

A phenomenological investigation on strategies used in addressing gender-based violence in public secondary schools in Vihiga County, Kenya

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ABSTRACT

In Kenya, gender-based violence (GBV) is still a phenomenon that is prevalent in secondary schools and has considerably adverse effects on the health, educational attainment, and emotional states of students. This phenomenological study examines the approaches that teachers in Vihiga County, in the public sector of secondary schools, use to address and mitigate GBV. The research was conducted in a qualitative methodology using the semi-structured interview as the type of data collection. The target population consisted of teachers from secondary schools in Vihiga County, Kenya. The study employed a purposive sampling method to identify participants; therefore, only those teachers directly involved in handling GBV and teaching subjects that enable them to address moral education were considered. Twelve guidance and counseling teachers were interviewed, who responded based on their life experiences and moral judgments within their school settings upon facing GBV. The thematic analysis of the data collected from the interviews was performed using the 6-step activity described by Braun and Clarke. The results indicate that the intervention on GV requires not only the incorporation of moral education into the curriculum but also the training of teachers and institutional support. In addition, the study highlights the importance of culturally affirmative, rights-based educational practices that foster open communication and enable students and educators to question injustices based on gender. The moral role-modelling functions of teachers were identified as playing a crucial role in shaping student practices and the conceptualization of GBV. However, study notes that none of these may be effective without increased institutional support, which implies clear policies, training, and community involvement. The study recommends adopting a more nuanced approach in the form of a comprehensive moral education strategy, supported by institutional policies and teacher education. This is aimed at introducing a learning culture where GBV may be dealt with proactively and students empowered to be part of a culture of gender equality.

Keywords: Curriculum Development, Gender-Based Violence, Moral Education, Phenomenology, Teacher Training

I. INTRODUCTION

Gender-based violence (GBV) in educational institutions is a serious worldwide matter and in secondary schools specifically, where the violence takes place in several forms including sexual harassment, bullying, and psychological abuse. The high rates of GBV in schools also compromise the health and safety of students and this has many adverse consequences on their education performance and wellbeing. GBV has increasingly posed a serious problem in Kenya and especially in public secondary schools where the norms and expectations about gender roles in society tend to install poor practices. According to the African Population and Health Research Center (APHRC, 2025), both direct and indirect manifestations of the harm against girls are common, and the situation is aggravated by poor implementation of policies, the absence of community engagement, institutional apathy. In this regard, it is critical to discuss how to fight GBV in Kenyan schools and especially in such counties as Vihiga, where culture of gender expectations impacts significantly on student relationships and perceptions.

This research will aim at filling these gaps by analyzing how teachers in the secondary school of the Vihiga County in Kenya have been trying to deal with and prevent GBV. The study is based on Paulo Freire's Critical Pedagogy, which also focuses on how education in society can change the world by fostering critical consciousness and challenging the traditional order of power. Freire (1970) writes that education must also not assume the role of filling students with knowledge, but must enable them to study and examine critically the injustices they see and suffer, and take action accordingly. The framework is especially important in the Kenyan setting, where GBV is usually normalized, considering that patriarchal systems are deeply ingrained.

From an international perspective, the body of knowledge on GBV in schools suggests a mandate to employ comprehensive, systematic interventions. Nonetheless, a considerable part of this literature has emphasized the

developed world, where the institutional system for addressing GBV may have been well developed. Comparatively, most schools in Sub-Saharan Africa lack effective policies in many countries, including Kenya, and teachers are not adequately educated to handle cases of GBV. According to Leach et al. (2014), gender stereotyping is still embraced in the curriculum in a good number of African countries, which in turn permits violence and inequality indirectly. This further clarifies the differences between the theoretical approaches to GBV and the actual experiences of schools in developing countries.

International organizations, such as United Nations Educational Scientific and Cultural Organization [UNESCO] and United Nations Girls' Education Initiative [UNGEI], have made significant contributions to the discourse on GBV prevention in schools, advocating for a comprehensive, school-wide strategy to address GBV. Such methods include policy changes, teacher preparation, and promoting gender equality through curriculum design. Small-scale solutions are, however, needed in local contexts, such as rural Kenyan schools. The use of legal guidelines and the integration of moral education in schools' curricula have not been fully exploited. For example, the incorporation of moral education, either in the form of life skills or religious classes, is very common; however, these classes usually do not directly address GBV or engage in meaningful discussions about consent, power, and gender roles.

This study aims to fill this gap by investigating how educators in Vihiga County are implementing the theory of critical pedagogy in the teaching of ethics, empathy, and respect about GBV. With the help of the lived experiences of teachers, the study aims to identify the struggles they face in enhancing gender equality and combating GBV, especially in situations where cultural norms may act as an obstacle. Furthermore, the study will contribute to the overall understanding of how educational institutions in Sub-Saharan Africa can better respond to GBV, specifically by focusing on the roles of teacher preparation and institution-level support, as well as the establishment of a supportive and safe school climate.

1.1 Statement of the Problem

Gender-based violence (GBV) is a long-running problem in Kenyan secondary schools, and it is one of the causes of adolescent poor health, low educational achievement, and generally unfavorable educational experiences. GBV takes different forms such as sexual harassment, bullying, physical violence, and psychological abuse, which fosters an unfriendly environment for girls and young women the most. Such exposure to violence impairs students emotionally, and they end up performing poorly in school as well as developing mental disorders and, in extreme cases, dropping out of school (APHRC, 2025). Although GBV has become quite prevalent, most schools in Kenya continue to lack an explicitly written and binding policy that effectively tackles the issue at hand, and the observed enforcement of the adopted policies yields low to mixed outcomes (APHRC, 2025).

The situation is further complicated in Vihiga County, a rural region in Kenya, where a culture dictates conventional gender roles in society. Those norms that propagate patriarchal values and strengthen negative stereotypes about gender make it hard both for students and educators to approach GBV in a meaningful way. Although moral education is a component of the school curriculum, it does not typically address essential questions, such as consent, gender equality, and power (Makleff et al., 2020). In addition, educators are, in most cases, ill-prepared to deal with cases of GBV because of a lack of proper training in the field as well as a lack of institutional backing (Dunne et al., 2006).

Discourses about preventing GBV in schools on the global level emphasize the need for multi-layered prevention strategies that involve not only precise policies, but also the educational process of teachers and education on gender equality (Nyoni et al., 2023). Nevertheless, these international frameworks fail to comprehensively recognize such challenges in Sub-Saharan African countries, such as Vihiga County, which is located in a rural setting. Despite all that has been done, the cultural and institutional obstacles remain quite strong. Although research has previously been conducted on case reporting of GBV and national policy development, little has been done on the practical initiatives conducted by teachers in schools located in rural areas. The study aimed to address this gap and will focus on the lived experience of teaching in Vihiga County, examining how these teachers work to curtail GBV through moral education, as well as the problems they encounter in implementing their strategies effectively.

1.2 Research Objective

This study aims to investigate how teachers in Vihiga County, Kenya, utilize moral education as a means of addressing gender-based violence (GBV) and to evaluate the obstacles they encounter when implementing their strategies effectively within the local cultural and institutional context of the state.

II. LITERATURE REVIEW

The literature review consists of two parts: Theoretical Review and Empirical Review, forming a good basis for important concepts and research on gender-based violence (GBV) in schools, as well as the theoretical approaches and empirical evidence used in this study.

2.1 Theoretical Review

The work is situated within the context of Paulo Freire's Critical Pedagogy, which emphasizes the transformative power of education to foster critical consciousness and promote social equality. The author emphasizes that education should prompt learners to seek answers to some of the questions and challenge the current organization of society, particularly where injustice persists (Freire, 1970). During GBV awareness, the *conscientizacao*, (critical consciousness,) has been of great importance in the Freire work because the concept of *conscientizacao* helps in empowering the students with the idea of questioning the social norm and power structure, added to gender-based violence.

According to Freire, teaching should be dialogical, and the teacher, along with the students, should engage in open and effective discussions that promote participation and cooperation. Such a way of thinking is especially topical in the case of considering GBV because it can provoke the perception of the multidimensionality regarding gender, power, and violence. Moral educators like teachers are also encouraged to train the students to identify and reject destructive gender norms, hence instilling a school environment that challenges GBV.

Moreover, Lawrence Kohlberg presents his Theory of Moral Development, which offers another perspective on how moral education can influence students' moral reasoning. Kohlberg (1981) identifies levels in the development of morals, with individuals progressing from an obedient level to more complex reasoning. This theory justifies the idea that well-planned moral education can help students reflect on their actions, learn about ethical values, make informed moral decisions, and act to promote non-violence and gender equality. The application of this theory in the context of GBV prevention highlights the importance of education as a means to help students develop morally and make informed ethical choices.

Consequently, on the combination of Critical Pedagogy with the Theory of Kohlberg, it gives a photomap of how moral education would have benevolent implications to tackle GBV in schooling. Encouragement of moral reasoning among students by the teacher and reflective dialogue will assist students to develop the skills necessary to recognize and prevent GBV.

2.2 Empirical Review

Worldwide, studies that have been done on GBV in school point out the importance of implementing holistic approaches that incorporate education, policy, and community engagement. Researchers have found out that GBV has not only short and long-term effects on the development of the mental and physical health of students but also impacts their learning processes because of their poor educational performances in the long-term (Leach et al., 2014). Schools in most African countries, not excluding Kenya, tend to have infrastructure and policies on how to prevent and deal with GBV, so teachers have to grapple with the problem lacking a coherent guidance and direction (Dunne et al., 2006).

The existence of explicit GBV policies in Kenya is evident in that a report conducted by the African Population and Health Research Center (APHRC, 2025) shows that a significant number of secondary schools in the country do not have clear policies towards GBV, and thus it is hard to deal with the problem orderly by the teachers or the students. This is especially harmful in rural communities, such as the Vihiga County, in which the cultural traditions tend to support gender inequality and violence; therefore, it is more difficult to question such behavior in terms of the school environment. Additionally, given that there is considered moral education in the curriculum, it also does not usually teach GBV in a straightforward and effective manner, and most teachers admit they have not received any training in this area (Spear, 2019).

The study conducted in Sub-Saharan Africa evidenced the effectiveness of a multi-dimensional strategy to prevent GBV, which involves education, policy change, teacher training, and engagement with the community to prevent GBV. As an instance, a boys-based project with the title Your Moment of Truth (YMOT) in Nairobi was a success, wherein the attitudes towards women and GBV were positively transformed, demonstrating that properly conducted moral education can alter behaviors and promote gender equity (Makleff et al., 2020). Nevertheless, these kinds of programmes remain too narrow in focus and they fail to capture rural locations where the incidences of GBV are high and cultural barriers towards discussing these kinds of issues are high as well.

Research conducted in other African countries, including Tanzania, also highlights the importance of peer education and counseling as a means of reducing GBV in schools (Tasker et al., 2024). These have been shown to increase the confidence of students in reporting and getting help against GBV when combined with teacher-based interventions and institutionally mediated help. However, compliance and realization, coupled with a defined reporting plan, are the things that compromise the sustainability of such plans (Saadi & Massawe, 2024).

III. METHODOLOGY

This paper is a hermeneutic phenomenological study that attempts to understand the experience of teachers in the Kenyan locality of Vihiga County in public secondary schools who practice moral education to combat gender-based violence (GBV). This strategy was adopted due to its ability to provide a deeper insight into the way people perceive and explain their own experiences and social realities, especially of such a complicated and sensitive topic as GBV. This study will unearth the challenges of teachers and practices that the teachers engage in to combat GBV in the school setting by focusing on the teachers' perceptions and practices.

3.1 Research Design

The research was conducted in a qualitative methodology using the semi-structured interview as the type of data collection. This kind of design allowed to investigate the experiences and practices of teachers in detail, enabling the researcher to be sure that the central problems connected with the research purpose were taken into consideration.. A hermeneutic phenomenological framework guided the study, based on the view that data interpretation is an iterative process involving repeated interpretations of the meanings and experiences of subjects over time (Gadamer, 1975). This approach enabled a deep understanding of the process of creating a personal and social context about teachers' reactions toward GBV.

3.2 Target Population

In this study, the population consisted of teachers from secondary schools in Vihiga County, Kenya. Namely, the study targets the morally active teachers and those who already have experience in dealing with GBV at school. It aimed to represent the challenges and strategies faced by teachers working in urban, peri-urban, and rural schools, comprehensively covering the various school settings in the region.

3.3 Sampling Techniques and Sample Size

The study employed a purposive sampling method to identify participants; therefore, only those teachers directly involved in handling GBV and teaching subjects that enable them to address moral education were considered. Five public secondary schools in Vihiga County were selected, with 12 teachers chosen. The sample includes some teachers, such as classroom teachers, guidance counselors, and deputy principals. This ensured the variety of opinions on how to address GBV through moral education, as well as the difficulties that arose during the implementation of strategies in various educational settings. The sample size was calculated based on the principle of data saturation, which involves identifying the point at which further subjects would not provide any new information relevant to the research goals (Guest et al., 2020).

3.4 Data Collection

The information was gathered through semi-structured interviews, which provided participants with an opportunity to express their personal experiences of the problem and share their opinions on the role of moral education in addressing GBV. The interview guide was constructed using queries concerning the opinions that teachers hold regarding GBV at their schools, how they plan to address the issue, problems they encounter in implementing these strategies, and how teacher education and institutional reinforcement can be helpful. The interviews took approximately 45 minutes and they were audio taped with the agreement of the respondent in order to capture the real data. Also, the field notes were made to help in observation on the situation, non-verbal signals and to obtain some extra information on data.

3.5 Data Analysis

The thematic analysis of the data collected from the interviews was performed using the 6-step activity described by Braun and Clarke (2006). The data analysis began with the process of becoming acquainted with the data, which involved transcribing the tape messages and reading the interview records. The early codes were created to identify key themes in the data and were then grouped with similar codes to form themes. The themes were then examined and distilled into the aspects of consistency and responsiveness. The last step is to define and label the themes that have emerged, which are then documented, and the findings are interpreted about the research questions and the theoretical framework. The research employed an iterative analysis, involving continuous revisiting and reorganizing of interpretations, following the hermeneutic circle model (Gadamer, 1975).

3.6 Ethical Considerations

Ethical considerations were a priority throughout this study. Key ethical principles included: *Informed Consent*: The participants were thoroughly informed about the purpose of the study, their freedom to participate, and the right to withdraw at any time, regardless of the consequences. *Confidentiality*: The interviews were all conducted confidentially, and the participants' names were not disclosed; instead, they used pseudonyms. Audio files were securely stored and used solely for research purposes. *Sensitivity to GBV*: The researcher created a friendly environment during the interviews, ensuring that participants felt free to share everything about their lives related to GBV. Contact details of possible counseling services were also provided to the participants in case they may be needed.

IV. FINDINGS & DISCUSSION

This section outlines the results of the study, including the independent and dependent variables and their connections. In this study, the independent variables are teaching strategies and methodologies that teachers have implemented to curb the issue of gender-based violence (GBV) like the dialogical teaching strategies and the incorporation of moral education into curriculums. The dependent variables are the resultant outcomes arising out of these teaching strategies such as perceived effectiveness of the strategies, improvement of attitudes among students towards GBV and difficulties experienced by teachers in adopting these strategies.

4.1. The Curriculum that Encourages Moral Thinking

The key research study finding is that teachers were eager to learn how to teach about gender-based violence (GBV), gender equality and human dignity in the curriculum. The teachers focused on the lack of topics in the curriculum, which further contributed to the normalization of GBV. One teacher from a peri-urban school stated:

"We ought to incorporate the teachings of respecting girls, not abusing powers, and disapproving of violence. This is not meant to be an option, but it should be an important and clear element of our course. When this topic is not discussed in schools, where will students get information about it? When we do not say anything about it, it becomes natural. Not solving these problems directly, we cannot even dream of ensuring a safe environment in the learning process."

Independent Variable: The curriculum of moral education and the absence of some specific issues regarding GBV.

Dependent Variable: Consciousness and sensitivity of the students at the level of GBV.

Analysis: One of the issues reported by the teachers is the fact that the lessons on GBV were not discussed explicitly in the curricula and as a result, the students viewed GBV as ordinary or unavoidable. This implies that adding certain units of learning related to GBV into the curriculum would raise awareness among students and make them aware of bad gender norms and able to speak up against them. This strategy would probably help curb the normalization of GBV, as well as equality between the genders.

This result is not far off track with the literature, as the works done by the United Nations Girls' Education Initiative (UNGEI, 2025) highlight that GBV throughout the curriculum remains undone in a vast number of countries where attitudes are still given secondary importance to core concerns on human rights and morals. In the same tone, Leach et al. (2014) revealed that education curricula in Sub-Saharan Africa tend to promote gender stereotypes that lead to the perpetuation of environments that allow or even condone GBV.

Educators revealed that the moral educational system obliges them to teach values without providing them with the necessary materials or assistance to address the structural components related to GBV. The need to reform the system overall reflects an even greater need to undertake moral education that addresses ethical problems, such as GBV, explicitly. Such demand for curriculum modification is not represented as a purely technical refresh, but rather, a demand for an education system that facilitates justice and equality.

4.2 Using Dialogical Teaching Methods

Another important theme that was raised was the use of dialogical approaches to teaching as a suitable approach to dealing with GBV. Most teachers stated that when they involved students in open discussions, it enabled them to confront harsh realities and reflect on their behavior. One teacher highlighted this approach:

"Through the discussion of the issues, students learn that violence is not only emotional but verbal, and systemic. They are not just physical power, but every-day power at work. As they hear the stories narrated by other students, they start to realize that the issues cannot be specific to an individual, but they involve everyone. It is during such discussions that we are able to make them appreciate that violence is a system and not isolated events."

Independent Variable: Practicing dialogical teaching ways to conduct open discussions on GBV.

Dependent Variable: The acquisition of empathy and a personality to learn GBV by students.

Analysis: The teachers discovered that dialogue approaches challenged learners to think critically about the multiple dimensions of GBV and the various forms of verbal, emotional, and institutional violence. The discussions also assisted the students in understanding the wider societal problems related to GBV, creating more empathy and understanding. These results are indicative that dialogical approaches can considerably affect the perceptions of students to GBV to influence them to respond more favorably to measure that would enhance non-violence and gender equality.

This aligns with Spear (2019), who noted that dialogical approaches enable students to think and challenge the gender stereotypes perpetuating GBV critically. The other study, by Nyoni, et al., (2023), also noted that when students are having a well-defined discussion about the issues of violence and power, they get more willing to share their personal experiences and are more likely to build a clearer understanding of what is right and wrong. These discussions went beyond the classrooms, and the students would proceed to discuss these behaviors in school clubs and even at home.

However, teachers also admitted the emotional effort required to maintain these dialogues, as well as the risk of failure if there is no institutional support. The lack of adequate psychosocial resources and teacher training makes it difficult for these discussions to be sustainable in the long term. Despite these challenges, the findings from this study align with Freire's (1970) philosophy of praxis, which posits that real education involves not only teaching values but also creating meaning through collaborative dialogue to challenge societal injustices.

4.3 Teachers as Role Models

The study also highlighted the importance of teachers acting as role models. Many participants viewed their actions as crucial to effective moral education, particularly when addressing GBV. One teacher stressed the importance of leading by example:

"You cannot expect respect and then treat a student with disrespect. How can I teach them about dignity, empathy, and non-violence if I do not model those behaviors myself? If we do not practice what we preach, we lose the credibility to teach those values."

Independent Variable: Behavior and moral role models of teachers.

Dependent Variable: The capability of the students to internalize the values such as dignity, empathy, and non-violence.

Analysis: Teachers recognized that their activities can have a huge impact on the behaviors of students. Teachers can exhibit lead by example behavior of respect, dignity and non-violence by being credible and increase the effects of students following suit in own their lives. This can be compared with the concept of phronesis expounded by Aristotle (1984), in which morality is taught by reference to practical, real-life actions and not by moral ideals. By modeling the values of non-violence and gender equality depicted through their own conduct, the teachers provide opportunity conditions under which students would be more likely to participate in positive constructive actions that encourage gender equality and non-violence.

The teachers in this study were keenly aware of their influence on students, recognizing that students tend to model the behaviors they observe in their teachers. This view aligns with Carr (2000), who emphasized that role modeling is a critical aspect of moral education. Icka and Kochoska (2024) also found that students' views on their teachers' fairness and trustworthiness significantly influenced their willingness to engage in moral learning and report injustices, including GBV.

However, in cases where the behaviour of the teachers was not what they taught, the students showed less inclination to interact and, in most cases, they turned out to be cynical and never engaged in any discussions regarding sensitive topics like GBV (Alao & Dairo, 2024). This observation highlights the importance of teachers modeling non-violence and treating everyone with respect, as such actions have a significant impact on the attitudes and demeanor of students.

4.4 Institutional Support and Policy

Finally, the analysis revealed that teachers were determined to utilize moral education in combating GBV; however, they faced numerous shortcomings in doing so, mainly due to the lack of institutional support. One teacher explained:

"We urge the students to treat each other well, but once a case comes up and no actions are taken, they will not be convinced of what we tell them. What is the use of following the things we teach when there is no penalty for being violent?"

Independent Variable: The existence of institutional support, in form of clear policies and mechanisms of enforcement.

Dependent Variable: The efficiency of the moral education on dealing with GBV.

Analysis: The teachers did not get the institutional support in terms of the existence of the clear policies and the inability to punish the GBV, which weakened their initiatives. According to teachers, their moral education activities were not so effective when they did not receive school administration support. This underlines the importance of school policy, leadership, and participation of the community in making educational program on GBV prevention a successful endeavor. The results of moral education system will be significantly reduced when the schools do not have clear policies against GBV and do not enforce them even when the cases occur.

This was an agreement shared by several respondents, who indicated that moral education initiatives were often compromised when the school administration failed to follow up. The GBV policies regarding schools were not clear, and there was no training on GBV for teachers. Consequently, consequences were not enacted, which contributed to a culture of immunity that affected the efficacy of moral education. The study also echoes the work of Dunne et al. (2006), who argue that in the absence of effective administrative leadership, gender-sensitive policy making, and community engagement, any good curriculum will have limited effects. In the same line of thought, Parkes and Heslop (2013) obtained results showing that in schools where comprehensive preventive measures against GBV were in place, along with a straightforward procedure for reporting and teacher training, there were lower levels of violence. This research also demonstrates that a school climate characterized by safety, accountability, and proactivity is most effective in achieving the objectives of moral education programs.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

It was found out that to resolve any gender-based violence in the state secondary schools, the measures employed should be comprehensive, properly planned, and context-specific. Specific lessons addressing the problem of GBV should be part of such strategies, so that students will not only be made aware of the condition but will also be given time to consider ethical concerns. According to Paulo Freire's ideas, dialogue pedagogy must be permitted to allow discussion without limitations and to challenge unjust norms, thereby provoking thought about gender and justice. Teachers should also act as good role models, as what they do or say would greatly affect the behavior of students. Nevertheless, educating on morals alone does not suffice; the necessary measures to be taken by schools include well-defined anti-GBV policies, teacher education, and a safe and accountable environment. Provided that all these parts are present, moral education can be used to construct character and even transform the school environment to address the social background causes of GBV.

5.2 Recommendations

Based on the results of this investigation, schools will have the imperative to encourage an educational approach that allows students to engage in active exploration, dialogue-driven application, and the concepts of gender equality. These techniques should not be limited to memorization, allowing students to have a say in the content. This will be achieved by fostering open conversations and critical thinking, so that students can develop a deeper understanding of gender issues and learn to critique problematic stereotyping and lifestyles. The long-term change can be characterized by shifting the focus on rote learning because, in this case, the students will comprehend why respect, equality, and non-violence are crucial in their lives.

Moreover, the schools are also required to develop suitable, school-specific policies on the prevention, diagnosis, and management of gender-based violence (GBV). This involves establishing safe reporting channels, whereby students and staff members can report cases of violence. Building mechanisms to punish those other than those who are committed to perpetrating GBV should also be put in place in schools so that there are some repercussions. There should also be good links to the external support services, such as counseling, legal, and healthcare services, to support the victims of violence holistically. This could involve direct measures to allow schools to establish a safe and sound school environment among all students.

A recommendation is also stated where schools should interact with wider community such as parents, religious leaders, elders, and local administrators, to change cultural norms that accept or permit GBV. Such cultural beliefs tend to promote negative practices, and their modification needs a group effort. Schools must also utilize community leaders to conduct forums, campaigns and discussions to encourage moral education and question gender inequality. Through engaging the community, the scope of such activities can be extended beyond the school, and the idea of gender equality in the larger society would be solidified.

Lastly, they need to put in place mechanisms of frequent observation and assessment of the impact of GBV-related moral education strategies in schools. Such process should comprise collection of opinions of students and teachers, monitoring changes in behavior and overall analysis of effects of the programs. Schools can also implement the findings of the teaching techniques and contents that could make the strategies relevant, responsive and effective. This will be continuously monitored to make sure that the moral education undertaken is effective in curbing GBV and the development of a culture of equality and respect.

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