

Knowledge of Gender-Based Violence among Adolescents in Secondary Schools in Lagos State, Nigeria

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ABSTRACT

This study assessed the knowledge of Gender-Based Violence (GBV) among adolescents in secondary schools in Lagos State, Nigeria. It used a socio-ecological framework to explore individual, relationship, community, and societal-level influences on GBV. A cross-sectional research design was employed. A sample of 723 adolescents was selected using a multi-stage sampling technique. A semi-structured questionnaire was the data collection instrument. Knowledge of GBV was assessed by evaluating respondents' understanding of psychological and sexual violence, with "good knowledge" defined as correctly identifying at least 60% of items in both categories. Statistical Package of Social Sciences (SPSS) version 26.0 and Python 3, with chi-square and logistic regression, were applied to analyse data. Demographic data showed that the overall mean age was 15.4 years, with public school students predominantly aged 15-19 (87.2%) and private school students mostly aged 10-14 (45.5%). Female students were the respondents (64.3%). Knowledge of GBV was higher among private school students, with significant differences observed in coping mechanisms between public and private schools. The findings suggest that adolescents in private schools generally possess a higher level of knowledge of GBV, psychological violence, and sexual violence compared to their counterparts in public schools. The findings contribute valuable insights to the existing public health literature on adolescent GBV in Nigeria, supporting future policies and interventions to mitigate the public health crisis.

Keywords: *knowledge, Gender-Based Violence , GBV, adolescents*

1.0 INTRODUCTION

Gender-based violence is considered a critical infringement of victims' or survivors' human rights and life-threatening issues, which take different forms, such as sexual violence, physical violence, mental violence, and lots more (UNHCR, 2021). A recent argument on GBV as the most prevalent violation of human rights globally has situated it as a 'shadow pandemic' (Dlamini, 2020). Dlamini asserted that GBV is a pandemic which exists in all societies at varying degrees of prevalence and severity and whose expression is gender inequality and toxic masculinity. Adolescents have become a central issue for national growth and development. In Nigeria, adolescents represent nearly 22% of the population (Federal Ministry of Health, 2021). This age group is associated with physical, social, and psychological changes, which could increase their vulnerability to risky behaviours and cause them to encounter tremendous challenges to their sexual and reproductive health and rights (David, 2018).

A challenge for young people is gender-based violence (GBV), which is increasingly becoming a public health issue (Oladebo et al., 2011). Gender-based violence can occur in different forms, such as physical violence, sexual violence, or psychological violence. Physical violence is a pattern of physical assaults and threats used to control another person. It includes punching, hitting, choking, biting, and throwing objects at a person, kicking, pushing, and using a weapon such as a gun or a knife (Oladebo et al., 2011). Sexual violence has been defined as any sexual act, unwanted sexual comments or advances or acts to direct a person's sexuality, using coercion, forced sex, rape, and threats of harm or physical force by any person regardless of relationship to the victim in any setting. Psychological violence is a non-physical abuse imposed by one person on another. Victims of psychological violence are subjected to repeated verbal threats, manipulation, intimidation, and isolation that cause them to feel anxiety, fear, self-blame, and worthlessness (Stark, 2015). In the pre-COVID-19 era, about 35% of women globally suffered from either physical or sexual intimate partner violence or non-partner sexual violence (Dlamini, 2020).

Before the COVID-19 pandemic, 1 in 3 women globally faced one form of violence or another, most often inflicted by an intimate partner (Center for Global Development, 2020). The World Health Organisation indicated that one in four young women between 10-19 years has been a victim of one form of violence or the other before they reach their mid-twenties (WHO, 2023). A study conducted in a South African city showed a significant likelihood of boys reporting all types of GBV experienced compared to girls, excluding physical GBV indicators such as using a knife or gun during a fight against the opposite sex and beating up someone of the opposite sex (Rasool, 2017). GBV is traced to factors such as subsuming gender inequality, harmful norms, and abuse of power (UNHCR, 2021).

Mtaita et al. (2021) conducted a study in Tanzania that revealed a significant proportion demonstrated a moderate to good understanding of how GBV is defined and its constituents. However, noticeable gaps existed in knowledge concerning GBV health services provided at local health facilities, particularly regarding services such as forensic evidence collection. Despite having a good grasp of GBV, participants showed limited awareness of the roles and availability of GBV health services, leading to low utilisation.

Most females with tertiary education in the private sector were highly aware of GBV prevalence in South Africa (Davis, Kuhudzai & Dalal, 2023). Ndep, Ezeani & Okwuosa (2022) conducted a study to assess Gender-Based Violence (GBV) knowledge among young adults, determine the proportion of affected individuals, and explore associations between GBV knowledge and socio-demographic characteristics. Findings indicated a significant proportion of young adults exhibited moderate knowledge about GBV, with 78.7% able to describe it and 72.95% identifying various forms of GBV. Notably, 47.9% reported experiencing GBV, primarily physical and sexual violence (Ndep et al., 2022). Kadri et al. (2024) conducted a study to evaluate the knowledge and patterns of Gender Based Violence (GBV) among residents of Idi-Arere in Ibadan, Oyo State, Nigeria. Their findings indicated that 37.81% of participants possessed a satisfactory understanding of gender-based violence.

However, few studies in recent times have dealt with the issue of GBV among adolescents and their coping mechanisms. In Nigeria, there has been a paucity of disclosure of GBV and comparison in private and public secondary schools. Therefore, there is a need to assess and compare the knowledge of GBV among adolescents in secondary schools in Lagos State.

2.0 METHOD

This study adopted a cross-sectional analytical study design centred on adolescents in secondary schools in Lagos State. The study population comprised all adolescent students between the ages of 10 and 19 in secondary schools who could consent to the study. The study employed a multistage sampling technique to recruit adolescents from Secondary Schools in Lagos State, Nigeria. The sampling process was as follows:

Stage 1: Selection of Local Government Area (LGA) and LCDA

Mainland Local Government Area and Yaba Local Council Development Area were randomly selected from Lagos State.

Stage 2: Selection of Schools

A comprehensive list of all secondary schools in the Mainland Local Government Area and Yaba Local Council Development Area was obtained. The schools were stratified into two groups (public and private schools). Using proportional allocation, four public schools and five private schools were selected. A simple random technique was used to select the schools within each stratum.

Stage 3: Selection of Participants

A systematic random sampling technique was employed to select participants from each school, ensuring a proportional representation based on the school's population.

The total sample size (N) was 602. To accommodate potential non-response, the study implemented a 20% contingency. This adjustment involved multiplying 602 by 20%, resulting in 120.4. To obtain the final sample size, 120.4 was added to 602, yielding 722.4, rounded to 723. Thus, the final minimum sample size stood at 723.

During the data collection period, 709 adolescents were recruited, 430 from public secondary schools and 279 from private secondary schools. The sampling process aimed to ensure representativeness and minimize selection bias by employing random selection techniques at various stages. The multistage sampling approach allowed for a cost-effective and logistically feasible method for data collection while maintaining the scientific rigour necessary for a cross-sectional study.

The heads of schools were met for data collection. The intention of the research was communicated to them to solicit their cooperation and support during the study. Research assistants were engaged to administer the instruments. The researchers and the research assistants administered the questionnaire to the participants and ensured a 100% retrieval from respondents after filling out the instrument. The data collection mode was cross-sectional.

The research instrument was a semi-structured questionnaire. Concerning the assessment of psychological and sexual violence, the study adapted and modified the instrument used for a baseline study in Uganda (Walakia et al., 2013). The research data consisted of socio-ecological information and GBV knowledge-related information. In total, the questionnaire consisted of 40 items.

1. Section A: Socio-ecological factors: This section has 28 items covering individual factors (9 items), family factors (10 items), community factors (7 items), and societal factors (2 items).
2. Section B: Knowledge of Gender-Based Violence (GBV) has 18 items assessing the knowledge of psychological violence (6 items) and sexual violence (12 items).

Numbers were used to code each response category, and open-ended questions were grouped and coded as appropriately generated. Data collected from the questionnaires were checked for errors, cleaned, and coded for analysis using the Statistical Package for Social Sciences (SPSS) software version 28. Data checking and cleaning were carried out to ensure that missing items were accounted for and variables not properly entered were corrected. Tables, charts, frequencies and percentages were used for analysis at a 5% significance level. Ethical approval was obtained from the Lagos State Universal Basic Education (SUBEB) and the Lagos State Ministry of Health. Permission to conduct the study was obtained from the Ministry of Education and the Principals of selected schools in Lagos State. Informed written consent was sought from participants. However, any participant under 18 was given assent forms to be signed by them, while their guardians or parents signed the informed consent before they could partake. The data were processed under the Data Protection Laws 2020 and the Nigeria Data Protection Regulations 2019 (NDPR).

3.0 RESULTS

Table 1: Knowledge of Psychological Violence-related Question Items (A)

Variables	Public school (n = 430)			Private School (n = 279)		
	Yes	No	No response	Yes	No	No response
	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)
Have you heard of psychological violence?	229(53.3)	168(39.1)	33(7.7)	208(74.6)	60(21.5)	11(3.9)
When someone is subjected to discriminatory language	250(58.1)	140(32.6)	40(9.3)	207(74.2)	60(21.5)	12(4.3)
Humiliating someone in front of others	291(67.7)	113(26.3)	26(6.0)	236(84.6)	35(12.5)	8(2.9)
Bullying someone	281(65.3)	129(30.0)	20(4.7)	226(81.0)	43(15.4)	10(3.6)
Lock someone in a room, toilet, basement, or a scary place as punishment	257(59.8)	149(34.7)	24(5.6)	205(73.5)	66(23.7)	8(2.9)

Tell someone that no one else would ever want me	226(52.6)	166(38.6)	38(8.8)	193(69.2)	72(25.8)	14(5.0)
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Table 1 presents the findings regarding the knowledge of psychological violence among adolescents in secondary schools in Lagos State. The data indicate the frequency and percentage of responses to specific question items related to psychological violence. In public schools, 53.3% of respondents agreed that they had heard of psychological violence, while 39.1% reported they had not, and 7.7% did not respond to the question. In comparison, in private schools, a higher proportion of respondents, 74.6%, reported having heard of psychological violence, with 21.5% indicating they had not, and 3.9% did not respond.

Regarding discriminatory language, 58.1% of adolescents in public schools stated they were aware of it, while 32.6% reported they were not, and 9.3% did not provide. A similar trend was observed in private schools, with 74.2% indicating awareness, 21.5% unaware, and 4.3% not responding. The data also reveals insights into other forms of psychological violence. For instance, 67.7% of respondents acknowledged knowledge of humiliating someone in front of others in public schools, while 26.3% did not, and 6.0% did not respond. In private schools, a significantly higher proportion, 84.6%, reported awareness of this form of violence, with 12.5% indicating unawareness and 2.9% not responding. Similarly, most respondents in both public and private schools were familiar with bullying someone, with 65.3% and 81.0% respectively reporting awareness. The proportions of those unaware or not responding were notably lower in private schools compared to public schools.

Additionally, knowledge regarding locking someone in a room, toilet, basement, or a scary place as punishment was prevalent among respondents in public and private schools, with higher awareness observed in private schools. However, the percentage of respondents indicating unawareness was notably higher in public schools. Finally, telling someone one else would never want them yielded interesting findings. While a majority of respondents in both public and private schools were aware of this form of psychological violence, the proportion of those indicating unawareness was higher in public schools compared to private schools. Overall, the findings suggest variations in the knowledge of psychological violence among adolescents in secondary schools in Lagos State, with generally higher awareness observed among students in private schools across all question items. However, it is crucial to note the presence of respondents who did not respond, indicating potential gaps in knowledge or reluctance to engage with the survey questions.

Table 2: Knowledge of psychological violence related question items (B)

Variables	Overall (N =709)		
	Yes	No	No response
	n(%)	n(%)	n(%)
Have you heard of psychological violence?	437(61.6)	228(32.2)	44(6.2)
When someone is subjected to discriminatory language	457(64.5)	200(28.2)	52(7.3)
Humiliating someone in front of others	527(74.3)	148(20.9)	34(4.8)
Bullying someone	507(71.5)	172(24.3)	30(4.2)
lock someone in a room, toilet, basement, or a scary place as punishment	462(65.2)	215(30.3)	32(4.5)
Tell someone that no one else would ever want me	419(59.1)	238(33.6)	52(7.3)

Table 2 indicates that most adolescents demonstrated awareness of psychological violence, with 61.6% affirming that they had heard of it. Conversely, 32.2% reported no prior knowledge, while a smaller proportion, 6.2%, did not respond. Examining specific manifestations of psychological violence, the results show that a substantial portion of participants acknowledged familiarity with various forms of psychological abuse. For instance, 64.5% reported awareness of discriminatory language as a form of psychological violence. Additionally, 74.3% acknowledged the concept of humiliating someone in front of others, while 71.5% recognized bullying as a form of psychological violence.

Furthermore, the findings reveal that a considerable proportion of adolescents acknowledged awareness of more severe forms of psychological violence. Specifically, 65.2% reported knowledge of locking someone in a room, toilet, basement, or scary place as a form of punishment. Similarly, 59.1% indicated awareness of the psychological abuse tactic of telling someone that no one else would ever want them. However, it is notable that a portion of respondents demonstrated limited understanding or awareness of certain aspects of psychological violence. For instance, 28.2% indicated no knowledge of discriminatory language, while 20.9% were unaware of humiliating someone in front of others. Smaller proportions of participants were unfamiliar with other forms of psychological violence, such as bullying (24.3%), locking someone in a confined space (30.3%), and demeaning remarks regarding desirability (33.6%). The results of this study suggest a varying degree of awareness among adolescents regarding different manifestations of psychological violence.

While a majority demonstrated knowledge of psychological abuse, there were notable gaps in understanding certain aspects of this form of violence, indicating potential areas for intervention and education.

Table 3: Knowledge of sexual violence related question items

Variables	Public school (n = 430)	Private School (n = 279)	Overall (N =709)
	n(%)	n(%)	n(%)
Have you heard of sexual violence?			
Yes	291(67.7)	220(78.9)	511(72.1)
No	108(25.1)	46(16.5)	154(21.7)
No response	31(7.2)	13(4.7)	44(6.2)
Rape or forced sex			
Yes	289(67.2)	243(87.1)	532(75.0)
No	126(29.3)	34(12.2)	160(22.6)
No response	15(3.5)	2(0.7)	17(2.4)
Coerced sex			
Yes	230(53.5)	205(73.5)	435(61.4)
No	170(39.5)	58(20.8)	228(32.2)
No response	30(7.0)	16(5.7)	46(6.5)
Sexual assault			
Yes	275(64.0)	225(80.6)	500(70.5)
No	128(29.8)	41(14.7)	169(23.8)
No response	27(6.3)	13(4.7)	40(5.6)
Being forced to kiss in the mouth			
Yes	280(65.1)	213(76.3)	493(69.5)
No	132(30.7)	52(18.6)	184(26.0)
No response	18(4.2)	14(5.0)	32(4.5)
Being forced to be hugged			
Yes	259(60.2)	173(62.0)	432(60.9)
No	152(35.3)	91(32.6)	243(34.3)
No response	19(4.4)	15(5.4)	34(4.8)
Blackmailing/threatening/intimidating one into having sex			
Yes	277(64.4)	226(81.0)	503(70.9)
No	135(31.4)	43(15.4)	178(25.1)
No response	18(4.2)	10(3.6)	28(3.9)

Touching someone's private parts without the person's consent			
Yes	287(66.7)	232(83.2)	519(73.2)
No	125(29.1)	39(14.0)	164(23.1)
No response	18(4.2)	8(2.9)	26(3.7)
Do you think sexual violence can be prevented?			
Yes	329(76.5)	227(81.4)	556(78.4)
No	85(19.8)	41(14.7)	126(17.8)
No response	16(3.7)	11(3.9)	27(3.8)
Do you think psychological violence can be prevented?			
Yes	333(77.4)	220(78.9)	553(78.0)
No	80(18.6)	51(18.3)	131(18.5)
No response	17(4.0)	8(2.9)	25(3.5)
Do you think that sexual violence can lead to suicide or suicidal attempt?			
Yes	347(80.7)	234(83.9)	581(81.9)
No	65(15.1)	35(12.5)	100(14.1)
No response	18(4.2)	10(3.6)	28(3.9)
Do you think that psychological violence can lead to suicide or suicidal attempt?			
Yes	336(78.1)	233(83.5)	569(80.3)
No	76(17.7)	31(11.1)	107(15.1)
No response	18(4.2)	15(5.4)	33(4.7)

Table 3 outlines responses to various questions related to sexual violence awareness, perceptions about prevention, and the potential correlation between sexual or psychological violence and suicidal tendencies. Most adolescents in both public and private schools have heard of sexual violence, with higher awareness observed among private school students (78.9%) compared to those in public schools (67.7%). Similarly, a substantial proportion of respondents from both school types reported familiarity with specific forms of sexual violence such as rape or forced sex, coerced sex, sexual assault, and various forms of unwanted physical contact or coercion. When considering perceptions about prevention, a significant percentage of adolescents in both public and private schools believe that sexual violence and psychological violence can be prevented. Public school students exhibited slightly higher belief in the preventability of sexual violence (76.5%) compared to private school students (81.4%). Conversely, private school students showed a slightly higher belief in the preventability of psychological violence (78.9%) compared to Public school students (77.4%).

On the potential consequences of sexual and psychological violence, a notable proportion of respondents in school types perceive a link between these forms of violence

and suicide or suicidal attempts. Again, private school students demonstrated slightly higher awareness of the correlation between sexual violence and suicidal tendencies (83.9%) compared to Public school students (80.7%). Similarly, private school students showed a slightly higher awareness of the correlation between psychological violence and suicidal tendencies (83.5%) compared to public school students (78.1%).

The findings suggest that while awareness of sexual violence is relatively high among adolescents in schools in Lagos State, there are variations in perceptions about prevention and the potential consequences of such violence. These differences may reflect varying levels of exposure to education and awareness campaigns, and differences in socio-economic backgrounds and school environments. Further analysis and targeted interventions may be necessary to address these disparities and enhance awareness and prevention efforts across different school settings (Table 3). Table 8 presents the knowledge of gender-based violence (GBV), specifically focusing on sexual violence, among adolescents in secondary schools in Lagos State. A total of 709 respondents participated in the study. The majority (72.1%) reported having heard of sexual violence, while 21.7% indicated they had not, and 6.2% did not respond. Similarly, a substantial portion of respondents were knowledgeable about specific forms of sexual violence. For instance, 75.0% reported awareness of rape or forced sex, 70.5% were aware of sexual assault, and 73.2% were aware of touching someone's private parts without consent.

Furthermore, attitudes towards the prevention of sexual violence were explored. A significant majority (78.4%) believed that sexual violence could be prevented, whereas a smaller proportion (17.8%) disagreed, and 3.8% did not respond. Similarly, a high percentage (78.0%) believed that psychological violence could be prevented. Additionally, a considerable number of respondents recognized the severe consequences of sexual and psychological violence, with 81.9% acknowledging that sexual violence could lead to suicide or suicidal attempts, and 80.3% recognizing the same for psychological violence. The respondents' awareness and perceptions of GBV varied across different aspects. While there was a relatively high awareness level of certain forms of sexual violence, such as rape and sexual assault, awareness levels were slightly lower for other forms, such as coerced sex and being forced to kiss or hug. However, overall, a significant portion of the respondents demonstrated awareness of GBV and recognized its potential prevention and associated severe outcomes, including suicide.

Table 4: Knowledge of GBV

Variables	Public school (n = 430)		Private School (n = 279)		Overall (N =709)	
	Poor	Good	Poor	Good	Poor	Good
	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)
Knowledge of Psychological Violence	171(39.8)	259(60.2)	54(19.4)	225(80.6)	225(31.7)	484(68.3)
Knowledge of Sexual Violence	157(36.5)	273(63.5)	54(19.4)	225(80.6)	211(29.8)	498(70.2)
Knowledge of GBV	203(47.2)	227(52.8)	72(25.8)	207(74.2)	275(38.8)	434(61.2)

Table 4 presents the findings regarding the knowledge of Gender-Based Violence (GBV) among adolescents in secondary schools in Lagos State. The data are segregated based on the type of school attended, namely public and private, and further analysed collectively as an overall representation. In public schools, the knowledge of psychological violence among adolescents appears to be skewed, with 39.8% having poor knowledge and 60.2% possessing good knowledge. Conversely, in private schools, the distribution leans heavily towards good knowledge, with only 19.4% exhibiting poor understanding compared to 80.6% with good knowledge. The overall data reflects a similar trend, with a notable discrepancy between public and private schools, where 31.7% of adolescents from public schools demonstrate poor knowledge of psychological violence compared to 68.3% from private schools exhibiting good knowledge.

Regarding knowledge of sexual violence, the disparity between public and private schools is again evident. In public schools, 36.5% of adolescents have poor knowledge, whereas a majority of 63.5% exhibit good knowledge. Conversely, in private schools, the vast majority (80.6%) have good knowledge, with only 19.4% displaying poor understanding. The overall representation mirrors this trend, with 29.8% of adolescents showing poor knowledge in public schools compared to 70.2% in private schools demonstrating good knowledge of sexual violence. Examining the overall knowledge of GBV, adolescents in public schools display a slightly higher level of knowledge than those in private schools. In public schools, 47.2% exhibit good knowledge, whereas 52.8% demonstrate poor knowledge. In private schools, 74.2% of adolescents possess knowledge, with 25.8% having poor understanding. The collective data indicates that 38.8% of

adolescents from public schools exhibit good knowledge of GBV, while the majority (61.2%) from private schools have good knowledge in this domain.

The findings suggest that adolescents in private schools generally possess a higher level of knowledge regarding GBV, psychological violence, and sexual violence compared to their counterparts in public schools. This discrepancy underscores potential disparities in educational programs, resources, or social environments between public and private educational institutions, highlighting areas where targeted interventions or educational initiatives may be warranted to address gaps in knowledge and awareness of GBV among adolescents.

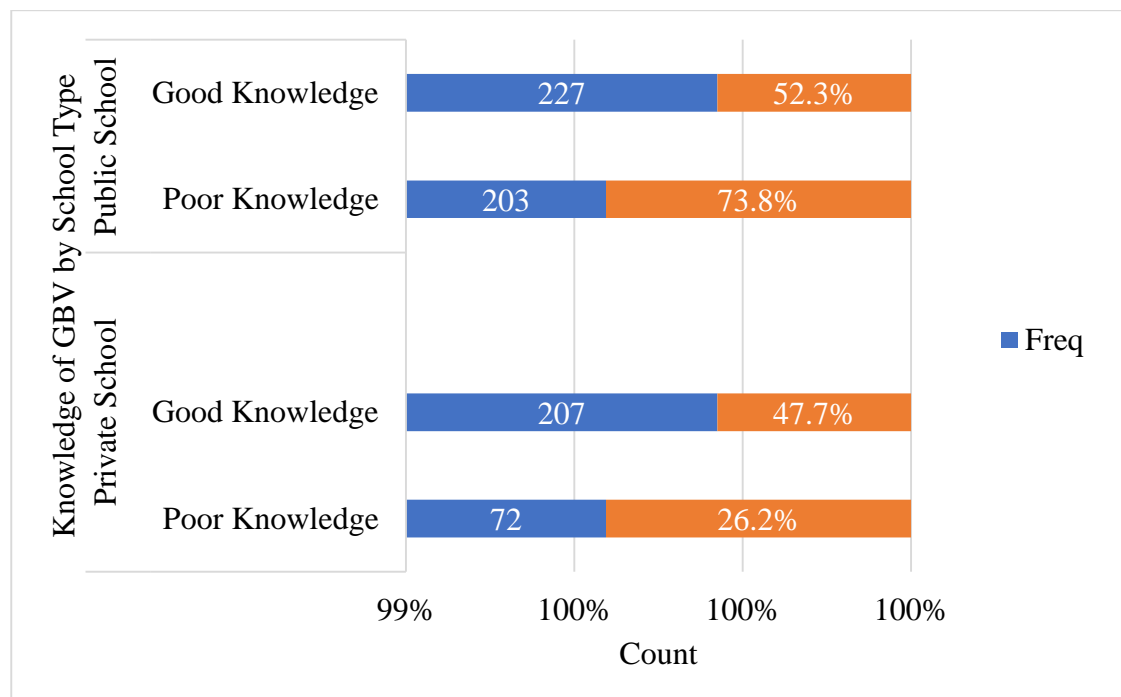


Figure 1: Stacked bar showing the Knowledge of GBV by School type

The report presented a stacked bar chart in Figure 1 to depict the distribution of knowledge regarding gender-based violence (GBV) across different school types. The visual representation segregated the data into two distinct categories: "Good Knowledge" and "Poor Knowledge," further subdivided by the nature of the educational institution, namely public and private schools. In the context of public schools, the findings revealed that 227 respondents, constituting 52.30% of the sample, exhibited good knowledge of GBV.

However, a considerable proportion of 203 respondents, accounting for 73.80%, demonstrated poor knowledge regarding the subject matter.

The data from private schools indicated that 207 respondents, or 47.70% of the sample, possessed knowledge of GBV. A smaller percentage, 26.20%, exhibited poor knowledge within the private school setting. The stacked bar chart facilitated a clear comparison of the distribution of GBV knowledge between public and private schools. It highlighted the contrasting patterns, wherein private schools exhibited a higher percentage of respondents with good knowledge of GBV, and public schools demonstrated a higher number of respondents with poor knowledge of the subject.

The findings of this study suggest varying levels of awareness and knowledge of GBV among adolescents in secondary schools in Lagos. Notably, private school students demonstrated higher awareness of psychological and sexual violence compared to their counterparts in public schools. Moreover, private school students exhibited greater overall knowledge of GBV, with 74.2% demonstrating good understanding compared to 52.8% in public schools. When comparing these findings with previous studies, several insights emerge. Mtaita et al. found that while there was a moderate to good understanding of GBV among participants, there were notable gaps in knowledge concerning GBV health services (Mtaita, Likindikoki, McGowan, Mpembeni, Safary, and Jahn, 2021). A significant proportion of young adults exhibited moderate knowledge about GBV, with a considerable number reporting personal experiences of GBV. Ndep's (2022) findings align with the observations of varying levels of awareness and understanding of GBV among adolescents in Lagos (Ndep, 2022).

However, Davis et al. (2023) emphasised the importance of collaboration across sectors to address GBV. Nonetheless, the emphasis resonates with the socio-ecological approach, highlighting the broader societal factors influencing GBV perceptions. (Davis et al, 2023) Furthermore, Kadri et al. suggest that private school students, likely with higher educational opportunities, demonstrated greater knowledge of GBV compared to their counterparts in public schools (Kadri et al., 2024)

The implications of these findings suggest that educational opportunities and societal norms play a significant role in shaping adolescents' awareness and knowledge of GBV. This underscores the importance of holistic interventions targeting multiple levels of influence, from individual knowledge to broader societal attitudes and norms. In terms of significance and contribution, this study adds valuable insights into the landscape of GBV awareness among adolescents in Lagos, Nigeria. Highlighting the disparities between private and Public school settings, it underscores the need for targeted interventions to address knowledge gaps and promote gender equality and violence prevention in educational settings. The findings underscore the importance of socio-ecological factors in

understanding adolescents' knowledge and awareness of GBV. By comparing with previous research, this study contributes to the growing body of literature on GBV awareness and prevention, emphasizing the need for multifaceted interventions to address this pervasive issue.

4.0 CONCLUSION

The study found varying perceptions of GBV among adolescents, particularly regarding knowledge and awareness. Research highlighted higher awareness of psychological violence in private (74.6%) compared to public (53.3%) schools. Similarly, knowledge of sexual violence was higher in private (78.9%) than public (67.7%) schools. Secondary school students exhibited a high belief in the preventability of sexual (private: 81.4%, public: 76.5%) and psychological (private: 78.9%, public: 77.4%) violence. Overall, private school students demonstrated greater awareness across most GBV aspects, with 61.6% demonstrating awareness of psychological violence and 72.1% of sexual violence. Knowledge of GBV varied among respondents, with private school students generally showing higher awareness.

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