooted in violence and *violation of one's rights*. The participant states:

GBV is a form of abuse that is based on the violation of one person's rights on the basis of their sexual traits, that is, which gender they belong to. These are the acts that are performed by an individual or group of members belonging to one sexual group to another, usually from males targeted to females. (ST2)

Further, the senior teacher's understanding of GBV was as follows:

GBV is based usually on power relations struggles where one person wants to rule over the other through any means possible. Men are usually the major perpetrators of this phenomenon through physically and sexually assaulting females regardless of their age and consent. It is when especially men want to use physical power, force and coercion to control, despise and or discipline women. It can also be verbal where we use strong language to refer to them or when communicating with them. (ST2)

Participant ST2 attributes GBV to the acts that lead to the deprivation of access to one's basic rights such as safety and security. This deprivation also leads to the unfair distribution of resources, responsibilities and opportunities all of which men still want to seize by force, hence becoming violent through hate speech in the workplace and the society/community and sometimes through physical violence at home.

(c) Power relations

In her definition of GBV participant T3 highlights *power dynamics*. She mentioned:

GBV is based usually on power relation struggles where one person wants to rule over the other through any means possible. Men are usually the major perpetrators of this phenomenon through physically and sexually assaulting females regardless of their age and consent. It is when especially men want to use physical power, force and coercion to control, despise and or discipline women. It can also be verbal where we use strong language to refer to them or when communicating with them. (T3)

Participant ST2 defines GBV as:

The practices that usually result in violence and inflicting pain on a person of the opposite sex usually based on societal norms that perceive a certain gender as being more powerful than the other. These are the acts of violating another person's rights in society based on their perceived lack of power, knowledge and control. It is anything that is based on undermining a person of the opposite sex due to their minority roles and rules in society. These roles and rules are actually socially constructed. (ST2)

From the above quotation, the researcher noted that Participant ST2 assumed GBV to be a matter of societal and cultural restrictions that are posed by males on females. This is so because society views females as the group of people who are assumed to have little *power* and control over resources. They are the ones who are seen as inferior; males still view themselves as superior. This participant explained GBV from a patriarchal perspective which could be understood looking at the organization of Eswatini as a monarchy and a patriarchal society. Caughy and Owen (2015), Parrot and Gallagher (2008) and Edwards, Knoche and Kumru (2003) agree that socialisation of children according to gender roles results in high levels of sexual prejudice. Sex role socialisation and cultural socialisation practices perpetuate the idea of male dominance amongst ethnic minority groups which affects child development and thus children grow up with certain ideas that they continue to hold, usually oppressive of the other gender.

Sanjel (2013: 179) points out that GBV arises from unequal power relations between men and women and continues to be reinforced by the patriarchal value system of identifying women as inferior to men. As a result, women face a high prevalence of illiteracy, poverty and low status in society. This practice of viewing women as inferior to men is also applied in the workplace: women are viewed as not fit to occupy certain positions. Chikwiri and Lemmer (2014) argue that GBV is usually based on the assumption that women are inferior to men in society; thus men exercise their control over them forcibly.

Ushe (2015) argues that abuse usually stems from the absence of consent between two people usually male or female where in most cases one feels one is superior to the other. The principal's views also echo James's (2013) idea of GBV as relating to the lack of consent between two parties in a sexual context, which may result in psychological and or physical harm to the other person under compulsion.

Participant T3 raised an interesting point about his knowledge on GBV stating:

There are a lot of misconceptions that people have in defining GBV. It is a phenomenon that has mostly been associated with males being on the abusive side, which is true. However, in present day, GBV is also something that is being practised by females towards males in the broader societies although such cases are hardly reported because of the pride that males have. Females are seemingly being empowered by the laws and policies on gender equality which have lifted their statuses in societies and hence have somehow become more powerful in society and the workplace. This power is then being abused by some to oppress males and the law also takes the side of the females thus males being violated physically, psychologically and emotionally. (T3)

This participant emphasised that many people still misconstrue GBV as only associated with the victimisation of females, yet males may also be victims of GBV. The Eswatini Demographic and Health Survey (2006-2007) showed that there was a 31% lifetime

prevalence of sexual GBV among women aged between 15 – 49 and 20% among men, which is not a huge gap.

Participant ST2 also introduced another dimension about GBV. He stated:

GBV has long been seen as something that is practiced by men towards women but today it has to be explained differently due to the fact that there has been an emergence of other classes of gender apart from males and females. These include lesbians, gays, bisexuals, transgender, queer or questioning, intersex and asexual or allied (LGBTQIA) orientations. Therefore, my understanding of GBV should also be looked at from the angle that it can be between female and female, male and male, based on which class one belongs to. (ST2)

Young Women's Christian Association (2017) presented some interesting facts on GBV among LGBTQIA communities which were in line with the participant's views. LGBTQIA communities denote a direct inconsistency to expected and assigned gender roles in society and as a result have a higher risk of GBV. Facts in the publication showed that LGBTQIA and gender non-confirming communities experience the same rates of intimate partner violence and sexual assault as heterosexual communities. Therefore, the participants T3 and ST2 were able to see beyond the normal boundaries mentioned by other participants assuming that GBV only affects females. They seemed to be in touch with present day reality and could possibly be good ambassadors in the school when dealing with the learners about GBV.

(d) Stereotypes

Participant ST2 expressed her knowledge of GBV in terms of *stereotypes* and she had the following to say:

The perpetration of stereotypic norms and behaviours that undermine a person of the opposite sex leading to them being victimised through various forms of

abuse that can be physical, sexual and emotional and also lead to the unfair distribution of resources and unequal participation in decision-making processes. GBV mostly affects females especially in a society like Eswatini where the male species is still being viewed as more dominant than the females. Hence men use this power awarded to them by the patriarchal society to subject female to things that undermine them as humans. (ST2)

When discussing GBV, participant ST2 showed facial expressions that conveyed anger especially when she was talking about the unfair distribution of resources at home, the workplace, in society and the country as a whole. She made her point in a harsh tone, which showed how much she felt that gender discrimination was limiting females to fewer opportunities to access the resources of the country when compared to men.

She further noted:

GBV subjects the victimised person into situations where their dignity, security and autonomy is broken through the acts of a person who perceives himself/herself as being more powerful through using force. The acts are described as being violent looking at the feelings that the victim is left with, which are usually traumatic long lasting. (ST2)

Ushe (2015) states that some of the *stereotyping* experienced by women in the workplace is perpetrated by the societal values, status and perceptions that are given to women. This understanding has over the years put males in overwhelming positions of dominance suppressing female participation in senior positions (Sanjel 2013). Thus, women often have little to no opportunities to participate in decision-making processes or higher positions in the workplace. Hora (2014) argues that most women are not being exposed to leadership positions in the education system because of cultural barriers. There is a belief that women are: “docile, submissive, patient and tolerant of monotonous work and violence, for which culture is used as a justification” (Hora 2014:101).

The findings above are in line with Crenshaw's intersectionality theory which explains how aspects of a person's social and political identities, in this case, physical violence, violation of human rights, power relations and stereotypes, combine to create different modes of discrimination and privilege which result in GBV. In intersectionality, there are multiple and overlapping identities (e.g., religion, language, gender, ability, sexuality, occupation, etc.) that overlap or interconnect when it comes to oppression and power which leads to GBV (Crenshaw 1989; Collins 1990; Bowleg 2012; Hancock 2007).

4.5.2 Research question 2: What are teachers' views on the causes of GBV in a primary school?

The following sub-themes emerged from this question: What are teachers' views on the causes of GBV in a primary school? (a) *cultural attitude, perceptions and practices* (b) *weak government policies*; (c) *lack of empowerment*. These sub-themes will be discussed in the subsequent sections.

(a) Cultural attitudes, perceptions and practices

The principal was very general about the causes of GBV. He understood that GBV stems from *attitudes and perceptions of certain norms* as people interact with each other (Marsh, Clough, Desgroppes, Yope Abdi & Glass 2019). He noted:

Though there are several causes such as culture and the like, in my perspective I can say that GBV is a multi-dimensional concept in the sense that while others might point out that it was an issue of this and that, but I should say that human attitude and perception of certain social values and norms would breed much of GBV. These days women feel it's their right to be equal with men, at the same time, they do very little about it, allowing males' dominance to take the lead again, hence in this case, making GBV a contextual issue. (P1)

The principal agreed that culture contributes to GBV but sought not to blame it all entirely on culture but the perceptions of both males and females on equality. Women see themselves as being equal to men nowadays and men defend their status of superiority which breeds hostility between the two genders.

Participant ST2 shared the same sentiment with the principal on the causes of GBV. The senior teacher explained:

I think the main causes of GBV either at school or home is that of the perceptions and attitudes held by both males and females at work and at home. Women perceive themselves as having been emancipated from oppression by the laws and regulations that have been passed to protect human rights. On the other hand, men still perceive themselves as being superior to females and thus will use force to maintain their strength over women. Our society is still patriarchic and hence the ideas of equality are not well received by males and females on the other hand over emphasise on equality which leaves males feeling undermined and powerless, hence turning to be violent. I think culture is the cause of GBV. In Eswatini, men are considered to be more influential and powerful than females.

Participant ST2 explained clearly his understanding of how the clashes between culture and the legal regulations have created tensions between men who still deem themselves as superior to females and women who now believe they are equal to men. His confidence in explaining this phenomenon showed that he had vast understanding of how GBV stems from culture by virtue of men not wanting to lose their superiority status.

Culture was also perceived as a cause of GBV by Participant T3, who said:

The culture aspect is also the main contributor in this matter in the sense that both males and females expect certain roles to have been done by either male or females in the society and this would eventually become the school issue at professional level. In as much as the school and professional bodies can argue

about the GBV, the culture is stronger than professionalism, the issues of GBV would always be the case.

The participant believes that Eswatini society is still strongly embedded in cultural values which reduce professionalism in some cases thus making it difficult to manage GBV.

Participant ST2 shared the same sentiments as the previous participants on the issue of culture being the major cause of GBV. He stated:

Our country has a deep cultural heritage which is still rooted in patriarchy. Culture forces women not to be equal to men but rather put them in positions where they are insubordinate to men. In Eswatini, a woman is not allowed to exchange bad words with men when they have a misunderstanding of which if it happens, men use power to force women to respect them. This is causing GBV. (ST2)

This may be an interesting field of study that requires additional research. Culture appears to create a barrier to gender equality in spite of policy aimed at the protection of human rights. As a result GBV is still evident in the Kingdom of Eswatini.

From the data above, the researcher noted that the causes of GBV in the school were basically the same as in broader society. On the causes of GBV, Sanjel (2013) argues that GBV has its roots in unequal power relations between men and women and is reinforced by the patriarchal value system that favours males above females. Most participants also highlighted the fact that GBV in the school is perpetuated by the patriarchal nature of the Eswatini community where women are regarded as subordinate to men and have little access to and control over resources. This finding concurs with Ushe (2015) who argues that most societies across the world are rooted in some form of patriarchy which ends up promoting GBV.

(b) Weak government policies

Participant T3 responded in a high tone of voice and used hand gestures with clenched fists periodically when she was asked a question on the cause of GBV. It was evident that the participant had personal experience of GBV or had relations with someone who had shared an experience with her. Weak government policies were stated as one of the causes of GBV in primary schools.

Participant T3 explained:

On my side, I think the main cause to all this GBV is the government. This is because if the public policies were strong enough, then everyone would be liable to follow and behave accordingly. The Emaswati have just started considering this issue seriously through the promotion of SWAAGA and other organizations alike, otherwise; males were taking advantage of the public policies. (T3)

She continued:

The culture aspect is also the main contributor in this matter in the sense that both males and females expect certain roles to have been done by either male or females in the society and this would eventually become the school issue at professional level. In as much as the school and professional bodies can argue about the GBV, the culture is stronger than professionalism, the issues of GBV would always be the case.

Taken together, the quotes above suggest that government is not optimally involved in curbing or addressing GBV issues. There are no GBV legislative frameworks, no special training programmes for GBV victims and volunteers and no clear Promotion of Gender Equality frameworks in government institutions (cf 2.5). This finding is consistent with those of Mohajeri *et al.* (2015) that gender equity programmes and legislative actions

such as affirmative action developed for a society are fundamental strategies that can be used to promote gender-based equality in that given society.

(c) Lack of empowerment

Participant ST2 offered a different explanation of the cause of GBV. He suggested the lack of education as follows:

Lack of education is another factor that causes GBV because most women and men were not well educated about the roles and values for either men and or women in various places such as work place or at home. Therefore, through education, it would be possible to have learnt about the best way of handling and avoiding conflict between men and women. Lack of education especially amongst men causes us to remain uncivilised and thus we still believe in the old school ideologies that perpetuate the oppression of women in society. (ST2)

One unanticipated finding was that lack of education and empowerment among men and women was also a cause of GBV. The participant (ST2) reiterated that more work should be done to sensitise the general population about GBV and the various means through which it is perpetuated, its effects and the legal implications for offenders. These findings corroborate that of the WHO (2012) which suggested that the approaches that might be used to fight GBV in the workplace should include community-based interventions, strategies for women's economic empowerment and school-based programmes to prevent violence.

The findings above are in line with Crenshaw's intersectionality theory which confirms that social positions that exist on a hierarchy of social power are not independent. GBV is shaped by multiple social positions and cannot be adequately understood by considering social positions independently (Crenshaw 1989, 1991). This intersectionality presents the premise that differences in identities and experiences of members of different social

groups overlap with one another during social interactions thus leading to different kinds of prejudices.

4.5.3 Research objective 3: The impact of GBV on teaching and learning in a primary school

The following sub-themes emerged from this question: What are teachers' views on the impact of GBV on teaching and learning: (a) *teachers' absenteeism* (b) *teachers' unstable mental health*. These sub-themes will be discussed in the subsequent sections

Following the reports of previous cases of GBV in the school, it was necessary to probe the consequences that the school had suffered as a result of GBV.

(a) Teachers' absenteeism

Participant P1 has the following to say about the consequences suffered by the school because of GBV:

The consequences of GBV as experienced in our school have previously been associated with teacher's loss of motivation and concentration which eventually resulted into producing poor results for the school. (P1)

The loss of motivation results in absenteeism.

Further, the principal explained:

The experiences that teachers go through at home through GBV are easily carried into the classroom and teachers tend to withdraw their frustrations on the learners. This creates an environment that is not good for teaching and learning. Learners were constantly reporting the teachers to their parents as always yelling and impatient with them; which affected learners as they could no longer freely

seek help from the teachers. Another notable consequence was absenteeism. One victim reported to us that she couldn't come to school because she had some bruises all over her body and therefore was ashamed to be seen like that. As a result of the disengagement of teachers from their work due to GBV, the end result has been poor performance of learners. (P1)

The principal responded with a low tone of voice and elements of sadness could also be observed from his facial expression. This showed that the effects of GBV on the performance of the school did not sit well with him. He was unhappy.

Participant T4 agrees with the Participant P1 when she stated:

The consequences of GBV come back in many forms such as increased absenteeism, having a negative attitude towards work and the learners, lost motivation and the like. The affected teachers tend to lose their sense of value for themselves and others alike since they believe that if I was not first of all valued, then how can I value things and people that surround me? Things like my work and career as a teacher, as well as the relevant people like family. Therefore, GBV really dislocates the affected person from the normal manner of life which affects their interactions with others at work, their performance at work and thus the performance of the learners. (T4)

Participant T4 highlighted that the victims of GBV tended to lose their sense of value and thus failed to value others. By failing to value other people, teachers cannot therefore establish good working interpersonal relations, especially with the learners. Teachers develop feelings of condemnation and lose their sense of belonging thus affecting their performance at work. Due to high levels of abuse related to gender at the place of work, women end up losing their working zeal and eventually choose to absent themselves from work. The findings match those of Odunaike *et al.* (2013) that reduced levels of productivity and continuous absenteeism are immediate outcomes of such behaviour among teachers at the workplace.

(b) Unstable mental health among teachers

This is a critical situation since the teachers play a critical role in supporting the mental health of learners (Foote 2015). If teachers are mentally unstable, how can they help learners develop mental health? They would fail in identifying the psychosocial needs of the learners. This stems from the fear of being stigmatised and discriminated against when it becomes known that they were victims of abuse. The likelihood of the loss of self-concept in victims of GBV threatens their relationship with the learners and other teachers, thus affecting their performance at work.

Participant T5 explained:

I think if teachers were to be victims of GBV at home or here at school the results would be emotional torture which would affect one in executing their duties. Due to stress, the teachers are likely to be absent minded in the classroom and constantly lose attention. They could experience severe flashbacks of the triggering event such that they can be harsh on the learners and take their frustrations out on them. Some teachers might also be absent from work in order to heal from wounds if the situation was physical abuse or they will require some time off from work or knock off early to attend counselling. As a result, the performance of both the teachers and learners will drop and thus the overall school performance. (T5)

Participant ST2 agreed with T5:

I discovered that most teachers were absent from school whenever they were emotionally depressed as a result of GBV. In most cases female teachers become unruly at work once they had GBV related issues at home. This however affected every one of us; starting from the top officials to the least employee in a school establishment. At times females would just become emotional and ends up threatening the learners. They handle these situations differently as compared

to us men and therefore their emotions are all over the place after experiencing cases of GBV. (ST2)

The senior teacher (ST2) shared the same sentiments with the principal in that the emotional pressure experienced by victims of GBV affects their performance at work. It changes the way they treat the learners in the classroom and their interactions with the other teachers in the school. ST2 pointed out that women especially become emotionally affected in a way that reduces their performance. Lunyolo *et al.* (2014) found that female teachers who are constantly exposed to some forms of violence at work were prone to emotional stress in the workplace, which affects their workplace performance. Nguyen (2013) further states that due to high levels of emotional distress, women eventually become less productive at their respective places of work and some eventually leave their current employment (UN Women 2011). Thus, the performance of both the teachers, learners and the school suffer.

In response to the consequences suffered by the school as a result of GBV, Participant T3 said:

My point of view regarding the consequences is that as a teacher, it is easy to lose focus and confidence to do the job. This is on the basis that due to pressure say at home, it would become just a challenge to balance between the normality of work and the suppression of the emotions due to GBV. Being females, we are already in trouble everywhere we go and we females have accepted this challenge, which makes us even less productive and creative because we believe it's the norm of life. When coupled with GBV, the consequences become even worse. (T3)

Participant T3 highlighted that transferring the pressures from home to the workplace affects the victim since they cannot focus, be creative and productive. This is in line with the views of the senior teacher and the principal as leading to the drop in the performance of both the teachers, learners and the school at large. Odunaike *et al.* (2013) show that

reduced levels of productivity of female teachers is a major outcome of GBV which affects the performance of primary schools in particular since they are mainly staffed by female teachers.

Participant T6 had the following to say:

I assume that the consequences of GBV on the school are general. If the staff members are affected by any forms of violence either at home or at school they are likely to deteriorate in terms of their health status, particularly emotional health. This results in stress, increased level of fatigue due to restlessness, physical sicknesses such as headaches, High/Low Blood Pressure and a range of other sicknesses. This affects the performance of the staff member due to increased absenteeism, abuse of leave days system, feelings of insecurity, low self-esteem affecting how they interact with other teachers and learners and therefore, the performance of the learners would be likely to drop if the teacher is physically and or emotionally disturbed. The school is therefore likely to record poor performance. (T6)

The participants' viewpoints on the possible effects of GBV on the physical and mental health status of the victims are in line with Singh and Kar (2012) who found a close relationship between women's mental illnesses and abuse. Most women who had mental illnesses had a history of exposure to some form of abuse. Teachers who are mentally and emotionally unstable also have higher chances of being involved in other accidents or developing other illnesses which increases their health-related costs. Feelings of insecurity also lead to teachers' incompetence in executing their duties (Iliyasu *et al.* 2011).

The findings point out to a number of factors that GBV has on teaching and learning (teachers, in particular) and these factors overlap and intersect each other, according to intersectionality theory (Crenshaw 1989). This theory is applied to the school environment

to highlight the intersections among teachers, learners, students and school management and how these intersections become sources of oppression leading to GBV.

4.5.4 Research objective 3: How are GBV matters dealt with in a primary school?

The following sub-themes emerged from this question: “How are GBV matters dealt with in a primary school: (a) *knowledge about the school policy*; and *reporting of GBV cases in the school*. These sub-themes will be discussed in the subsequent sections

(a) Knowledge about the school policy

The question on the knowledge about school policy on GBV yielded the following responses. All participants noted that they had no knowledge of an existing policy on GBV in the school. The principal confirmed this unanimous response stating:

We have not yet designed a policy on GBV as a school, however it is something that we are planning on doing looking at the prevalence of the cases both within the school and in the community. Currently, we are guided by the National policy on Human Rights and we expect all members of Staff to observe the human rights of one another and the learners too. We emphasise a lot especially on the recently passed law on SODV (Sexual Offences and Domestic Violence Act). Otherwise, the School on its own has no policy on GBV. (P1)

The researcher observed that the school has no policy that is in place with regard to GBV. It is from this that the researcher noted the discrepancies that were found among the teachers in explaining what GBV is, noting and reporting cases of GBV and also in the management of cases of GBV.

(b) Reporting of GBV cases in the school

The second question of interest to the researcher was on the frequency of the reporting of cases of GBV in the school. The participants responded as follows:

On cases of GBV being reported, the Principal (P1) noted:

It has been very rare in the last four years of my tenure with the school that any case of GBV has been reported to me. However, there has been some exceptions of a few teachers coming to me with cases of GBV between the learners and also a few teachers coming for counselling on cases of GBV in their homes. The fact that this is a primary school; school-based GBV amongst the learners is at its minimal. In cases where it exists, most teachers tend to interpret it as bullying, not knowing that it is a form of GBV, simply because the learners are minors. In a term, we have had at most 3 cases of bullying reported to the administration office. I guess if more exist, they are managed by the teachers in the classrooms. (P1)

No cases of GBV have been reported at the school amongst the learners to date. However, from what the principal said pertaining cases of bullying, there may have been incidences of GBV. However, since this involved primary school learners, the harassment was labelled bullying. The researcher questioned whether the principal and other members of the school really had an understanding of GBV and this abuse may manifest among young people. Otherwise the cases may go unnoticed and be punished as other offences.

The principal continued saying:

The reporting of the very few cases of GBV that have been handled have been that of our teachers being victims. These also were not reported on a voluntary basis. The reports came after a drop in the performance of the teachers was

noted and various complaints being lodged by the learners through their parents on the teachers turning to be very rough on the learners, short tempered, increased absenteeism and loss of concentration in the class amongst other reports. When the teachers were called for hearings to address such reports, they then confessed to physical violence and abuse in the home being the cause. Apart from noting some symptoms from the performance of the teachers in the classroom, none has ever come to directly report what is happening at home.
(P1)

When asked why the principal thought the teachers never came to report their own personal cases until their performance was seen to be deteriorating in the classroom, he stated:

When we asked the teachers why they never mentioned any of their matters to the school authorities, most shared the sentiments that they never thought it was a proper thing to bring issues that happened in their homes to the workplace. They also echoed the views that they thought it to be embarrassing for the school authorities to know they are subjects of abuse at home. They also feared to be stigmatised by their workmates if it was known that they were victims of abuse. One actually stated that they never thought the school would help them in anyway as it was an institute of learning and not counselling. (P1)

When describing the cases of GBV in the school the principal maintained an open posture, and this matched the sentiments he shared. It was suggested that the school's office was willing to help the victims of GBV but the members of staff did not report personal experiences of GVB which were affecting their performance at school. The principal also showed some confusion when he explained that the teachers thought it would be improper for them to bring the problems to the school authorities, yet the school was responsible for their well-being of its staff members.

On cases of GBV being reported to the senior teacher (ST2) the response was:

There has never been any case of GBV being reported directly to me. The only cases of GBV that I have had to partake in as a senior staff member were those that were discussed when parents came to the school with concerns of how some teachers were handling the learners in the classroom. The teachers were bullying learners and not teaching them in most cases. These teachers are victims of GBV and they are taking their frustrations to the learners. All the time that those teachers were being victimised, they managed to keep quiet with their issues and never said anything to anyone in the school until they were confronted by the school administration following the reports brought forth by the parents concerning how the teachers were handling learners. With regard to the learners themselves, there has not been any case that was reported to me. (ST2)

When asked about the apparent absence of cases of GBV at the school, the senior teacher (ST2) responded as follows:

The school management organised a meeting with teachers to investigate about their knowledge on GBV issues in the school and also to find out about cases of GBV that have been reported to them or which they have witnessed in their different classrooms. No cases were highlighted which seemed to be along the lines of GBV amongst the learners. We then gathered from the meeting that the teachers possibly were not able to identify cases of GBV amongst learners because of ignorance and assuming that GBV is only possibly physical and sexual violence. Also, the teachers always assume the learners to be playful and thus they do not take a stern look at the implications of their behaviours but they just passively punish them at the classroom level. The teachers mainly highlighted on cases of GBV in their homes, which also were hardly reported to the school. (ST2)

One of the female teachers who has been a victim of GBV in her household clearly stated:

The problem was most of the senior members in the school administration were males and therefore females were not comfortable talking to them. (T3)

On the question of reporting of cases of GBV in the school, T3 indicated that she had never encountered a case of GBV being reported by learners. She stated that the school has handled a number of disciplinary cases among the learners such as theft, bullying and early relationships but none has been classified as a case of GBV.

When T3 was asked why she thought the teachers never reported these cases, she stated:

Females are always afraid of how people will view them after that and they fear being judged especially by people in the workplace whom you do not have close relationship with. The school environment was not supportive enough in terms of having adequate professional guidance and counselling services that would care for both the needs of the teachers and learners alike. It is from the lack of such support that GBV is then misconstrued and ignored but given the title of other offences that learners can possibly commit. Also, teachers fear that their stories would spread through the school which would further affect their self-esteem and self-confidence which is why their personal cases of GBV are also highly unheard of. (T3)

T4 also stated that she had never heard of any reports of cases of GBV committed by learners in the school. However, she knew some female colleagues in the school were subjected to GBV at home. When asked how she got to know about this since it was never reported to her, she said:

Walls have ears! That is the problem about seeking counsel from the staff members here at the school because your issue will quickly spread and it is not

everyone that gets to know about it that will be supportive. Some of the staff members further victimize you and that makes your experience at work also bad as is the situation at home. If I'm to be in that situation, I would choose to be quiet and maybe seek counsel at Church but not here at work where I spend most of my time. (T4)

Participant T4 indicated that GBV is experienced by some teachers in the school. However, these teachers have never formally reported it to the school principal and the senior teacher because it is happening in their private spaces. However, this might still have negative consequences for teaching and learning or the general performance of the teacher at work as asserted by Nguyen (2013) and Lunyuolo *et al.* (2014).

In general, no cases of GBV committed by learners have been reported directly to any member of staff. The participants indicated that they have never seen any GBV committed on the school premises. The principal indicated that “it is rare that learners or teachers report about GBV in the school”. However, when the researcher asked him questions about the types of GBV, it was not clear enough what type of GBV he referring to. Thus, it was concluded that the learners in this school are not involved in GBV activities.

Various factors were raised by the participants on the major causes of GBV. Some of the causes stated during the interviews centred on the roles that culture and tradition still play in Eswatini in socialising males to the idea that they are superior to females. Participants believed that both males and females are still viewed stereotypically. Patriarchal beliefs and stereotypes lead men to believe that they are superior and females contribute towards the ill treatment of females by viewing them as subordinate to men and not equals.

Women empowerment can be identified as another contributor to GBV in Eswatini. The more women gain power and autonomy over their lives, males want to use force to stop them asserting themselves as equal and powerful as men. Ignorance and lack of education around GBV is a reason why teachers do not have records of cases of GBV

committed within the school environment. The consequences of GBV in the school as reported by all the participants were mainly focused on hearsay about teachers who are experiencing GBV in their private relationships. However, the teachers who are affected by GVB experience negative results and demonstrate poor performance at work.

A drop in the performance of the learner is the result of the disengagement that the victim teacher has towards her work. Nguyen (2013:70) argues that due to high levels of emotional distress as a result of GBV, women eventually become less productive at their respective places of work. Overall, the performance of the school is likely to drop if GBV becomes prevalent. With regard to observation, not much could be observed from the participants as they discussed general matters that were seen in the school as a result of GBV occurring in teachers' private lives.

However, the principal was concerned about the effects of GBV on the performance of the teachers during the meeting he had with his staff. This was observed from his tone of voice and facial expressions that he was concerned about the negative impact that GBV has on the lives of the teachers and their performance at school which may affect the learners' performance in class.

The fact that there is no policy on GBV in the school is a major concern because it shows that the school has no means of identifying cases and safeguarding both the teachers and learners against GBV in the school. The school aligns itself with national legislation, which is beneficial although it should have clearly defined mechanisms to handle such cases for the benefit of its teachers, learners and the community at large. Mohajeri et al. (2015) mentions that gender equity programmes and legislative action such as affirmative action in society are fundamental strategies that can be used to promote gender equality in that given society.

The intersectional theory has been pivotal in proving that "social categorizations such as race, class, gender amongst others are interdependent and overlap with one another creating opportunities for disadvantages and discrimination for people belonging to one

or more social groups” (Crenshaw 1989). In this study it is evident that factors such as physical violence, violation of one’s human rights, stereotypes, power dynamics, cultural attitudes, perceptions and practices, weak government policies, lack of empowerment, loss of motivation, teacher absenteeism, unstable teacher mental health, inadequate GBV school policy and reporting measures are core in the study of GBV. The researcher concurs with Crenshaw (1989:) that these factors are “interdependent and overlap with one another creating opportunities for disadvantages and discrimination for people belonging to one or more social groups different from the others”.

4.6 CONCLUSION

This chapter presented, and interpreted data gathered from six participants in one primary school in the Hhohho region. The main purpose of the data collection was to gather views around the knowledge of teachers on GBV. The data were presented thematically, and the following themes were addressed: teachers’ understanding of GBV in a primary school context; teachers’ views on the causes of GBV in a primary school; how GBV affects teaching and learning in a primary school; and how GBV matters were dealt with in a primary school.

The following chapter discusses the conclusion and recommendations for mitigating the problems and challenges unveiled by the study.

CHAPTER 5

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter discusses the findings that were presented in the previous chapter, provides a conclusion to the whole study and sets recommendations based on the discoveries of the researcher to mitigate the challenges noted. An analysis of the theoretical framework shall also be availed to support its suitability for the study. This chapter, therefore, is expected to be the foundation of further studies that can be carried out by other scholars and researchers on the topic of GBV in schools and the means of eliminating it to improve the performance of both teachers and learners.

5.2 ANALYSIS OF THEORETICAL FRAMEWORK

This study was guided by the intersectionality theory as advocated by Crenshaw. This theory enabled the researcher to conduct an effective analysis of the study with regard to the examination of the causes and the implications of GBV on primary school teachers (cf 2.6). According to intersectionality theory, the environment and position of the individual in society or any social entity intersect and overlap with one another with the possibility of creating opportunities for discrimination for people belonging to one or more social groups different from the others. It is evident from data collected that there are different dynamics at play regarding the causes and implication of GBV on learning and schooling in primary schools. The intersections that emerged from this study included and are not limited to gender identity, gender markers, sexual orientation, status, class, race and culture. In this regard, the study's theoretical framework enabled the researcher to understand the intersections that exist amongst teachers, learners and school management and how these intersections become sources of oppression leading to GBV (cf 2.6). This enabled the study to address the consequences through the establishment of possible recommendations.

5.3 DISCUSSION OF FINDINGS

This section discusses the findings that were unveiled during the data collection process to establish the knowledge of teachers on GBV, based on empirical evidence.

5.3.1 Theme 1: Knowledge of teachers on GBV in primary schools

Research Question: What do teachers understand about GBV in primary schools?

Based on the responses given by the participants and the observations made by the researcher, teachers showed adequate knowledge about GBV, although their views were not very detailed. They mostly assumed that GBV is physical (cf 4.4.1 [a]) and sexual (cf 4.4.1 [b]) and did not grasp that GBV can also be explained in terms of emotional and psychological threats, coercion, economic and educational deprivation and unequal power relations (Ott 2017). They understood that GBV has a lot to do with the violation of the rights of other persons (cf 4.4.1 [c]) based on their assumed place in society according to their sexual orientation. However, teachers did not understand that the violation of these rights, especially of the learners in the classroom, is also perpetuated through gender stereotyping in classroom content and material during teaching and in the use of various methods in teaching and learning that still perpetuate gender inequality (Cimpian 2018). Most teaching methods and materials in today's classrooms still show males as superior and thus the norms of superiority amongst males are still being upheld but teachers do not regard this as a subtle form of GBV.

Teachers also had a broad range of misconceptions which emerged in their explanations of what GBV is; they regarded it as mostly perpetrated by males towards females. In the present day, GBV is also prevalent from females directed at males especially when other dimensions of GBV are considered other than the sexual and the physical. SIDA (2015) clearly states that while GBV disproportionately affects women and girls, it also affects men and boys. These abuses take place all over the world in homes, schools, workplaces and communities.

Teachers in the study understood that GBV was mostly associated with social norms that have long existed in the Kingdom of Eswatini, a largely patriarchal society. These norms create the negative perception about male superiority and female inferiority. This belief forms part of socialisation in the home and is transferred to work settings (Itegu & Njuguna 2013). Based on this, teachers recommended that both males and females need to be sensitized about changes in present-day society such that they change the way they view and treat one another which would help address GBV in schools (cf 4.4.1).

Teachers also failed to show understanding of GBV on the grounds of other sexual orientations such as the LGBTI (Lesbian, Gay, Bisexual, Transgender and Intersex) communities. The presence of such sexual orientations in communities and work settings means that GBV can be practised between people of the same sex but differing sexual orientation (Interarts 2018). For example, a female that is lesbian by orientation can be violated by another female who is not lesbian. A male that is gay can also be violated by other males who are not. Having such an understanding among teachers can improve the watchfulness they need to have in observing how people of the same sex, but different sexual orientations, treat one another in the school setting.

5.3.2 Theme 2: Causes of GBV in the school

Research Question: What are teachers' views on the causes of GBV in a primary school?

The participants in this study agree that GBV is caused by culture (defined from various perspectives) (cf 4.4.2 [a]; weak government policies on GBV (cf 4.4.2 [b]; lack of education and empowerment among men and women on the causes of GBV (cf 4.4.2 [c]; physical violence (cf 4.4.1 [a]); patriarchy (cf 4.4.1 [c]; and stereotypes (cf 4.4.1 [d]). These factors are intersectional and overlap with one another creating discrimination for people belonging to one or more social groups (cf 2.6).

5.3.3 Theme 3: The impact of GBV on teaching and learning

Research question 3: What is the impact of GBV on teaching and learning in a primary school?

GBV had several negative consequences for the teaching and learning processes (cf 4.4.3). Most consequences stem from the emotional detachment that is experienced by teachers following a series of violations. Post-traumatic stress resulting from GBV can affect the performance of the teacher in the workplace. This results in fatigue and/or depression, which affects the motivation to work and the concentration span of the teacher at work (USAID 2016). The frustrations experienced by teachers who are victims of GBV either at home or school are usually taken out on the learners and thus the learning environment becomes unsafe and unfriendly for them. The teacher becomes unapproachable when learners have needs, which can be affected by the teacher's performance.

The result of GBV on teachers is usually associated with increased absenteeism and late coming in both the teachers and learners (cf 4.4.3). With such, the teaching and learning process is interrupted and if this interruption is prolonged, the performance of the learners is affected by the negative. Researchers like Lunyolo *et al.* (2014:243) contend that:

Female teachers were victims of gender-related abuse at the workplace which in most cases suppressed the power of self-esteem and confidence; hence force most of them to seek resentful measures in the workplace.

This concurs with the UN Women's (2011) report which indicated that the majority of women wished to leave their current jobs due to unfair treatment based on sex from either their superiors or workmates. The understanding is that due to increased levels of abuse, the female teachers would eventually lose interest and eventually leave the work place against their will.

Another consequence of GBV is that the school no longer becomes a haven for both the teachers and the learners and therefore the interactions between teachers and learners are affected (Maphalala 2014). This also results in some forms of disengagement from both sides and therefore the performance of the teachers and the learners are affected. Above all, as alluded to by the intersectional theory, the combination of all these stated factors results in the drop in the overall performance of the school in comparison with others that have fewer cases of GBV or none (USAID 2016). Therefore, the school should have a set policy on GBV, which informs the next theme.

5.3.4 Theme 4: The GBV policy matters at school

Research Question: How are GBV matters dealt with in a primary school?

The school seemingly has no policy on GBV which means that it has no means of tackling the problem at the local level (cf 4.4.4). A policy enables the school to have set guidelines on how punitive measures will be put to teachers and learners who violate the rights of others in the school through GBV. A policy would also state how assistance would be given to those who have been abused especially looking at their psychosocial needs that will need to be addressed through counselling and other possible means. The absence of a policy on GBV in the school is in line with the assertion by Leach, Dunne and Salvi (2014). They state that progress in ensuring a legal framework that specifically addresses sexual violence against girls and its implementation at all levels was reported to be slow in all the projects in schools. The silence and denial surrounding the issue of GBV, in particular the sexual abuse of children, creates a serious challenge for policy development and enforcement. The other challenge with the policy in schools as stated by Leach *et al.* (2014) is on the improvement of the transparency and effectiveness of legal processes and the enforcement of existing laws and policies. In some cases, the response systems are complicated, confusing and difficult to access in dealing with perpetrators of GBV.

5.4 CONCLUSION

Conclusively, the common types of GBV practices in primary schools were physical, sexual and emotional. The participants indicated that in most circumstances, physical violence involved fighting between males and females while the emotional violence relates to abusive language. Nothing much was stated on the psychological and coercive means of GBV. The general findings of the study indicated that the participants were familiar with GBV and its existence in mainly physical and sexual terms. These forms of violence affected both the academic and social behaviour of individuals.

With regard to the causes of GBV among primary school teachers, the study highlighted the following as common causes: traditional values and norms which figured male dominance as prominent in social settings.

This created most female teachers' challenges with making independent decisions both at home and work. The study also found that a lack of education and awareness was another contributing factor since most people were not educated on the nature and relevance of GBV in both communities and schools. It was established that although government forums as well as NGOs like SWAGAA were established to address concerns about GBV in Eswatini, issues of GBV continue to be prevalent in schools.

The consequences of GBV in a primary school were also examined in this study. The general outcome of the study indicated that the consequences were relative, some of which include loss of focus due to stress and anxiety. Most participants indicated that a common form of GBV was emotional damage which highly affected the level of concentration of most victims. It was also reported that GBV reduced teachers' self-esteem which resulted in loss of confidence in becoming better workers. Moreover, in some cases GBV victims were physically hurt which made them timid and eventually lose job motivation. Other participants indicated that absence from work was another common outcome of GBV since most victims are faced with the challenge of meeting the needs of

both home and work. The participants indicated that the implications of GBV were both short and long term, hence, it was not an issue which was by nature a short-lived one.

In summation, teachers seemed to have adequate knowledge about GBV but are less knowledgeable about broader aspects of GBV. It, therefore, shows that there needs to be more information dissemination on GBV especially on new issues relating to LGBTI communities looking at the fact that these are increasing in number in educational settings. Giving such information will enhance the teacher's ability to observe any signs of GBV and not let cases pass by thinking that it is just bullying. More knowledge needs also to be given to teachers noting that GBV is not only physical and sexual but can take different forms that are psychological, deprivation of access to rights, resources and decision-making, threats and coercion.

5.5 RECOMMENDATIONS

The following are recommendations based on this research study:

5.5.1 Promotion of gender-based education information system in the school curriculum

This would include the inclusion of a gender-based education information system that promotes the relevance of gender balance at an educational level. Learners would through the curriculum have a better understanding of the relevance of gender as a contribution to balanced community awareness. This can also be done through the promotion of awareness about GBV among families and communities. Through this approach, it would be possible for the community to understand GBV and its consequences. Community members may refrain from any possible acts that might contribute towards GBV after understanding the negative consequences of GBV and the impact it has on the victims. This can be done through the media such as the print and non-print media as a means of passing the necessary information to the intended beneficiaries.

5.5.2 Revisit policies on the management and leadership structures of the school

There is a need for the school to revisit their leadership structures and see if the hierarchy is suitable for identifying and addressing GBV. Both the needs of females and males are to be addressed because the females who were victims or survivors of GBV did not report their cases to the senior management of the school. This shows that there is no guidance and counselling structure to assist victims and perpetrators to heal their wounds. Also, it shows that the females who were victims of GBV are not comfortable reporting their cases to their management which is mainly led by males. Professional counselling services also need to be available in the school to motivate victims to report their cases knowing that they will get clear guidance. It is possible that the victims of GBV never report in fear of being discriminated against.

5.5.3 Increase in school psychosocial counselling services

This could be done through the establishment of a counselling department within the school which might take into consideration the provision of the necessary psychosocial services to teachers who had challenges with adjusting to normal life after being abused through GBV. This department would also serve the learners and their different needs which would start from sensitising them about GBV, its signs, effects, how to know when to report and whom to report to.

5.5.4 Promote recreation activities within the school

There is a need to promote more recreational activities within the school which might involve the development of both teachers and learners' social life. This can promote the interdependence of both learners and teachers in the promotion of social values and norms that would give them the opportunity of developing a sense of dependence on one another and the culture of helping one another. These activities may be focused on

helping both teachers and learners to be stewards of each other's social security both at school and in the community as a whole.

5.5.5 Start community-based support programmes on GBV

There is a need to develop community-based support programmes that focus on mobilising communities as a means for interventions through training, advocacy and capacity building that would enable all community members to become key players in the promotion of equality as a tool against GBV. Local communities should be engaged by the promotion of parent-teachers' associations that would encourage the exchange of ideas and values regarding the development of social institutions that would promote inclusion and gender in community welfare.

5.5.6 Schools should formulate GBV policies

The school has to take the urgent initiative in formulating policies on GBV and find effective means of implementing these to ensure that GBV is effectively curbed. This has to be in line with national and international policies on GBV. Such a policy will guide the school on how to identify cases of GBV, what programmes to implement to reduce its prevalence, the monitoring and evaluation systems to be put in place to measure the effectiveness of the programmes and the procedures for dealing with cases of GBV from both the perspectives of the offender and the victim.

5.6 AREAS FOR FURTHER STUDIES

Areas for future studies include the need to explore the impact of GBV on learner performance. This is based on the understanding that learners are affected by GBV especially among teachers which in turn contributes towards poor learner performance in school. Therefore, investigating GBV would be a preventive tool that might bring about positive outcomes in learner performance in schools.

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APPENDIX A
ETHICAL CLEARANCE CERTIFICATE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/09/11

Ref: 2019/09/11/48036757/12/MC

Name: Mfisi Tsheumalo

Student No.: 48036757

Dear Mfisi Tsheumalo

Decision: Ethics Approval from
2019/09/14 to 2022/09/14

Researcher(s): Name: Mfisi Tsheumalo
E-mail address: tsheumalofm@gmail.com
Telephone: +26 87 613 4772

Supervisor(s): Name: Dr SM Matlabe
E-mail address: smatlabe@unisa.ac.za
Telephone: +27 12 429 8808

Title of research:

Teachers' understanding of Gender Based Violence in a primary school: A case study of a primary school in the Hhohho Region , Swaziland

Qualification: M. Ed in Socio-Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/09/11 to 2022/09/11.

The low risk application was reviewed by the Ethics Review Committee on 2019/09/11 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.



University of South Africa
Pretoria Street, Hellenburg Campus, City of Ekurhuleni
PO Box 190, UNISA 2007, South Africa
Telephone: +27 12 401 2111 Facsimile: +27 12 401 4132
www.unisa.ac.za

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2022/09/11**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2019/09/11/48036757/12/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof PM Sebate
ACTING EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B LETTER FROM UNISA



UNISA

**KERNALU
MURRAY & ASSOC
501 0102
401 MARICOR
JHB
2001-008**

STUDENT NUMBER : 40000707

DEPARTMENT TEL : 0800070001
FAX : 0800028-0700
EMAIL : exam@unisa.ac.za

0800-40-00

Dear Student,

I hereby confirm that you have been registered for the current academic year as follows:

Approved Qualification: BEd (CAREER-ORIENTED) (BEdC)			ACADEMIC INFORMATION			
YEAR	NAME	NUMBER OF CREDITS PER YEAR	REG. NUMBER	UNIL.	EXAMINABLE	CONTRIBUTOR
1	UNISA	60	40000707	UNISA		

Study units registered without formal exam:
 (UNISA) BEd (Career-Oriented) Basic Education 60 0

We are referred to the "Registration" brochure regarding fees that are forfeited on cancellation of any study units.

- Your attention is drawn to University rules and regulations (www.unisa.ac.za/regulations). Please note the new requirements for re-registration and the number of credits per year which state that students registered for the first time from 2012, must complete 60 RPL credits in the first year of study, and thereafter must complete 48 RPL credits per year. Students registered for the BEd, BEd and BA degrees must attend the UN's Education for Study Material and other important information. **Residence rules for students:** Note that in terms of the UNISA Admission Policy academic activities must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level in the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification. **Residence rules for MEd:** Note that in terms of the UNISA Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

DEBIT BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof B J Aikawa
Registrar

UNISA



University of South Africa
 P.O. Box 95/UNISA 0001 South Africa
 Telephone +27 (0) 11 429 3111 Fax +27 (0) 11 429 4100
www.unisa.ac.za

APPENDIX C
LETTER FROM THE MINISTRY OF EDUCATION ESWATINI

The Government of the Kingdom of Eswatini



Ministry of Education & Training

The e-mail address is
Education@eswatini.gov.sz

P. O. Box 27
Mbabane, 32000

19th October, 2019

To:
Head Teacher
Mthetheni Primary School

FROM:
Regional Education Officer

Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF NORTH AMERICA STUDY – MS. THUYA ETHEL DAN TSHALILE

1. The Ministry of Education and Training has received a request from Ms. Thuya Ethel Dan Tshalile, a student at the University of North Africa (UNAF) for a letter for her to SASS for academic employment at the University. She has to collect data for her study on research topic is "Teacher understanding of Gender Based Violence in a Primary School at a grade of a Primary School in the Mthetheni Region, Eswatini". The objectives for her study comprises of five teachers are three grade 1, grade 2, grade 3, grade 4 and grade 5 and one senior teacher and the principal of the school mentioned above. All heads concerning the study are aware of the participants' consent forms which will have to be signed by all participants before Ms. Thuya begins her data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.
2. The Ministry of Education and Training requests your office to issue Ms. Thuya by allowing her to use above mentioned school in the Mthetheni region as her research site as well as facilities for by giving her all the support she needs in her data collection process. This collection is an urgent.


M. S. M. MTHETHENI
DIRECTOR OF EDUCATION AND TRAINING



cc: Regional Education Officer – Mthetheni
Chief Inspector – Primary
Head Teacher of the above mentioned school
Dr. S.M. Mthetheni – Research Supervisor

APPENDIX D
PARTICIPANTS INFORMATION SHEET

Dear Sir/Madam,

Re: Requesting permission to conduct research at your school

I, Todvwa Nxumalo, (Student number: 48036757) am a registered as a Masters student at the University of South Africa (Unisa) under the supervision of Dr S.M. Matlabe a, in the Department of Educational Foundations. I am seeking permission to conduct a research study titled: “Teachers’ knowledge of gender-based violence in a primary school: A case study of a primary school in the Hhohho Region, Swaziland”. You are selected to participate in this study because you fit in the sampling criterion that was used in this study. The research study sampled the school Principal, teachers and senior teacher. The aim of the research study to investigate teachers’ understanding of gender-based violence and how it can affect teaching and learning within the school environment. The study will also explore the causes of gender-based violence that affect school communities. The study aims to contribute towards a gender policy that can protect both males and females from violence abuse caused by their spouses. The objectives of this research study are to examine the consequences of GBV in the professional work of primary school teachers in the above-mentioned school. The study will also identify the different types and causes of gender-based violence among primary school teachers and make recommendations of how to prevent gender-based violence. The recommendations made in this study might lead to the development of gender policy.

Your school has been selected as a case study because it is within the researcher’s reach. Two data instruments will be used to collect data in this study: face-to-face interviews. Face to face interviews will be conducted with the school principal, senior teacher, two teachers. All information produced in this research will contain copyrights agreements that will be submitted to the College of Education Ethics Review Committee

(CEDU). Materials that will be translated to other languages or other adaptations will be subjected to copyright agreements. Only the researcher will be allowed to record conversations (with permission of the research participants). Hard copies of answers provided by the research participants will be stored by the researcher for a period of five years in a lockable filing cabinet in my office at home. For future research or academic purposes, electronic information will be stored on a password-protected computer. Future use of the stored data will be subjected to further research ethics review, and approval if applicable. Hard copies will be shredded electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme. There is no payment received for this study. As a researcher, I am not going to be giving research participants gifts in exchange of their information or participation.

I will organise a feedback session where I will give the research findings. The Ministry of Education, the Hhohho Regional Education Officer, the school Principal, the teachers and the senior teacher. During the feedback session all sensitive information will be handled with care. If you need any information in as far as this research study is concerned, please contact my supervisor, Dr Sizakele Matlabe on 082 350 3540, 012 429 8808, or at matlasm@unisa.ac.za . Should you have concerns about the way in which the research has been conducted, you may contact the Head of Department, Dr N. Madikizela-Madiya at 0124206009 or madiyn@unisa.ac.za. Alternatively, contact the Research Ethics Committee.

Thank you for taking time to read this information sheet. If you agree to participate in this study, please write your full name and surname and then sign the form below. Thank you for your kind attention to my request.

Yours sincerely,

Todvwa Nxumalo

APPENDIX E

INTERVIEW SCHEDULE FOR THE SCHOOL PRINCIPAL AND TEACHERS

1. Do you know what Gender Based Violence is?
2. How many cases of Gender-Based Violence (GVB) have been reported to you by the in this school?
3. What are the main causes of GBV in the school?
4. What consequences has your school suffered due to GBV?
5. What is the school policy on Gender- Based Violence in this school?
6. What recommendations can you give that you think will help the fight against the scourge of gender based violence in the school?
7. What is it that you think people should know about Gender Based Violence, which is not covered by this research?

APPENDIX F
EDITING AND CRITICAL READING SERVICES

FROM THE DESK OF

EDITING & CRITICAL READING SERVICES

14 March 2023

864 Justice Mohamed St
Brooklyn 0181

To whom it may concern

This is to confirm that I have edited the following dissertation of limited scope for the MEd degree: **TEACHERS' UNDERSTANDING OF GENDER-BASED VIOLENCE IN A PRIMARY SCHOOL: A CASE STUDY OF A PRIMARY SCHOOL IN THE HHOHHO REGION, ESWATINI** by **Todvwa Emeldah Nxumalo** by for language use. The technical layout of the document remains the responsibility of the student.



Eleanor M Lemmer (Professor Emeritus, University of South Africa) D Ed (Comparative Education), University of South Africa

South African ID 510711 0118 088

CONTACT

864 JUSTICE MOHAMET ST, BROOKLYN MOBILE (084) 7004676

LEMMEEM@ICLOUD.COM