The Effect of Education on Prevention of Gender-Based Violence Among Nigeria Youths in Kaduna, Nigeria National Orientation Camp, using Educational Module.

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Abstract

Gender-based violence is a cross-sectional problem that affects millions of people across the world, there are higher societal, economic, and health risks associated with sexual violence. Education is one of the most effective tools in the fight against Gender-based violence as it makes people aware of it. This study tries to establish the success of role of education on prevention of Gender-based violence. Randomized control trial study design was used to extrapolate findings related to the knowledge, attitude and behavior of respondents using a structured questionnaire. Findings indicate that the educational training module shows effect in the role of education on prevention of Gender-based violence in Nigeria youths at Kaduna orientation camp. However there remain a limited body of evidence on the effect of the educational training module on prevention of Gender-based violence. Commonly agreed upon standard or guidelines for evaluation of training module on prevention of Gender-based violence programming and publication of evaluations conducted using these guidelines could assist stakeholders to build and disseminate evidence base of effective prevention on Gender-based violence intervention programs and strategies. The use of training module on prevention of Gender-based violence efforts especially among young adolescents' population must be given higher priority to justify continuation of revision of recommended Gender-based violence programs being implemented in diverse human setting, also improve awareness to stakeholders.

Keywords; *Attitude, Behavior, Education, Gender-based Violence, Knowledge, Training module.*

Introduction

Gender-based violence (GBV) remains an important problem that is global and this annually imparts millions of people with women and girls being the major victims. Abuse can be categorized into – emotional abuse, financial abuse, sexual abuse or physical abuse. It's continuity leads to the degradation of individuals and society, therefore it opposes any form of liberation and human development.

Promoting education is a key tool in combating Gender-based violence. Since it provides information on human rights as well as gender equality which prepares people to ensure a change of attitude and behaviors that perpetrate violence. School-based curricular with comprehensive modules on consent, healthy relationships and gender respect can greatly alter perceptions and lower acceptance of violence. Public and social institutions are ideal setting for such changes to occur. School and educational facilities in particular allow educators to be both examples and first responders when it comes to weight related issues. Education brings improvement in the standard of living of individuals particularly women and girls, and their economic status provides them with means to avoid vulnerability to violence and have means to seek assistance. This provides an empowering factor that echoes beyond the individual, for educated women empowered to grow to be

women leaders empowered to champion change. Also involving communities through education reaches a point where everyone is part of eradicating Gender-based violence not only the students/youths but also parents, local leaders and organizations in support of making sure that gender-negative attributes of the society are eliminated [1]. The drivers of Gender-based violence are multiple and complex, but discriminating norms and unequal balance of power between girls, women, boys and men are the overarching root causes. To be able to understand the drivers of Gender-based violence in schools and other educational institutions, it is important to understand that there is no single factor that can explain why some people or groups are at higher risk of Gender-based violence than others [2]. The ecological framework [3], clearly shows how interpersonal violence is the outcome of interaction between many factors at the societal, community, relationship and individual level as shown in Figure 1.
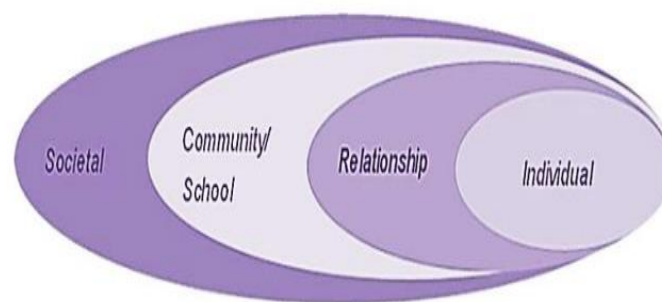

Figure 1. Integrated Ecological Framework

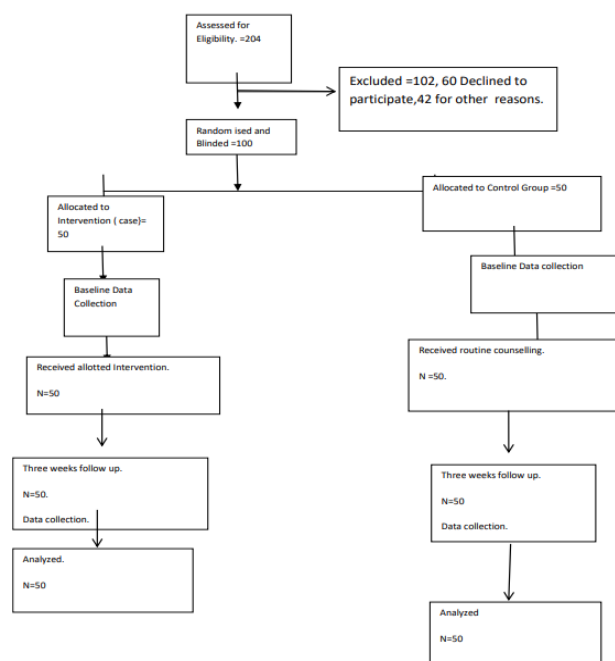*Note: Adapted from gender-based violence and education, ecological framework, 2015, https://.cdn.sida.se*

Figure 2. Consort Flow Diagram

Note: Figure 2 is a Consort flow diagram, showing how respondents were selected for the randomized control trial. It was adapted and modified from a previous study by Nancy, L.E., et al, 2005, Biophosphate Therapy improves the outcome of conventional periodontal treatment result study, https://www.researchgate.net

Objectives

1. To determine the socio-demographic characteristic of Nigeria youths in Kaduna orientation camp.
2. To determine which teaching method and interventions that are helpful when it come Gender-based violence prevention.
3. To determine the effect of these educational interventions on attitude and behavior changes on Gender-based violence.
4. To provide recommendations that can be made to have gender-based violence prevention as part of the education curriculum.

Limitations

Limitations were administrative encumbrance to secure area of study and recruitment of subjects.

Time and financial constraint.

Achievements

Achievements were been able to develop the educational module to be used and its implementation. Training was carried out successfully with good results achieved.

The importance or purpose for this study was to explore the role of education on prevention of Gender-based violence. The focus of the study is to determine the socio-demographic characteristic of the subjects of study. To determine the effect of education on attitude and behavior of the subjects. The participants or subjects in the study were graduates of Nigeria who were between the ages of nineteen to thirty in Kaduna national orientation camp. The central phenomenon or variables being studied are the percentage of their knowledge, attitude and behavior of the respondents in a pre, immediate and posttest.

Result

The purpose of this study was to explore the role of education on prevention of Gender-based violence among the youth of Nigeria in national orientation camp in Kaduna, Nigeria.

To achieve this purpose, data was collected using a structured questionnaire in this study, data was computed and analyzed with descriptive and inferential statistics. A total of 100 questionnaires were distributed and retrieved from the respondents.

Findings

Socio-demographic characteristic of the respondents was obtained from the field. The variables considered in the primary data source include age of respondents, marital status, religion and educational background though they are all graduate of tertiary institution.

The association in the randomized selection of the study population into intervention and control group were analyzed using the Chi-square test type to test for the group association.

From the result the P-value 0.87 fall within the acceptance region, as such the randomized selection shows there was association between case and control respondents, hence minimizing co-founding factors in the study.

Normality of the data was also tested using both numeric and graphic tests. Skewness and Kurtosis and Shapiro-walk test show data was normally distributed. Graphically using histogram and Q-Q Plot also showed data was normally distributed.

Evaluation of the role of education on prevention of Gender-based violence among Nigeria youth in Kaduna state orientation camp was done using repeated measure ANOVA test to test the hypothesis, the P-value was 0.05, significant value was 0.01 for the three variable which fall within the acceptance region which shows the role of education on prevention of Gender-based violence was effective.

Finding also involved the percentage of study population with good knowledge, attitude and behavior following a day of training with educational module and result collected after three weeks.

Good knowledge = 78.4%

Good attitude = 98.0%

Good behavior = 76.4%.

Discussion

The study main purpose was to explore the role of education on prevention of Gender-based violence among Nigeria youths in Kaduna orientation camp. The results obtained in above section were in alliance with written objectives in the introductory section. The socio-demographic characteristic data of the study population were analyzed based on the following variables: age, marital status and religion using Chi-square test to check for association between the case and control respondents, it shows there was association between them, thereby minimizing the co-founding factors in the study as seen I Table 1.

A similar study carried out by Cooks et al 2019 [4], shows similar result. From the frequency distribution table of socio-demographic characteristic of the study population was 82% were between 25 years to 30years of age while 18% were between 19years to 24years of age as seen in Table 2, this was so because the study population were youths of tertiary institution graduates in Nigeria national orientation camp in Kaduna state and hence their influence in the role of education on prevention of Gender-based violence. The youths were taken as a study population because they constitute 70% of Nigeria population, [5], according to the youth employment in Nigeria statistic 2024. They are going to act as a change agent in any society they find their self.

Table 1. Socio-demographic Characteristic of Respondents Age, religion, Marital Status n=100

Variables	Frequency n(%) Intervention	Control	Total	Test Type Chi Square	P-value
Age group (years)					
19-24	5(9.0)	13(9.0)	18(18.0)		0.87
25-30	45(41.0)	37(4100)	82(82.0)	X^2	
Religion					
Christianity	30(30.5)	31(30.5)	61(61.0)		0.76
Islam	20(18.0)	16(18.0)	36(36.0)	X^2	
Traditional					
Marital status	0(1.5)	3(1.5)	3(3.0)		
Married	8(8.5)	9(8.5)	17(17.0)		
Co-habitation	4(3.0)	2(3.0)	6(6.0)		
Separated	2(1.5)	1(1.5)	3(3.0)	X^2	0.82
Divorced	1(0.5)	0(.5)	1(1.0)		
Single mother/father	6(6.5)	7(6.5)	13(13.0)		
Other/single	29(30.0)	31(30.0)	60(60.0) 100.0		

Note: Table 1 shows Socio-demographic characteristic of respondents by Age, Religion, Marital status from data derived from field survey 2022, May.

Table 2. Frequency Distribution Table by Age of Respondents n=100

Variable	Frequency	(%)
19-24	18	18.0
25-30	82	82.0
Total	100	100s

Note: Table 2 is a frequency distribution table showing the data derived from field survey 2022, May of Age of respondents.

In view of the religion of the study population 61% were Christian, 36% practice Islam while 3% practice traditional religion as seen in Table 3.

Studies had shown that there is a relationship between religious believe of individual and their influence on prevention of Gender-based, Peterman, P., et al 2020, [6]. Again also, the marital status of the respondent influences their knowledge, attitude and behavior of the person toward Gender-based violence prevention in relation to their education and exposure, Peterman, P. et al, 2020, [6].

About 17% of the study population were married, 5% co-habiting, 3% separated, 13% were single mother while 50% of study population were single, that is not married (see Table 3). This was so because they were just new graduate youth in an orientation camp, this will also influence the respondents in their knowledge, attitude and behavioral base on Gender-based violence prevention.

Table 3. Frequency Distribution Table by Religion of Respondents n=100

Variable	Frequency	(%)
Christianity	61	61.0
Islam	36	36.0
Traditional	3	3.0
Total	100	100

Note: Table 3 is a frequency distribution table of data derived from field survey of 2022, May. Of the religion of respondents.

The baseline knowledge, attitude and behavior were measured among the case group before intervention of educational training module. The mean knowledge score was 71.2% which was similar to a previous study by Arango et al, 2019, [7].

In analyzing the Likert scale which was used in measuring the attitude of case group of respondents, independent sample test was used. Group statistics comparing the mean of respondents age group in relation to their attitude shows that the control group have positive attitude to Gender-based violence prevention.

Table 4. Frequency Distribution Table by Marital Status of Respondents n=100

Variable	Frequency	(%)
Married	17	17.0
Living Together/ Co-habitation	15	5.0
Separated	3	3.0
Divorced	1	1.0
Single Mother/Father	13	13.0
Widow/Widower	0	0
Other	50	50.0
	100	**100**

Note: Table 4 is a frequency distribution table showing data derived from field survey of 2022, May, of Marital status of respondents.

From independent sample test which was used to test the hypothesis of both age groups of respondents (case and control) have the same positive attitude to Gender-based violence prevention, the null hypothesis states that there was no same positive attitude to Gender-based violence prevention in both groups. The results show P-value or Significant value of 0.002 not significant. Alternate hypothesis accepted which states that age groups of respondents in case group have same positive attitude to Gender-based violence prevention, this was in consistent with previous study carried out by Wugmoon et al, 2017 [8], on attitude of different age groups to Gender-based violence prevention. This shows the effect on role of education on Gender-based violence prevention.

The baseline mean attitude score was 58%, this result was consistent with Arango et al, 2019,[7], previous study on baseline attitude score of respondents before intervention. The baseline mean behavior score was 64%. After the intervention mean attitude score was 98% and mean behavioral score was 76.4%, this has shown an improvement which help in verifying the role of education on Gender-based violence prevention.

Table 5. Table of Mauchy's Test of Sphericity Epsilon

Within subject effect	Mauchy's W	Approx Chi Square	Df	Sig	Greenhouse Geisser
Practice	.265	52.464	2	.000	.575

Sphericity was violated, supported by Greenhouse Geisser test, P-Value Significant

Note: Table 5 was derived from field survey data 2022, May, using Repeated measure ANOVA test from SPSS software data analysis.

The role of education on Gender-based violence prevention, educational training module was implemented on Nigeria youths in Kaduna orientation camp, where their knowledge, attitude and behavior were evaluated after the intervention of the educational module, repeated measure ANOVA to test the hypothesis of the role of education on Gender-based violence prevention.

From the descriptive statistic, baseline knowledge mean score was higher than the mean score of immediate knowledge score, post intervention, which might likely be due to their own knowledge at the time of study, been a literate respondent. The mean knowledge score at three weeks post intervention shows higher knowledge of Gender-based violence prevention. This was inconsistence with Carey et al, 2018,[9], study on the effect of educational module on knowledge of respondents showing that after intervention lecture, respondents developed new knowledge about Gender-based violence prevention. In multivariate test using Wilks Lambda statistical test. Significant value of 0.000, P-value was significant hence null hypothesis was rejected and alternate hypothesis accepted which means the educational module was effective to the knowledge of respondents. Heise et al, 2012,[10], used this Wilks Lambda statistical test to test similar hypothesis in his study which was consistence with effectiveness of educational module in knowledge of respondents.

From descriptive statistic, there was an increase in the mean value from baseline attitude to the mean value at three weeks post intervention of their attitude showing a positive change in attitude among the respondents by age groups, this was consistent with Radtake and Stan et al, 2019, [11] previous study on attitude towards Gender-based violence prevention.

Table 6. Classification of Percentage Scores of Knowledge, Attitude and Practice into Good, Moderate/Fair and Poor

Percentage of total scores %	Total scores of Knowledge	Total score of Attitude	Total score of practice	Level
80-100		98%		Good
60-79	78.4%		74.4%	Moderate/Fair
<60				Poor

Note: Table 6 is the classification for total scores of knowledges, attitudes and practises adapted and modified from Joseph Arbiol et al 2018, Knowledge, attitude and practises towards Leptospirosis among Lakeshores communities of Calamba, doi,6(2),10.3390/agriculture6020018, https: www.mdpi.com/openaccess.

In multivariate test using Mauchy's test of Sphericity of the data was not violated as the P-value .130 was not significant. Green house Gesisser was close to 1, it was 0.929 supporting that the Sphericith was not violated. A such multivariate test was considered for decision making. The P-value was significant at 0.000, null hypothesis rejected, alternate hypothesis accepted as such there was effectiveness in the use of educational module training in the role of education on Gender-based violence prevention. This again was in consistent with Radtake and Stan et al, 2019 [11], previous study on attitude towards Gender-based violence prevention. The descriptive statistics has shown variation in mean and standard deviation of behavior. Mean score of baseline behavior lower than the immediate behavior and mean score higher than three weeks post intervention behavior mean score which might likely be due to the short period for good behavior to be observed, recorded or measured which was earlier mentioned as a limitation in the study. A study carried out by Goonosekere et al, 2020,[12], who collected data after six month shows higher mean score at six months when compared with baseline and immediate mean score. Using multivariate Wilks Lambda test to test the hypothesis of the effect of

educational module on the behavior of study population, P-value was significant null hypothesis rejected, alternate hypothesis accepted, this shows statistically that the educational module was effective in change of behavior, hence supporting the role of education in Gender-based violence prevention.

Mauchy's test of Sphericity, Epsilon was used, Sphericity was violated supported by Greenhouse Geisser test, P-value significant. The Mauchy's test of Sphericity was violated as the significant value was less than 0.05, Green house Geisser test was considered for decision making statistically, P-value 0.001, also supported the effectiveness of educational training module in this study as shown in Table 5.

The outcome variables which was the percentage of good knowledge, attitude and behavior calculated from the measure from educational training module were good knowledge; 74.4%, good attitude; 98% and good behavior; 76.4%.

Classification of percentage of good knowledge, attitude and behavior were in to good, moderate/fair and poor. This classification system was adapted and modified from previous studies, 80% and above was rated good, 60% to 70% was rated as moderate/fair, while less than 60% was rated as poor.

The outcome variables from the study was to measure the percentage of study population with good knowledge, attitude, behavior on role of education on Gender-based violence prevention using educational training module.

The data collected three weeks post intervention gave the above results. The outcome knowledge percentage was 78.4% which corresponded with moderate/fair score in level classification. Attitude percentage score was 985 corresponding to good score in level classification. Behavior percentage score was 74,4% corresponding to moderate/fair level of classification.

The baseline knowledge percentage score of the study population was 71.2%, post intervention three weeks after, knowledge score was 78.4% this shows just little change which was likely due to the study population been literate and having a prior knowledge about role of education on Gender-based prevention before the study as an educated study population.

Baseline attitude percentage score was 58%, post intervention three weeks after was 98% which was corresponding to good score of level classification, this was due to their understanding of the intervention educational module training which has changed their opinion and attitude towards role of education on Gender-based violence prevention. Baseline behavior percentage score was 64%, post intervention three weeks after was 74.4%, which was in moderate/fair level of classification. There was improvement in behavior score though it could be better but the timeframe for the study was short to show any significant change in behavior. There was some consistency in this study with that of Joseph Arbiol et al, 2018 [13], in his previous work. Though in Joseph Arbiol et al, 2018 [13], study behavior percentage score was 85%, data was collected after six months.

Again there was comparers between the knowledge of case group and that of control group post intervention at three weeks after intervention. Independent sample test was used. The group statistics show a little difference in the mean score of case and control group. In testing the hypothesis that there was a difference in their knowledge outcome at three weeks post intervention between the two groups (case and control) which was the alternate hypothesis. The t-test showed difference in their t-value, the significant value was 0.816 is not significant and close to 1, hence null hypothesis which states that there was no difference in knowledge after three weeks post intervention was rejected and alternate hypothesis accepted which means from test statistics , there was a difference between both groups, this was inconsistent with a previous study by Radtake et al, 2019 [10], on Gender-based violence program in Sudan.

Conclusion.

The primary aim of this thesis/study was to see or explore the role of education on prevention of Gender-based violence. This study has shown that educational qualification helps in knowledge about prevention on Gender-based violence, that invariably affects the attitude and behavior of stakeholders. Again, from the study it was found that individual religion and marital status affect their knowledge and opinion about prevention on Gender-based violence.

Age of respondents from the study also showed that respondents aged 25years and above were more knowledgeable about prevention on Gender-based violence than their peers who were less than 24years. In this study, the educational training module has helped in improving the knowledge of participants such that there were high scores in percentage of their knowledge, attitude and behavior of Gender-based violence prevention as evident in the above results. The study also provided information that Gender-based violence could be prevented by improving awareness of Gender-based violence to stakeholders. Information from the study during focal group discussion shows that both sexes experiences Gender-based violence of sexual in nature. From the study, there will be need for policies and program to empower women and other vulnerable members of the society. There will

be need to mount intervention to cater for the high proportion of women who are exposed to Gender-based violence in our community. Need to highlight for public enlightenment on Gender-based violence in order to equip the younger adolescents with information to protect them and also prevent them from being perpetrators of violence in adulthood, this can be carried out through curriculum integration in their schools.

Further longitudinal research is needed to better understand the complex range of factors related to Gender-based violence among both men and women.

Dedication

This research study is dedicated to my beloved father, Pa Alfred Omotosho Oyidi.

Conflict of Interest Statement

Manuscript Title

The effect of education on prevention of Gender-based violence among Nigeria youths in Kaduna national orientation camp using educational module.

The author whose name is listed immediately below certify that he have no affiliation with or involvement in any organization or entity with any financial interest(such as honoraria; educational grants; participation in speaker's bureaus; membership; employment; consultancies; stock ownership or other equity interest; and expert testimony or patent-licensing arrangement), or non-financial interest(such as personal or professional relationship affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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