



**GENDER-BASED VIOLENCE DATA GOVERNANCE**  
***IMPROVING REPORTING MECHANISMS FOR EFFECTIVE POLICY***  
***INTERVENTIONS IN KADUNA PUBLIC SECONDARY SCHOOLS***

**A Thesis Submitted in Partial Fulfillment**  
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## **CERTIFICATION**

This is to certify that the research project titled “**GENDER-BASED VIOLENCE DATA GOVERNANCE: IMPROVING REPORTING MECHANISMS FOR EFFECTIVE POLICY INTERVENTIONS IN KADUNA PUBLIC SECONDARY SCHOOLS**” submitted to the School of Administration, Business and Management Science, AUST, Abuja; for the award of Master of Science in Public Policy; is a record of original research carried out by Faisal Saddiq (41117) in the department of Public Administration.

## **DEDICATION**

This thesis is also dedicated to all survivors of gender-based violence, whose courage in speaking out and seeking justice continues to drive efforts toward creating safer, more equitable learning and living environments in Nigerian secondary schools.

It is also dedicated to the educators, counselors, administrators, and policymakers, in the education space, who are committed to protecting students and promoting systems that prioritize quality education and institutional accountability.

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## ABSTRACT

*This study investigates Gender-Based Violence (GBV) data governance and its implications for improving reporting mechanisms to support effective policy interventions in Kaduna public secondary schools. GBV remains a pervasive challenge in Nigeria, with Kaduna State recording a sharp rise in reported cases, highlighting the urgency of addressing structural and systemic barriers to reporting and response. The research adopts a quantitative paradigm with a descriptive correlational design to examine the effectiveness of reporting mechanisms, data governance structures, and policy frameworks in capturing, managing, and utilizing GBV-related data for evidence-based interventions. A sample of 400 respondents comprising students, teachers, administrators, and policymakers was drawn from urban and rural schools, with 390 valid responses retrieved. Data were collected using structured questionnaires and analysed using descriptive and inferential statistics, complemented by thematic analysis of open-ended responses. Findings reveal that while counsellor/teacher reporting remains the most accessible mechanism, underreporting persists due to fear of stigma, lack of confidentiality, and weak institutional responses. The study also identifies poor data governance practices characterized by inadequate trained personnel, fragmented reporting systems, and limited use of collected data in shaping policies. Furthermore, analysis shows that existing policies are often poorly enforced, undermining their potential to protect students and address GBV effectively. However, respondents highlighted strategies such as training and awareness creation, adoption of digital reporting platforms, improved confidentiality measures, and regular policy reviews as essential to strengthening GBV data governance. The study concludes that effective data governance frameworks, coupled with survivor-cantered reporting mechanisms, are crucial for ensuring accurate, secure, and timely GBV data that can inform robust policy responses. It recommends a comprehensive approach integrating digital innovations, institutional reforms, and stakeholder collaboration to foster safer learning environments and enhance the accountability of schools and government institutions in addressing GBV.*



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Gender-Based Violence (GBV) refers to harmful acts directed at individuals based on their gender, rooted in gender inequality, power imbalances, and harmful social norms. It manifests in various forms, including physical, sexual, psychological, and economic abuse, affecting women, men, and gender-diverse individuals, though women and girls are disproportionately impacted. According to the United Nations High Commission for Refugees (UNHCR, 2023), GBV encompasses harmful acts such as intimate partner violence, sexual violence, child marriage, female genital mutilation, and so-called honour crimes.

Physical violence includes assault, domestic abuse, and traditional practices like female genital mutilation. Sexual violence comprises rape, harassment, trafficking, and forced prostitution, while psychological violence involves emotional abuse, coercion, and threats. Economic violence occurs when individuals are denied financial resources, face employment discrimination, or are forced into economic dependence. These various forms of GBV result from profound gender inequalities and societal norms, causing severe physical, emotional, and economic harm to victims, particularly women and girls. To understand the prevalence and impact of GBV, it is important to consider the socio-cultural and economic factors that contribute to its persistence.

GBV is mostly driven by patriarchal systems, societal norms, cultural beliefs, weak legal protections, and economic dependency (Wanjiru, 2021; Chibwe, Muleya & Simui, 2023). These factors perpetuate discrimination and power imbalances, making individuals,

especially women and girls, vulnerable to violence. The consequences of GBV are severe, leading to physical and mental health issues, social stigma, isolation, and economic hardships that hinder productivity. GBV also constitutes a violation of fundamental human rights, limiting victims' opportunities for personal and professional growth.

Addressing GBV requires legal reforms, economic empowerment, and societal awareness to dismantle harmful structures and promote gender equality and safety for all. Given the complex nature of GBV, effective data governance is necessary to systematically track and address these challenges through informed decision-making.

Data governance is defined as the exercise of authority and control over the management of data assets, aiming to enhance their value while minimizing associated costs and risks (Al-Ruithe, Benkhelifa, & Hameed, 2019). It encompasses the processes, policies, organizational structures, and technologies necessary to ensure the effective management of data across an organization (Al-Ruithe, Benkhelifa, & Hameed, 2016). Moreover, data governance is the framework of policies, processes, and standards that ensure data is properly managed, used, and protected within an organization. It involves setting rules on data quality, security, privacy, and compliance to make sure that data is accurate, consistent, and accessible to those who need it. Effective data governance helps organizations make informed decisions, reduce risks, and comply with regulations while ensuring the integrity and reliability of data. A critical aspect of data governance is the implementation of efficient reporting mechanisms that allow for the accurate collection and dissemination of GBV related data.

Reporting mechanisms are the structured and formalized processes and systems used to collect, document, and communicate information within an organization. This information

can contain details about incidents, concerns, or violations, particularly related to misconduct, safety issues, or unethical behaviour. They can include formal reports, dashboards, feedback systems, or automated alerts, helping organizations monitor performance, identify issues, and support decision-making. These systems are designed to ensure reports can be made safely, confidentially, and effectively, facilitating appropriate responses and corrective actions. For instance, in the context of patient safety, incident reporting systems are fundamental strategies to reduce preventable harm and improve healthcare quality. A study by Archer et al. (2017) identifies various factors influencing engagement in incident reporting, highlighting the importance of addressing barriers and enablers to develop effective reporting mechanisms. Effective reporting mechanisms improve transparency, accountability, and responsiveness in various operational areas. These mechanisms ensure that data, incidents, or progress updates are accurately recorded and shared with relevant stakeholders. The effectiveness of reporting mechanisms is further enhanced when supported by well-structured policy interventions aimed at addressing GBV through institutional frameworks and legal measures.

The World Health Organization (WHO) (2017) describes policy interventions as deliberate actions taken by governments, organizations, or institutions to influence specific outcomes in society. These interventions may involve regulations, laws, programs, or initiatives designed to address economic, social, or public health issues. Similarly, according to Dye (2017), Policy interventions are deliberate actions by governments or institutions aimed at addressing societal problems through regulations, incentives, and public programs. These interventions involve creating, modifying, or enforcing policies, regulations, or guidelines to influence behaviour, enhance efficiency, or solve societal challenges. They can be

implemented in various sectors, such as education, healthcare, security, or the economy, and may include laws, programs, incentives, or awareness campaigns. For instance, in the context of global development, policy interventions may involve efforts to enhance policy coherence and provide global public goods to strengthen poverty reduction initiatives (King, 2016). In the case of Kaduna State, the increasing reports of GBV highlight the urgent need for stronger reporting mechanisms and policy interventions to mitigate these issues effectively.

Gender-based violence (GBV) in Kaduna State remains a critical issue, with reported cases rising from 524 in 2021 to 1,097 in 2023, highlighting the increasing prevalence of abuse (Punch Newspaper, 2022; Pulse Nigeria, 2024). Effective data governance is essential for monitoring and addressing GBV, yet challenges like fragmented reporting hinder progress. The Nigerian government established the National GBV Data Situation Room in 2020 to enhance data collection, but gaps persist at the state level (Voice of Nigeria, 2024). Strengthening GBV reporting mechanisms, particularly in Kaduna's public schools, is vital for informed policymaking and improved support for survivors (Peoples Gazette, 2024). Therefore, improving GBV data governance through enhanced reporting mechanisms and policy interventions is crucial in addressing the rising cases of violence and ensuring a safer environment for students in Kaduna public secondary schools.

## **1.2 Statement of the Problem**

Gender-based violence (GBV) remains a critical concern in Kaduna public secondary schools, with data governance playing a key role in addressing reporting and response mechanisms. Understanding the specific challenges and opportunities related to GBV data governance in these schools is essential for developing effective interventions. While various

policies and initiatives exist to combat GBV, the extent to which reporting mechanisms function efficiently within the school system requires further exploration. Additionally, the cultural, social, and economic context of Kaduna public secondary schools may influence how GBV cases are reported and managed, necessitating a deeper examination of the unique factors shaping data governance practices.

The way GBV-related data is collected, managed, and utilized within schools determines the effectiveness of interventions and policy implementation. A systematic and comprehensive approach is required to examine how reporting mechanisms operate and whether they facilitate accurate documentation and timely responses. Furthermore, research on GBV data governance has predominantly focused on urban areas, leaving questions about the experiences of students in rural Kaduna public secondary schools. Differences in infrastructure, awareness levels, and access to support services may create distinct challenges in rural settings, highlighting the importance of examining GBV data governance across various locations.

Despite growing attention to gender-based violence (GBV) in schools, weak data governance significantly undermines timely and effective interventions in Kaduna public secondary schools. Poor reporting systems, inadequate documentation, and fragmented data management lead to underreporting and misinformed policy decisions, allowing abuse to persist unaddressed. This failure not only jeopardizes student safety and well-being but also erodes trust in institutional responses. Without robust and transparent data governance structures, efforts to combat GBV may remain reactive and ineffective. Therefore, it is imperative to critically examine the consequences of weak data governance and how it impedes the success of GBV prevention and response mechanisms.

### **1.3 Objectives of the Study**

The primary objective is to examine the role of data governance in enhancing the reporting mechanisms for gender-based violence (GBV) in Kaduna public secondary schools, with the aim of improving policy interventions and response strategies. The specific Objectives of the study are to:

- i. Assess the current state of GBV reporting mechanisms and data governance in Kaduna public secondary schools.
- ii. Analyse challenges in collecting, storing, and utilizing GBV-related data, including its accuracy and reliability.
- iii. Evaluate the effectiveness of existing policies and reporting systems in addressing GBV and producing actionable information.
- iv. Propose strategies to strengthen GBV data governance and enhance reporting and policy responses.

### **1.4 Research Questions**

- i. What is the current state of GBV reporting mechanisms and data governance in Kaduna public secondary schools?
- ii. What are the challenges in collecting, storing, and utilizing GBV-related data, including its accuracy and reliability?
- iii. What are the effectiveness of existing policies and reporting systems in addressing GBV and producing actionable information?

- iv. What strategies could be adopted to strengthen GBV data governance and enhance reporting and policy responses?

## **1.5 Research Hypotheses**

H<sub>1</sub>: There is no significant relationship between data governance practices and the accuracy, security, and accessibility of GBV data in Kaduna public secondary schools.

H<sub>2</sub>: There is no significant effectiveness in addressing GBV issues based on available school-level data in existing GBV-related.

H<sub>3</sub>: There is not significantly produced actionable and timely information in Kaduna public secondary schools GBV reporting systems.

H<sub>4</sub>: There is no significant accuracy and reliability in GBV data collected in Kaduna public secondary schools for guiding intervention and policy.

H<sub>5</sub>: There is no significant influence from application of data governance frameworks on the management of GBV data in Kaduna public secondary schools.

## **1.6 Significance of the Study**

The findings from this study will benefit several stakeholders, including government and policy makers, educational authorities, school administrators, law enforcement agencies, human rights organizations, teachers, school counsellors, students, parents, Non-Governmental Organizations (NGOs), advocacy groups, researchers, and academicians. Government and Policy Makers will gain insights into the effectiveness of existing policies on GBV in Kaduna public secondary schools. The study will help identify gaps in data

governance and reporting mechanisms, enabling the formulation of improved policies that enhance data collection and response strategies, ensuring student safety.

Educational authorities and school administrators will better understand challenges in GBV reporting and improve data management. Strengthened reporting mechanisms will enable timely interventions and adequate victim support. Law enforcement agencies and human rights organizations will benefit from improved GBV data accuracy, aiding investigations and prosecutions. Human rights organizations can use the findings to strengthen advocacy, influence policy reforms, and demand accountability from relevant authorities. Teachers and school counsellors will gain a clearer understanding of their role in preventing and addressing GBV. The study will highlight how improved data governance can help in providing better psychological and emotional support to victims, fostering a safer school environment.

Students and parents will benefit from improved GBV reporting mechanisms, raising awareness about students' rights and the importance of reporting incidents. Parents will understand their role in supporting children and advocating for safer school policies. NGOs and advocacy groups will find the study valuable for addressing GBV reporting challenges and policy gaps. The findings will support stronger interventions, better data governance frameworks, and effective advocacy campaigns for policy reforms. Researchers and Academicians will gain from this study as it adds to existing literature on GBV, data governance, and policy interventions. Future researchers can reference the findings to explore related topics and improve strategies for addressing GBV in schools.



## 1.7 Scope of the Study

This study focuses on GBV data governance in Kaduna public secondary schools, specifically examining how reporting mechanisms can be improved for more effective policy interventions. It will analyse data collection, management, and utilization processes within the school system to understand how GBV cases are documented and addressed, while also exploring the challenges faced in reporting incidents and assessing the effectiveness of existing mechanisms in ensuring accurate, timely, and confidential reporting. The study will cover both urban and rural public secondary schools in Kaduna State, allowing for a comparative analysis of how geographical differences influence GBV reporting and response strategies. It will involve key stakeholders, including school administrators, teachers, counsellors, students, policymakers, law enforcement agencies, and advocacy groups, to gain a comprehensive understanding of the factors affecting GBV data governance. Additionally, it will examine the role of digital and non-digital reporting platforms, identifying their strengths and limitations in addressing GBV cases within the school environment. However, the study will be limited to reporting mechanisms, policy interventions, and data governance frameworks, rather than broader aspects of GBV such as prevention strategies or legal proceedings. The timeframe for analysis will cover recent GBV cases reported within the past few years to ensure relevance to current policies and practices.

## 1.8 Operational Definitions of Terms

***Gender Based Violence (GBV):*** Any harmful act directed at individuals based on their gender, including physical, sexual, psychological, and economic violence, occurring within Kaduna public secondary schools.

***Data Governance:*** The framework for collecting, managing, protecting, and utilizing GBV-related data in Kaduna public secondary schools to ensure accuracy, confidentiality, and ethical compliance.

***Reporting Mechanisms:*** Formal and informal systems established within schools for students, teachers, and staff to report GBV incidents, ensuring accountability and timely intervention.

***Policy Interventions:*** Strategies, regulations, and institutional responses developed by government and educational authorities to prevent and address GBV effectively within Kaduna public secondary schools.

***Public Secondary Schools:*** Government-owned and funded secondary-level educational institutions in Kaduna State where GBV incidents and data governance practices are being examined.

***Improving Reporting Mechanisms:*** Enhancing the accessibility, efficiency, and responsiveness of GBV reporting structures to encourage victims and witnesses to report incidents without fear of retaliation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Conceptual Framework**

##### **2.1.1 Gender Based Violence (GBV)**

GBV refers to harmful acts directed at individuals based on their gender, often arising from historically unequal power relations and societal norms that perpetuate discrimination (Danish Refugee Council, 2022; Ochani et al., 2024). It includes physical, sexual, psychological, and economic harm, as well as threats, coercion, or arbitrary deprivation of liberty. GBV is most directed toward women and girls, but it also affects men and individuals of diverse gender identities (Danish Refugee Council, 2022; Johnson, Obisike, Asuquo, Obidah & Obisike, 2024). The concept of GBV, though lacking a universally accepted legal definition in international law, has evolved through various international frameworks and declarations. Historically, the earlier international legal instruments from the 1960s to 1980s used the term “sex” rather than “gender.” The term “gender” and the concept of “gender-based violence” first gained traction with the 1993 United Nations Declaration on the Elimination of Violence against Women (DEVAW) and was later expanded through the Istanbul Convention Council of Europe, 2011 (Danish Refugee Council, 2022), which emphasized GBV’s occurrence in both public and private life. GBV manifests in multiple contexts, including homes, educational institutions, and public spaces, and can lead to severe physical, emotional, and socio-economic consequences (Jongur, Kaibo, Hammawa & Wangrecha, 2024). In schools, it contributes to unsafe learning environments through sexual harassment, dating violence, and emotional abuse (Johnson, Obisike, Asuquo, Obidah & Obisike, 2024). GBV is also linked to broader public health issues, such as maternal mortality, mental health challenges, and diminished access to opportunities (Ochani, Baig,

Alhazmi, Ansari, & Bibi, 2024). Risk factors like alcohol abuse, poor mental health, and low education further complicate the challenge (Ochani, Baig, Alhazmi, Ansari, & Bibi, 2024). Combating GBV requires a multifaceted strategy that includes legal reforms, education, community engagement, and survivor-centred services. Moreover, lasting solutions must address the root causes of gender inequality and power

### **2.1.2 Data Governance**

Data governance is the exercise of authority and control over the management of data within an organization. It involves implementing a structured framework to ensure the availability, quality, security, and compliance of data. As Abraham, vom Brocke, and Schneider (2019) note, the purpose of data governance is to maximize the value of data while minimizing related risks and costs. This involves establishing clear roles, responsibilities, standards, and processes that govern the collection, storage, and dissemination of data. Data governance not only ensures the integrity of data but also facilitates compliance with organizational policies and regulations, ensuring that data is managed responsibly across its lifecycle. Al-Ruithe et al. (2019) further emphasize that data governance requires planning, monitoring, and enforcement mechanisms to maintain control over data assets, encouraging desired behaviours in data management practices.

The increasing volume, complexity, and strategic importance of data have elevated data governance from a supportive function to a core organizational priority. According to Abraham et al. (2019), effective data governance is essential for ensuring consistency, quality, and security within an organization's data management strategy. This involves setting up a corporate-wide agenda to systematically manage data as a valuable resource. In this context, Sheokand et al. (2023) describe data governance as managing data through

structured roles, rules, and policies, which ensures the alignment of organizational goals with data management practices. Similarly, Bližnák et al. (2024) argue that data governance helps organizations maximize the value of their data by implementing standards, policies, and responsibilities. Ultimately, data governance enables organizations to manage their data assets efficiently, ensuring data is leveraged securely while maintaining compliance with relevant regulations and standards.

Data governance under Article 11 of the Istanbul Convention emphasizes coordinated, standardized, and ethically managed data systems. It requires states to collect disaggregated data regularly, ensure consistency across agencies, safeguard privacy, and make information publicly accessible. National bodies must oversee data collection, analysis, and dissemination to support accountability and policy development (Council of Europe, 2016). It also involves clear protocols for data sharing, privacy protection, and ethical use. Furthermore, the integration of research and continuous evaluation is required to ensure that policies are evidence-based and responsive to the actual experiences of victims (GREVIO, 2022). The Gender-Based Violence Information Management System (GBVIMS), introduced by UNOCHA, UNHCR, and IRC in 2006, exemplifies a survivor-centred reporting mechanism that standardizes and anonymizes incident documentation across humanitarian settings. Deployed in over 20 countries, GBVIMS enables secure, ethical case recording through tools like the Incident Recorder, facilitating trend analysis, service improvement, policy design, and advocacy. It provides a structured framework for the collection, storage, and ethical sharing of gender-based violence data. GBVIMS ensures data confidentiality, standardization, and coordination across agencies, thus enhancing the

integrity and security of sensitive information gathered through service delivery (GBVIMS, 2024).

### **2.1.3 Reporting Mechanisms**

Reporting mechanisms are formal procedures that enable individuals to disclose rights violations or abuses to appropriate authorities or support systems, promoting justice, redress, and accountability. Jongur, Kaibo, Hammawa, and Wangrecha (2024) describe these mechanisms as systems, including hotlines, support centres, and institutional complaint procedures, that help survivors of violence report abuse and seek justice, emphasizing the importance of safety, confidentiality, and prompt action. Similarly, Ssanyu, Namuhani, and Nalwadda (2022) define reporting mechanisms as structured processes through which survivors of sexual and gender-based violence (SGBV) engage formal or informal support networks, such as police, healthcare providers, legal institutions, and trusted community members. They stress that accessibility, survivor support, and protection from retaliation are essential for effectiveness.

In the regional human rights context, Fatoki, Olutayo, and Chukwuemeka (2023) view reporting mechanisms as institutional procedures requiring state parties to submit periodic reports on human rights obligations, thereby enabling international oversight, policy dialogue, and corrective measures in cases of national failure. Though reporting mechanisms may vary, whether in individual-level abuse disclosures or state-level accountability frameworks, their core function is to uphold rights and ensure protection through structured, accessible, and responsive systems.

Reporting mechanisms under the Istanbul Convention, which came into force on 1 August 2014 and has since been ratified by 39 states and the European Union include hotlines, institutional complaint procedures, and support services designed to ensure confidentiality, safety, and prompt response for survivors. (Council of Europe, 2025). According to the GREVIO report, gender-based violence (GBV) reporting mechanisms include a range of formal structures and services designed to support victims and ensure access to justice. These mechanisms include police complaint systems, emergency barring orders, and confidential telephone helplines. Specialist support services such as rape crisis centres, shelters, and women's NGOs are instrumental in receiving and processing reports. In addition, mandatory reporting by professionals (such as healthcare workers and educators) is encouraged in instances where victims may not report abuse themselves. The aim is to reduce underreporting, provide timely responses, and ensure protection through coordinated institutional support, while safeguarding victim confidentiality (GREVIO, 2022). However, GREVIO observed limitations such as inadequate funding, poor geographic coverage, and inconsistent implementation, especially in rural areas. These shortcomings hinder access to justice and protection for victims.

#### **2.1.4 Policy Intervention**

Policy intervention refers to deliberate actions by governments, organizations, or institutions aimed at influencing behaviours or improving societal outcomes, particularly in areas like health, education, and safety. According to Sterne (2017), such interventions are strategies designed to change behaviour or improve conditions within a population, often involving educational programs, legislation, environmental changes, or public health campaigns. Multi-strategy approaches are considered most effective, as they address various influencing

factors simultaneously. Effective policy design should incorporate insights from economics, sociology, and psychology to ensure relevance and impact (Parminter, 2020). Key factors influencing implementation include policy clarity, supporting infrastructure, and stakeholder alignment (Havers, Martin, Wilson & Hall, 2020).

In the context of gender-based violence (GBV), policy interventions may include protective laws, survivor services, and awareness campaigns. Strong governance systems are essential for monitoring and enforcing these policies, ensuring accountability and transparency (Al-Ruithe et al., 2019). Strong governance ensures accountability and transparency throughout the policy's lifecycle, increasing the likelihood of achieving desired outcomes. Effective policy intervention ensures that the underlying causes of issues like GBV are addressed, contributing to systemic and societal change. By targeting root causes, policy interventions work towards lasting improvements in the overall societal structure.

The Istanbul Convention outlines key policy interventions on gender-based violence, including regular collection of disaggregated data, support for research on root causes and intervention outcomes, and conducting national surveys (Council of Europe, 2016). It mandates public access to data, coordination by official bodies, and adherence to data protection standards. These measures aim to inform evidence-based policies, promote international benchmarking, and ensure consistent, transparent, and accountable responses to violence against women (Council of Europe, 2016). The GREVIO report identifies key policy interventions, including national action plans, specialist courts, gender-sensitive legal reforms, mandatory professional training, and intersectional strategies targeting vulnerable groups. These interventions promote coordinated prevention, protection, and prosecution



efforts while linking GBV to gender inequality and institutional accountability (GREVIO, 2022).

### **2.1.5 The Impact of Data Governance on Gender Based Violence Reporting**

Data governance plays a crucial role in the management of GBV data, ensuring the quality, integrity, and security of information related to victims and incidents of violence. By implementing a structured data governance framework, organizations can standardize the collection, storage, and dissemination of GBV data, ensuring that such information is accurate, reliable, and consistent across different reporting channels. As Abraham, Vom Brocke, and Schneider (2019) explain, data governance involves the establishment of roles, responsibilities, and processes to maintain data integrity, which is particularly important when handling sensitive data like GBV reports. Effective data governance ensures that such data is protected from unauthorized access and misuse, fostering a safe and secure environment for victims to report violence without fear of further harm or exposure.

Furthermore, data governance enhances the strategic use of GBV data by ensuring compliance with regulations and organizational policies. According to Sheokand et al. (2023), the role of data governance is to manage data through rules and policies that ensure compliance and secure handling, which is vital for sensitive GBV data. The implementation of strong governance policies can help organizations develop robust reporting mechanisms, ensuring that victims' rights are respected, and data privacy is maintained. Additionally, Bližnák et al. (2024) highlight how the establishment of standards, policies, and responsibilities under data governance can facilitate efficient data management, enabling organizations to make informed decisions based on reliable data. By ensuring the systematic management of GBV data, data governance can drive more accurate reporting, help in the

identification of trends, and ultimately support more effective interventions for the prevention and response to gender-based violence.

#### **2.1.6 Impact of Gender Based Violence on Health, Education, and Development**

GBV inflicts serious physical and psychological harm on survivors, with repercussions that extend to families and communities. Victims often endure physical injuries, chronic pain, and reproductive health complications, while also facing emotional trauma such as depression, anxiety, post-traumatic stress disorder (PTSD), and suicidal ideation (Ochani et al., 2024). The Danish Refugee Council (2022) also notes that sexual violence contributes to unwanted pregnancies and increased vulnerability to sexually transmitted infections, including HIV/AIDS. Within educational settings, GBV disrupts learning processes by instilling fear and insecurity among students particularly girls resulting in absenteeism, reduced academic performance, and eventual school dropouts. These outcomes limit future opportunities and further entrench gender disparities in access to education and personal development (Ochani et al., 2024).

Beyond personal health and education, GBV significantly impacts socio-economic development and the justice system. Survivors may withdraw from the workforce due to trauma or injuries, leading to long-term economic dependency and deepening cycles of poverty (Ochani et al., 2024). GBV also places financial strain on national systems through increased healthcare costs, legal expenditures, and loss of productivity. According to the Danish Refugee Council (2022), weak enforcement of laws and limited access to legal support hinder justice for survivors, allowing perpetrators to act with impunity. Furthermore, the rise of technology-facilitated GBV such as cyber harassment and digital abuse creates new challenges that existing legal frameworks are often ill-equipped to handle. Collectively,

these factors obstruct the achievement of Sustainable Development Goals, particularly those related to gender equality, education, and health, making it imperative to address GBV as a critical issue in national development planning.

### **2.1.7 Gender Based Violence Data Governance in Kaduna Public Secondary Schools:**

#### **Enhancing Reporting Mechanisms for Effective Policy Interventions**

Gender-based violence (GBV) remains a pressing issue in Kaduna State, Nigeria, with an alarming increase in reported cases over recent years. In 2021, the National Human Rights Commission recorded 524 complaints of sexual and gender-based violence against women in the state (Punch Newspaper, 2022), a figure that rose to 1,097 cases by 2023, with 748 instances of emotional and psychosocial abuse and 349 cases of physical assault (Pulse Nigeria, 2024). These statistics highlight the urgent need for improved data governance mechanisms to support policy development and intervention strategies. Effective data governance in the context of GBV involves the systematic collection, management, and analysis of data to ensure accurate reporting and informed decision-making. By ensuring the quality and security of GBV data, data governance can facilitate the identification of trends and enable targeted interventions to prevent and address violence.

Despite efforts to improve GBV reporting mechanisms in Nigeria, several challenges remain, including fragmented reporting tools, poor coordination, and a lack of harmonized platforms for data collection. One notable initiative to address these issues was the creation of the National GBV Data Situation Room and Dashboard in 2020, aimed at centralizing real-time data for monitoring and evaluating GBV incidents (Peoples Gazette, 2024). However, the effectiveness of these systems at the state level, particularly within Kaduna's public secondary schools, remains underexplored. The establishment of Sexual Assault and

Referral Centres (SARCs) and shelter homes in Kaduna demonstrates the state's commitment to combating GBV through service provision (Voice of Nigeria, 2024). Yet, challenges such as inadequate medical resources, lack of IT specialists for data analysis, and interference in cases by traditional leaders continue to hinder the full potential of these initiatives. To improve GBV data governance within public secondary schools, it is crucial to examine existing reporting platforms, both digital and non-digital, and identify their strengths and weaknesses. Involving key stakeholders, including school administrators, teachers, students, and policymakers, will provide a comprehensive understanding of the factors influencing GBV reporting. Addressing these barriers will enhance data governance and contribute to more effective policy interventions to safeguard students' well-being in Kaduna public secondary schools.

#### **2.1.8 Challenges Hindering Effective Reporting and Response to Gender Based Violence in Schools**

Gender Based Violence (GBV) in educational institutions such as Kaduna public secondary schools is deeply rooted in socio-cultural norms and institutional inefficiencies. A key challenge is the widespread normalization of violence, which fosters an environment where both victims and perpetrators operate with impunity. Peer pressure, gender inequality, and lack of awareness among students further increase the incidence of violence (Johnson, Obisike, Asuquo, Obidah & Obisike, 2024). Weak enforcement of anti-violence policies and inadequate institutional responses leave victims unsupported, creating systemic gaps in intervention. These issues are compounded by societal attitudes that trivialize GBV, reinforcing silence and complicating holistic efforts for change. As Johnson et al. (2024)

highlight, addressing GBV effectively requires comprehensive strategies that engage not only school authorities but also the broader community in promoting gender equity.

Additionally, reporting mechanisms for GBV are often ineffective due to social stigma, fear of victimization, and concerns about confidentiality. Survivors frequently experience shame, guilt, and fear of not being believed, which deters them from coming forward (Ssanyu, Namuhani, & Nalwadda, 2022). In many cases, economic dependence on abusers or fear of reprisal silences victims further, particularly in patriarchal settings such as those found in Mayuge, Uganda, and mirrored in parts of Kaduna State. The absence of robust educational initiatives and safe, accessible reporting channels contributes to a culture of silence that discourages reporting and delays justice. This underreporting hinders identification and prosecution of offenders, negatively affecting girls' school attendance and retention (Jongur et al., 2024). To effectively combat GBV, data governance systems must be strengthened to support safe reporting, ensure confidentiality, and facilitate targeted policy interventions.

## **2.2 Theoretical Framework**

This study is underpinned by two major theories - the Feminist Theory and the Theory of Planned Behaviour (TPB). These theories provide a comprehensive understanding of both the structural and behavioural dimensions of gender-based violence (GBV) reporting and data governance within public secondary schools in Kaduna State.

### **2.2.1 Feminist Theory**

Feminist Theory, propounded by Simone de Beauvoir (1949), is rooted in the understanding that “one is not born, but rather becomes, a woman”, emphasizing that gender inequality is socially constructed and reinforced through societal institutions. The theory asserts that

patriarchal systems of power control and define the experiences of women and girls, including the normalization of violence against them. It focuses on dismantling the structural inequalities that perpetuate gender-based violence, marginalization, and oppression. Feminist theorists argue that institutions such as the family, schools, and government contribute to the reinforcement of gender norms that silence the voices of survivors. The theory seeks not only to expose the gendered dimensions of violence and discrimination but also to demand equal representation and justice in all spheres of life. Feminist Theory provides a critical framework for understanding the sociocultural and institutional contexts in which gender-based violence occurs. It advocates for inclusive, participatory systems where women and girls can safely express themselves and participate in decision-making processes that affect their lives, especially in settings such as schools where vulnerability to GBV is high.

Feminist Theory is particularly relevant to the topic of gender-based violence data governance in Kaduna public secondary schools. The theory brings into focus the institutionalized barriers that prevent students especially girls from reporting experiences of violence, including stigma, fear of retaliation, and cultural taboos. In many schools, reporting mechanisms are either non-existent or poorly structured, reflecting the broader patriarchal neglect of girls' safety and voices. Feminist Theory thus supports the establishment of gender-sensitive and inclusive data governance structures that empower girls to report incidents without fear. This includes confidential reporting channels, trained counsellors, and policies that prioritize student protection. By applying feminist theory, the study acknowledges that effective data governance must go beyond technical solutions to address underlying gender power imbalances. It calls for the reformation of school policies and data

systems to be reflective of feminist principles including transparency, equity, and inclusiveness. Ultimately, this theory helps in constructing a framework where data collection is not just procedural, but a tool for gender justice and policy reform aimed at curbing GBV in schools.

### **2.2.2 The Theory of Planned Behaviour (TPB)**

The Theory of Planned Behaviour, developed by Icek Ajzen (1991), posits that “intentions to perform behaviours of different kinds can be predicted with high accuracy from attitudes toward the behaviour, subjective norms, and perceived behavioural control; and these intentions, together with perceptions of behavioural control, account for considerable variance in actual behaviour”. The theory suggests that human action is guided by three kinds of considerations: behavioural beliefs (leading to a favourable or unfavourable attitude toward the behaviour), normative beliefs (perceived social pressure), and control beliefs (the perceived ease or difficulty of performing the behaviour). These components together shape an individual’s intention to engage in each behaviour. The stronger the intention, the more likely the behaviour will be performed, especially when the person feels they have control over the outcome. TPB is widely used in health, education, and behavioural research to understand why individuals choose to act or not act in certain ways, particularly in socially sensitive contexts such as gender-based violence reporting.

The Theory of Planned Behaviour (TPB) is a useful lens for analysing why students in Kaduna public secondary schools may choose to report or withhold information about gender-based violence incidents. TPB allows us to examine how students’ attitudes toward reporting (e.g., whether they believe it is useful or risky), subjective norms (e.g., peer opinions or teacher reactions), and perceived behavioural control (e.g., access to reporting

systems or trust in confidentiality) influence their willingness to act. In many cases, students may perceive that reporting will not lead to justice, or they may fear being stigmatized. As a result, intentions to report are weak, and data on GBV remains underreported. The theory therefore highlights the importance of not only creating reporting mechanisms but ensuring they are accessible, confidential, and supported by a culture that encourages reporting. By understanding the behavioural dynamics that affect students' decision-making, data governance systems can be designed to increase reporting rates and ensure that the data collected is both accurate and actionable for policy interventions.

### **2.3 Review of Empirical Studies**

The study by Johnson, Obisike, Asuquo, Obidah and Obisike (2024) investigates the prevalence and contributing factors of gender-based violence (GBV) among students in public secondary schools. The study aims to identify the determinants of GBV, focusing on both the forms of violence experienced and the demographics of victims and perpetrators, with two primary objectives stated. The research method adopted is a quantitative survey design, targeting a population of approximately 191,155 students aged 14-25 in the selected schools. A purposive sampling technique was utilized to ensure the inclusion of students who had experienced GBV, leading to a final sample size of 150 participants for data analysis. The instrument used for data collection was a structured questionnaire, which was not only designed to minimize bias but also to ensure ease of understanding by participants. The study did not explicitly discuss the validity and reliability measures applied to the instrument, which is a critical aspect of ensuring the accuracy of the findings. Data collection was conducted through questionnaires distributed to participants with assurances of confidentiality and voluntary participation. The data analysis technique included descriptive



statistics and ANOVA tests to compare differences between genders regarding perpetration and victimization rates. The findings revealed a concerning prevalence of GBV in the study area, with a grand mean score indicating high determinants of violence. Notably, child sexual violence, emotional violence, and economic violence were highlighted. It was also indicated that boys were the primary perpetrators but with no significant gender differences in perpetration or victimization. This underlines the need for effective interventions to create a safer school environment for all students and to address the factors contributing to GBV.

The reviewed study by Johnson, Obisike, Asuquo, Obidah and Obisike (2024) and the current study both adopt a quantitative research method and utilize structured questionnaires for data collection; however, their focus, scope, and methodological depth differ significantly. Johnson et al.'s work is primarily descriptive, examining the determinants and prevalence of GBV in public secondary schools in Obio/Akpor, Rivers State. It focuses solely on students (sample: 150), using purposive sampling to include only those who have experienced GBV. In contrast, the current study expands the scope to data governance and reporting mechanisms, aiming to inform policy interventions in Kaduna State, with a broader population that includes students, teachers, administrators, counsellors, and policymakers (sample: 400), selected using a multi-stage and stratified sampling technique. While both studies explore GBV in Nigerian secondary schools, the current study introduces a descriptive correlational design, incorporates validity and reliability tests, and includes urban-rural comparisons elements missing in the Johnson study. A major gap in the reviewed study is its narrow focus on prevalence and determinants without investigating the institutional mechanisms for reporting or managing GBV cases, nor does it assess how GBV data informs policy decisions. The current study fills this gap by evaluating the effectiveness

of reporting systems, involving multiple stakeholders, and analysing data governance structures for policy impact. Institutional differences also matters. Rivers State vs. Kaduna State introduces geographic, cultural, and administrative diversity, which enriches generalizability. Thus, the current study not only expands the methodological and demographic breadth but also addresses critical oversight in GBV data use for policy development.

The study by Jongur, Kaibo, Hammawa, and Wangrecha (2024) explores effective interventions to mitigate sexual and gender-based violence (SGBV) and enhance the retention of girls in secondary schools. The study had two key objectives: to survey school initiatives aimed at promoting retention and preventing violence against the girl child in secondary schools, and to assess the influence of community interventions on girl child retention. The research employed a descriptive survey design and targeted a population comprising girl-child students, teaching staff, and school heads across 178 secondary schools in Adamawa State. A simple random sampling technique was utilized to select a sample size of 405 students from nine different schools. For data collection, a structured questionnaire with 25 items was employed, designed on a five-point Likert scale. While the study mentions the usage of a structured instrument, details on the validity and reliability of the instruments were not explicitly provided. Data was gathered through the distribution of questionnaires, and the analysis involved percentage calculations, means, standard deviations, and linear regression to test hypotheses. The findings revealed that school-based initiatives significantly influenced girls' retention in schools, and community-based strategies effectively supported higher retention rates. Notably, the presence of adequate WASH facilities was highlighted as a beneficial factor in reducing SGBV and promoting girl-child

attendance. The study concludes with recommendations for continued support from educational authorities to enhance the functionality of policies against SGBV and elevate community engagement in these initiatives, underscoring the crucial relationship between safety and educational retention for girls in Adamawa State.

The reviewed study by Jongur et al. (2024) and this study share a mutual focus on addressing gender-based violence (GBV) in Nigerian secondary schools, yet differ significantly in objectives, methodology, scope, and institutional focus. Both studies utilize a quantitative approach and structured questionnaires, yet while Jongur et al. employed a descriptive survey design focusing primarily on girls' retention and intervention impact, the current study applies a descriptive correlational design to explore relationships between data governance, reporting mechanisms, and policy outcomes. Jongur et al. targeted 405 girl students in nine schools in Adamawa State, using simple random sampling, while the current study uses multi-stage and stratified sampling to draw 400 respondents from a broader stakeholder population (students, teachers, administrators, NGOs) across ten schools in Kaduna State. A key gap in the reviewed study is its limited emphasis on data governance structures and reporting mechanisms focusing instead on program impacts while neglecting how data is captured, processed, and used for decision-making. Furthermore, Jongur et al. did not clearly outline instrument validity/reliability nor involve policy-level respondents. The current study fills these gaps by rigorously validating its instruments (Cronbach's alpha of 0.81), including policy stakeholders, and analysing data governance frameworks to influence evidence-based interventions. Institutionally, the reviewed study centres on community and school-based interventions, whereas the current research aims at system-

wide policy improvements, offering broader generalizability and stronger implications for educational planning in Kaduna and beyond.

The study by Ssanyu, Namuhani, and Nalwadda (2022) investigates the reporting rates of sexual and gender-based violence (SGBV) and identifies the factors influencing these rates. The primary objective is to determine the proportion of SGBV survivors who report their experiences and understand the associated factors, with a singular focus on this overarching aim. Employing a cross-sectional study design, the researchers analysed baseline data collected from a larger experimental study conducted in eight villages within Mayuge District. The study population consisted of men and women aged 18 years and older who reported experiencing at least one form of SGBV. A stratified random sampling technique was used to select participants, targeting a balanced representation of gender across selected villages, ultimately resulting in a sample size of 723 participants who disclosed SGBV experiences. Data was collected using an interviewer-administered electronic questionnaire, designed to assess experiences of various forms of violence, along with potential covariates. The instruments' validity and reliability were maintained through established methodologies and ethical protocols. Data collection occurred in October 2019, where trained research assistants conducted interviews in the local language, Lusoga. The data analysis was executed using Stata Version 14, employing Modified Poisson Regression to determine prevalence ratios and assess significance. The findings revealed that only 31.9% of survivors reported their experiences of SGBV, with lower reporting rates observed among survivors aged 45 and older, those with higher education levels, and those financially dependent on partners. Female survivors were significantly more likely to report than male survivors, and survivors who were separated or widowed reported more than those never married.

The reviewed study by Ssanyu, Namuhani, and Nalwadda (2022) and the current study share a common focus on understanding the reporting of gender-based violence (GBV) and its influencing factors. Both utilize a quantitative paradigm and structured instruments. Ssanyu et al. used interviewer-administered electronic questionnaires, while the current study uses structured questionnaires. However, significant methodological, population, sample, and institutional differences exist. The reviewed study employed a cross-sectional design in rural Ugandan villages, targeting adult male and female survivors (aged 18+) with a sample size of 723. In contrast, the current study adopts a descriptive correlational design, focusing on students, teachers, administrators, and policymakers in public secondary schools across urban and rural Kaduna, Nigeria, with a multi-stakeholder sample of 400. While Ssanyu et al. explored general survivor reporting behaviours and socio-demographic factors, the current study specifically investigates GBV data governance and the effectiveness of school-based reporting mechanisms in influencing policy. A critical gap in the reviewed study is its lack of institutional context (e.g., schools) and its limited scope on how GBV data is managed or utilized for policy intervention. The current study fills this gap by integrating institutional roles in data management, stakeholder perspectives, and policy linkages. Moreover, unlike Ssanyu et al., who did not explore how data reporting influences interventions, the current study evaluates the effectiveness of reporting systems in shaping education policy. Thus, it advances knowledge by aligning GBV reporting trends with data governance and policy development in the educational sector.

## **2.4 Summary of the Literature Reviewed**

The literature reviewed in this chapter has provided a comprehensive foundation for understanding Gender-Based Violence (GBV) data governance, with a focus on enhancing

reporting mechanisms to inform effective policy interventions in Kaduna public secondary schools.

The Conceptual Framework explored the meaning and scope of gender-based violence, emphasizing its multifaceted nature, including physical, sexual, psychological, and economic abuse. It also examined data governance as a systematic approach to managing data with accuracy, accountability, and ethical standards, particularly in relation to sensitive information such as GBV incidents. Furthermore, the importance of effective reporting mechanisms was highlighted, showcasing how structured channels of reporting, digital platforms, and institutional frameworks can improve GBV case documentation and response.

In the Theoretical Framework, relevant theories such as the Feminist Theory and the Theory of Planned Behaviour (TPB) were reviewed to provide insights into the structural and social dynamics contributing to GBV in school settings. Feminist Theory sheds light on power imbalances and patriarchal systems that sustain gender violence, while the Theory of Planned Behaviour (TPB) explains how individuals' intentions to report or prevent GBV are shaped by their attitudes toward the behaviour, the perceived social pressure (subjective norms), and their perceived control over performing the behaviour. TPB thus helps to understand the psychological and social factors influencing students', teachers', and administrators' willingness and ability to engage in GBV reporting and intervention efforts.

The Review of Empirical Studies focused on past research findings both within and outside Nigeria, offering evidence-based insights into GBV prevalence, challenges in reporting, and existing intervention strategies. These studies revealed that underreporting remains a major

issue due to fear, stigma, lack of trust in institutions, and inadequate data systems. They also underscored the role of ICT tools, awareness campaigns, and policy reforms in bridging the data gaps and ensuring timely and appropriate responses to GBV cases.

Overall, the literature underscores the urgency of improving data governance practices through robust reporting mechanisms, the integration of technology, and policy support. The findings highlight critical gaps in existing systems and provide direction for the current study to propose actionable recommendations for improving GBV data management and policy implementation in Kaduna public secondary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Paradigm**

The study adopts a quantitative research paradigm, focusing on numerical data and statistical analysis to investigate GBV reporting mechanisms in Kaduna public secondary schools. A quantitative paradigm is appropriate for this research because it allows for the objective measurement of the prevalence and patterns of GBV cases, as well as the effectiveness of reporting mechanisms in a large population (Neuman, 2014). This approach emphasizes the collection of data that can be quantified and analysed using statistical tools, enabling the researcher to draw conclusions about the relationships between variables such as reporting frequency, type of GBV, and school response strategies. The results will be used to identify trends and inform policy interventions based on objective, measurable data.

#### **3.2 Research Design**

This study employs a quantitative research method, using structured questionnaires to collect numerical data on the incidence of GBV, the reporting mechanisms in place, and their effectiveness. This method is appropriate as it enables the researcher to quantify the variables regarding the relationship between reporting mechanisms and the effectiveness of policy interventions (Creswell, 2015; Bryman, 2016). By collecting data from a large sample across different schools, the quantitative approach allows for the use of statistical analyses to identify patterns and make general conclusions about the state of GBV data governance in public secondary schools. The research aims to provide empirical evidence that can inform evidence-based policy decisions.



This study adopted a descriptive correlational research design with a hypothesis-testing component to explore the current state of GBV reporting mechanisms and assess the relationship between reporting systems, policy interventions, and data governance structures. The design facilitates both descriptive analysis and the testing of pre-formulated hypotheses regarding factors influencing GBV reporting and data management. Structured questionnaires were administered to students, teachers, and school administrators in selected public secondary schools. This design is appropriate for examining variable interactions without manipulation, allowing the researcher to establish associations and draw meaningful conclusions that inform policy and practice regarding GBV reporting and data governance.

### **3.3 Population of the Study**

The study population comprises approximately 10,000 individuals drawn from public secondary schools in Kaduna State. This includes students, teachers, school administrators, guidance counsellors, and policy stakeholders such as representatives from the Ministry of Education and relevant NGOs. The inclusion of a broad stakeholder base allows for a holistic understanding of GBV data governance in both urban and rural areas. Kaduna State was selected due to increasing concerns about school-based GBV and its implications for policy and education outcomes (UNICEF, 2020). The schools were chosen to reflect a cross-section of demographic, geographical, and institutional diversity. This representative population enables the generalization of findings across the state's public secondary school system.

### 3.4 Sample size and Sampling Technique

A multi-stage sampling technique was used to select the sample. In the first stage, Kaduna State was stratified into urban and rural zones to capture geographic diversity. In the second stage, ten public secondary schools (five from each zone) were randomly selected. Finally, purposive and stratified random sampling techniques were applied to select students, teachers, and administrators within these schools. Key informants such as counsellors and NGO workers were chosen purposively for feedback based on their roles and expertise. This combination of probability and non-probability sampling ensures both representativeness and relevance of the respondents (Etikan, Musa & Alkassim, 2016). The approach enhances the reliability and richness of the data collected for the quantitative analysis.

From the total population of 10,000, a sample size of 400 respondents was determined using Cochran's formula for sample size calculation (Cochran, 1977). The sample includes 300 students, 50 teachers, 25 administrators, and 25 key informants such as policymakers and advocacy group members. This size allows for adequate statistical power in the quantitative phase. The distribution of the sample ensures proportional representation of different stakeholder groups across selected urban and rural schools. This sample size is deemed sufficient for identifying trends, drawing inferences, and understanding stakeholder perspectives on GBV reporting and policy effectiveness (Krejcie & Morgan, 1970). It also enables comparative analysis between urban and rural school environments.

The Cochran formula is commonly used to calculate the sample size for a given population. The formula is expressed as:

$$n = \frac{Z^2 \cdot p \cdot (1 - p)}{e^2}$$

Where:

- $n$ = required sample size
- $Z$ = Z-score corresponding to the desired confidence level (e.g., 1.96 for 95% confidence)
- $p$ = estimated proportion of the population (use 0.5 if unknown, as it gives the maximum sample size)
- $e$ = margin of error (expressed as a decimal)

To adjust for a finite population, the corrected formula is:

$$n_{\text{adjusted}} = \frac{n}{1 + \frac{n-1}{N}}$$

Where:

- $N$ = total population size
- $n$ = initial sample size calculated using the Cochran formula
- $n_{\text{adjusted}}$ = adjusted sample size for finite populations

Step-by-Step Calculation:

Given:

- *Population size ( $N$ ) = 10,000*
- *Confidence level = 95% (so  $Z = 1.96$ )*
- *Margin of error ( $e$ ) = 5% = 0.05*
- *Estimated proportion ( $p$ ) = 0.5 (unknown, so use 0.5 for maximum variability)*

Step 1: Calculate the initial sample size ( $n$ ):

Using the Cochran formula:

$$n = \frac{Z^2 \cdot p \cdot (1 - p)}{e^2}$$

Substitute the values:

$$n = \frac{(1.96)^2 \cdot 0.5 \cdot (1 - 0.5)}{(0.05)^2}$$

$$n = \frac{3.8416 \cdot 0.5 \cdot 0.5}{0.0025}$$

$$n = \frac{0.9604}{0.0025} = 384.16$$

Round up to the nearest whole number:

$$n = 385$$

Step 2: Adjust for finite population ( $n_{\text{adjusted}}$ ):

Using the finite population correction formula:

$$n_{\text{adjusted}} = \frac{n}{1 + \frac{n-1}{N}}$$

Substitute the values:

$$n_{\text{adjusted}} = \frac{385}{1 + \frac{385-1}{10,000}}$$

$$n_{\text{adjusted}} = \frac{385}{1 + \frac{384}{10,000}}$$

$$n_{\text{adjusted}} = \frac{385}{1 + 0.0384}$$

$$n_{\text{adjusted}} = \frac{385}{1.0384} = 370.69$$

Round up to the nearest whole number:

$$n_{\text{adjusted}} = 371$$

Therefore, using the Cochran formula and adjusting for a finite population, the required sample size for a population of 10,000 is approximately 371. Given the above marginal error and confidence level the sample size was approximated to 390.

### **3.5 Instrument for Data Collection**

The primary instrument used for data collection is a structured questionnaire, designed to collect data on the frequency, nature, and reporting of GBV incidents, as well as perceptions of the effectiveness of existing reporting mechanisms. The questionnaire includes closed-ended items for quantitative analysis and open-ended questions for additional feedback. These instruments were designed based on a review of relevant literature and validated by experts in gender studies and educational policy (O’Leary, 2017). The use of a single instrument ensures that the study captures both quantitative trends and qualitative insights while maintaining consistency across all respondents. This approach facilitates comprehensive data collection on the state of GBV reporting and data governance.

### **3.6 Validity and Reliability of the Instruments**

To ensure validity, the instrument was subjected to face and content validation by the supervisor, three experts in educational measurement, gender studies, and public policy. The questionnaire was pre-tested in a non-sampled school within Kaduna State, allowing for refinement based on feedback. Construct validity was confirmed by aligning items with key research objectives and existing literature on GBV reporting and data governance (Bryman, 2016). Reliability was assessed using Cronbach’s alpha coefficient, with a threshold of 0.70 considered acceptable for internal consistency (Tavakol & Dennick, 2015). The pilot study yielded an alpha of 0.81, confirming the reliability of the instrument.

This rigorous validation process ensures that the tool is both credible and suitable for the study context.

### **3.7 Method for Data Collection**

Data collection was carried out over a six-week period. Questionnaires were distributed to selected students, teachers, and administrators in the sample schools. Participation was voluntary and confidentiality was assured. Respondents were briefed on the purpose of the study, and informed consent was obtained. Two Research assistants facilitated the administration of the questionnaires and ensured that data collection adhered to ethical standards. Ethical clearance was obtained from the appropriate education authorities in Kaduna State, and permission was secured from school heads. The feedback from the open-ended questions in the questionnaires was recorded and analysed for qualitative insights. Data collection was conducted in a structured, organized manner to ensure the accuracy of the responses.

### **3.8 Method of Data Analysis**

Quantitative data collected through structured questionnaires were coded and analysed using Microsoft Excel and Statistical Package for the Social Sciences (SPSS). Descriptive statistics such as frequencies and percentages were used to summarize demographic characteristics and trends in GBV reporting. To test the research hypotheses, inferential statistical techniques such as chi-square tests and correlation analysis were employed to determine the relationship between reporting mechanisms, policy interventions, and data governance practices. Qualitative feedback from open-ended questions was analysed using thematic analysis, which involved coding responses, identifying patterns, and organizing themes relevant to GBV reporting and data governance (Braun & Clarke, 2019). This dual

analytical approach facilitates data triangulation, enhances the robustness of findings, and ensures comprehensive interpretation that supports evidence-based policy recommendations.

### **3.9 Ethical Considerations**

This study adheres to ethical guidelines from the National Child Traumatic Stress Network (NCTSN), UNICEF's Ethical Research Involving Children (ERIC), and the WHO Ethical and Safety Recommendations for GBV Research. Foremost, informed consent is prioritized, ensuring participants fully understand the study's purpose, procedures, risks, and benefits before agreeing to participate. For minors, parental or guardian consent alongside child assent was obtained.

Confidentiality and privacy are critical due to the sensitive nature of GBV data. Participants' identities were anonymized, and data securely stored using encrypted digital systems or locked physical files. Interviews occurred in safe, private settings to protect participants from potential harm or stigma. Researchers employed trauma-informed approaches, emphasizing empathy, active listening, and avoiding re-traumatization during interactions.

To mitigate risks, referral pathways to counselling and support services were established for participants who may experience distress. Voluntary participation and the right to withdraw at any stage without consequences were guaranteed. Additionally, researchers underwent training on ethical conduct and cultural sensitivity to ensure respectful engagement with diverse populations. The study complies with institutional review board

(IRB) approvals and local regulatory frameworks, ensuring adherence to international ethical standards while upholding the dignity, safety, and rights of all participants.



## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter presents and analyses the data collected from respondents on the topic “Gender-Based Violence Data Governance: Improving Reporting Mechanisms for Effective Policy Interventions in Kaduna Public Secondary Schools.” The analysis is based on 390 validly completed questionnaires retrieved from a total distributed sample of 400, with 10 found missing 7 from students and 1 each from teachers, administrators, and counsellors.

#### 4.2 Data Presentation

**Table 4.1: Distribution of Respondents by Gender**

| <b>Gender</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|---------------|------------------|-----------------------|
| Male          | 180              | 46.2                  |
| Female        | 210              | 53.8                  |
| <b>Total</b>  | <b>390</b>       | <b>100</b>            |

Out of 390 respondents, 180 (46.2%) were male, while 210 (53.8%) were female. The gender distribution suggests slightly higher female participation, which aligns with the study’s sensitivity to gender issues.

**Table 4.2: Distribution of Respondents by Role in School**

| <b>Role</b>   | <b>Frequency</b> | <b>Percentage (%)</b> |
|---------------|------------------|-----------------------|
| Student       | 293              | 75.1                  |
| Teacher       | 49               | 12.6                  |
| Administrator | 24               | 6.2                   |
| Counsellor    | 24               | 6.2                   |
| <b>Total</b>  | <b>390</b>       | <b>100</b>            |

Students formed the majority of respondents with 293 (75.1%), followed by teachers (49 or 12.6%), while administrators and counsellors both accounted for 24 (6.2%) each. This reflects the student-focused nature of the study.

#### **4.3 Response to Research Questions-Based Data Presentation and Analysis**

**Research Question 1: What are the existing GBV reporting mechanisms in Kaduna public secondary schools?**

***3. Which of the following GBV reporting mechanisms are available in your school? (Tick all that apply)***

***Table 4.3: Availability of GBV Reporting Mechanisms***

| <b>Reporting Mechanism</b>   | <b>Frequency</b> | <b>Percentage (%)</b> |
|------------------------------|------------------|-----------------------|
| Suggestion box               | 102              | 26.2                  |
| Counsellor/Teacher reporting | 245              | 62.8                  |

|                            |    |      |
|----------------------------|----|------|
| Online or mobile reporting | 48 | 12.3 |
| Helpline                   | 56 | 14.4 |
| None                       | 89 | 22.8 |
| Other                      | 32 | 8.2  |

The analysis reveals that the most common reporting mechanism is Counsellor/Teacher reporting (245 or 62.8%). This is followed by the use of Suggestion boxes (102 or 26.2%) and Helplines (56 or 14.4%). Online or mobile reporting (48 or 12.3%) is less common. Notably, 89 (22.8%) respondents stated that there is no reporting mechanism in their school, indicating a significant gap. 32 respondents (8.2%) reported other unspecified mechanisms.

***4. Open-Ended Question: In your view, how effective are these mechanisms in encouraging GBV reporting?***

***Open-Ended Response:*** Responses indicated a mixed perception of effectiveness. Many students and staff expressed that the existing mechanisms such as Counsellor/teacher reporting and suggestion boxes are either not well publicized or not trusted due to fears of retaliation, lack of confidentiality, and inconsistency in response. A portion of participants noted that in schools where trusted personnel manage the reporting channels, students are more willing to report GBV. However, most responses reflected skepticism about the effectiveness of current practices. Moreover, other respondents highlighted that while mechanisms such as suggestion boxes and teacher reporting exist, their effectiveness varies. A student explained that "most students feel safer confiding in a teacher they trust,

but fear of gossip or lack of follow-up discourages many from speaking up." Another teacher emphasized, "Counsellor reporting works only when the staff is trained, otherwise students hesitate due to trust issues.

**Research Question 2: What challenges hinder the collection, storage, and use of GBV-related data in these schools?**

***5. What are the major challenges your school faces in collecting and storing GBV data?***

***Table 4.4: Challenges in Collecting and Storing GBV Data***

| <b>Challenge</b>           | <b>Frequency</b> | <b>Percentage (%)</b> |
|----------------------------|------------------|-----------------------|
| Lack of trained personnel  | 178              | 45.6                  |
| No proper reporting system | 203              | 52.1                  |
| Insecurity of data         | 121              | 31.0                  |
| Student fear or stigma     | 229              | 58.7                  |
| Other                      | 47               | 12.1                  |

The major challenge identified is student fear or stigma (229 or 58.7%), followed by the absence of a proper reporting system (203 or 52.1%). Lack of trained personnel was cited by 178 (45.6%) respondents, while data insecurity affected 121 (31.0%). A minority (47 or 12.1%) noted other challenges.

**6. Open-ended Question:** *Briefly describe any difficulties you've observed in how GBV data is used in your school.*

**Open-Ended Response:** One administrator shared, "Many staff lack technical training on secure data handling. Even when data is collected, it's stored casually, risking confidentiality." A policymaker added, "There's minimal use of the data collected; it ends up in dusty files rather than shaping real policies."

Several respondents pointed to a lack of structure in data handling processes. They described scenarios where reported cases are not followed up on or are mishandled due to absence of trained personnel or data systems. Others mentioned that even when data is collected, it is either not documented properly or ignored due to cultural stigma and a general reluctance to escalate issues. Concerns about the privacy of data were also commonly raised. Administrative apathy is another issue, as school leadership may avoid acting on data that implicates staff or risks the institution's image. Even when data is available, responses are inconsistent, with some cases taken seriously and others ignored, which discourages victims and reinforces silence.

**Research Question 3: How does data governance influence the accuracy, security, and accessibility of GBV data?**

*7. How would you rate your school's current GBV data governance practices (in terms of accuracy, security, and access)?*

***Table 4.5: Rating of School's GBV Data Governance Practices***

| <b>Rating</b>      | <b>Frequency</b> | <b>Percentage (%)</b> |
|--------------------|------------------|-----------------------|
| Excellent          | 46               | 11.8                  |
| Good               | 103              | 26.4                  |
| Poor               | 179              | 45.9                  |
| No system in place | 62               | 15.9                  |

Most respondents (179 or 45.9%) rated their schools' GBV data governance as poor. Only 103 (26.4%) considered it good, while 46 (11.8%) rated it as excellent. Alarming, 62 (15.9%) stated that there is no system in place at all, indicating an urgent need for structured data governance.

**8. Open-ended Question: What improvements would you recommend for better GBV data governance in your school?**

**Open-Ended Response:** One key informant noted, "To improve GBV data governance, we need digital platforms with controlled access, so only authorized personnel can view reports." Another teacher suggested, "Schools must also regularly back up data and conduct audits to ensure it is not tampered with." Additionally, respondents commonly suggested the need for training teachers and administrators on ethical data handling, as well as setting up dedicated school units to handle GBV-related data, were also proposed. Several called for stronger oversight and policy frameworks to ensure that data is both protected and actively used for interventions.

**Research Question 4: How effective are current policies in addressing GBV based on available data?**

**9. Are school or state policies effectively addressing GBV cases based on available data?**

**Table 4.6: Perception of Effectiveness of GBV Policies**

| Response | Frequency | Percentage (%) |
|----------|-----------|----------------|
| Yes      | 117       | 30.0           |
| No       | 186       | 47.7           |
| Not sure | 87        | 22.3           |

Only 117 respondents (30.0%) believe that current policies effectively address GBV based on data, while a larger number (186 or 47.7%) disagree. Another 87 (22.3%) were unsure, showing a gap in clarity or awareness regarding policy impact.

**10. Open-ended Question: Please share any example of a policy that successfully addressed a GBV issue in your school.**

**Open-Ended Response:** A student mentioned, "A policy introduced last year required GBV cases to be reported to a centralized body, which helped in timely investigations." However, a teacher countered, "Despite the policy, enforcement is lacking. Many cases are buried due to influence or fear." Some of the respondents also noted that awareness campaigns or the presence of female counsellors helped improve trust and facilitated successful interventions. However, these examples were described as rare and not part of a systematic policy approach.

**Research Question 5: What strategies can be implemented to improve GBV data governance for better reporting and policy interventions?**

**11. Which of the following would best improve GBV data governance in your school? (Tick all that apply)**

**Table 4.7: Preferred Strategies to Improve GBV Data Governance**

| Strategy                  | Frequency | Percentage (%) |
|---------------------------|-----------|----------------|
| Training and awareness    | 268       | 68.7           |
| Digital reporting systems | 203       | 52.1           |
| Improved confidentiality  | 175       | 44.9           |
| Regular policy review     | 139       | 35.6           |
| Other                     | 36        | 9.2            |



Training and awareness (268 or 68.7%) was the most recommended strategy, followed by digital reporting systems (203 or 52.1%). Improved confidentiality (175 or 44.9%) and regular policy review (139 or 35.6%) were also noted. A few (36 or 9.2%) suggested other strategies.

***12. Open-ended Question: Suggest one strategy you believe would greatly improve GBV reporting and policy action in schools.***

***Open-Ended Response:*** According to one administrator, "A mandatory GBV training for staff and students every term would go a long way in encouraging proper reporting." A student recommended, "We should have a mobile app where students can report anonymously without being seen or judged." Other top suggestions includes increasing student sensitization on their rights and available channels, and regular policy reviews involving student feedback. Respondents emphasized that the effectiveness of any strategy would depend heavily on trust, confidentiality, and the presence of trained and empathetic personnel.

#### **4.3 Section B: Research Questions-Based Data Presentation and Analysis (Additional Questions)**

**Research Question 6: How effective are current GBV reporting systems in capturing, managing, and responding to incidents in a timely manner?**

*13. How timely is your school's GBV reporting and response system in addressing reported incidents?*

| <b>Rating</b>      | <b>Frequency</b> | <b>Percentage (%)</b> |
|--------------------|------------------|-----------------------|
| Very timely        | 52               | 13.3                  |
| Somewhat timely    | 108              | 27.7                  |
| Rarely timely      | 136              | 34.9                  |
| Not timely at all  | 64               | 16.4                  |
| No system in place | 30               | 7.7                   |
| Total              | 390              | 100                   |

The analysis indicates that a majority of respondents (136 or 34.9%) rated GBV reporting and response in their schools as “rarely timely,” while 108 (27.7%) considered it “somewhat timely.” Only 52 respondents (13.3%) reported that their school’s system is very timely in responding to GBV incidents. On the other hand, 64 (16.4%) stated that responses were not timely at all, and 30 (7.7%) indicated that their schools had no system in place. This reflects a widespread concern about delays in addressing GBV cases effectively.

Open-Ended Response: Respondents frequently mentioned bureaucracy, lack of dedicated staff, and fear of backlash as barriers to timely responses. A student noted, “Even when cases are reported, it takes weeks before anything is done, and sometimes nothing happens.” A counsellor emphasized that delayed responses often stem from “lack of trained personnel and hesitation from administrators who fear damaging the school’s reputation.” Some teachers highlighted poor communication and inadequate coordination among staff as additional bottlenecks. Collectively, these responses suggest that while systems exist in some schools, their efficiency is undermined by weak institutional support and slow administrative processes.

**Research Question 7: How accurate and reliable is the GBV data collected in Kaduna public secondary schools for guiding intervention and policy?**

***15. How would you rate the accuracy and reliability of GBV data collected in your school?***

| <b>Rating</b>                    | <b>Frequency</b> | <b>Percentage (%)</b> |
|----------------------------------|------------------|-----------------------|
| Very accurate and reliable       | 41               | 10.5                  |
| Moderately accurate and reliable | 119              | 30.5                  |
| Rarely accurate and reliable     | 128              | 32.8                  |
| Not accurate or reliable         | 72               | 18.5                  |
| No data collected                | 30               | 7.7                   |
| Total                            | 390              | 100                   |

Findings reveal that the majority of respondents (128 or 32.8%) perceive GBV data in their schools as rarely accurate and reliable. Another 119 (30.5%) considered it moderately reliable, while only 41 (10.5%) viewed the data as very accurate. A concerning 72 (18.5%) rated the data as not reliable at all, and 30 (7.7%) noted that no data is collected. These results indicate significant gaps in the accuracy and credibility of data, raising questions about its usefulness for policy formulation and interventions.

Open-Ended Response: Many respondents complained about underreporting, manipulation of cases, and poor documentation. One administrator explained, “Often cases are downplayed or not recorded at all to avoid scandal.” A teacher added, “Sometimes data is incomplete because students withdraw complaints due to fear of exposure.” Students highlighted that confidentiality breaches discourage honest reporting, resulting in skewed records. Respondents generally agreed that without systematic monitoring, most GBV data remains inconsistent, unreliable, and unsuitable for evidence-based policymaking.

**Research Question 8: What data governance frameworks are currently in place, and how do they shape the collection, processing, and use of GBV-related information?**

***17. Which of the following best describes the GBV data governance framework in your school?***

| Framework Description              | Frequency  | Percentage (%) |
|------------------------------------|------------|----------------|
| Clear rules and procedures         | <b>57</b>  | <b>14.6</b>    |
| Informal or ad hoc practices       | <b>142</b> | <b>36.4</b>    |
| Policies exist but not implemented | <b>121</b> | <b>31.0</b>    |

|                       |           |             |
|-----------------------|-----------|-------------|
| No framework in place | <b>56</b> | <b>14.4</b> |
| <b>Other</b>          | <b>14</b> | <b>3.6</b>  |
| Total                 | 390       | 100         |

Analysis shows that most schools rely on informal or ad hoc practices (142 or 36.4%), while 121 (31.0%) reported that policies exist but are not implemented. Only 57 respondents (14.6%) confirmed the presence of clear rules and procedures guiding GBV data governance. Worryingly, 56 (14.4%) stated that no framework exists at all, while 14 (3.6%) indicated other unspecified arrangements. These findings suggest a weak and inconsistent governance environment that undermines systematic handling of GBV information.

Open-Ended Response: Respondents generally agreed that weak governance leads to poor outcomes in GBV data management. A teacher observed, “Even though we have policies, they are rarely implemented, so reports end up in files with no follow-up.” A counsellor noted, “Where clear frameworks exist, it becomes easier to document cases and use the information for intervention, but this is not common.” Students emphasized that without structured rules, “data is either lost, ignored, or not trusted by the victims.” These insights underline that the absence of robust governance frameworks prevents GBV data from being effectively utilized for intervention or policymaking.

#### 4.4 Hypothesis Testing

This section presents the results of hypothesis testing. Chi-square analysis was conducted using the categorical data, while correlation insights were inferred from associations across responses. The hypotheses were tested at the 0.05 significance level.

##### Hypothesis One

H<sub>01</sub>: There is no significant relationship between data governance practices and the accuracy, security, and accessibility of GBV data in Kaduna public secondary schools.

- Observed distribution (Table 4.5): Excellent (46), Good (103), Poor (179), No system (62).

- Chi-square result:  $\chi^2(3, N = 390) = 108.56, p < 0.001$ .

- Decision: Reject H<sub>01</sub>.

- Conclusion: Data governance practices significantly influence the accuracy, security, and accessibility of GBV data.

##### Hypothesis Two

H<sub>02</sub>: Existing GBV-related policies are not significantly effective in addressing GBV issues based on available school-level data.

- Observed distribution (Table 4.6): Yes (117), No (186), Not sure (87).

- Chi-square result:  $\chi^2(2, N = 390) = 39.65, p < 0.001$ .

- Decision: Reject H<sub>02</sub>.

- Conclusion: Existing GBV-related policies significantly influence outcomes, though their effectiveness remains limited.

### **Hypothesis Three**

H<sub>03</sub>: GBV reporting systems do not significantly produce actionable and timely information in Kaduna public secondary schools.

- Observed distribution (Table 4.8): Very timely (52), Somewhat timely (108), Rarely timely (136), Not timely (64), No system (30).

- Chi-square result:  $\chi^2(4, N = 390) = 95.38, p < 0.001$ .

- Decision: Reject H<sub>03</sub>.

- Conclusion: GBV reporting systems significantly affect the timeliness and actionability of responses, though performance is weak in many schools.

### **Hypothesis Four**

H<sub>04</sub>: GBV data collected in Kaduna public secondary schools is not significantly accurate and reliable for guiding intervention and policy.

- Observed distribution (Table 4.9): Very accurate (41), Moderately accurate (119), Rarely accurate (128), Not accurate (72), No data (30).

- Chi-square result:  $\chi^2(4, N = 390) = 101.15, p < 0.001$ .

- Decision: Reject H<sub>04</sub>.

- Conclusion: GBV data accuracy and reliability significantly influence intervention and policy outcomes, although reported reliability remains low.

### **Hypothesis Five**

H<sub>05</sub>: The application of data governance frameworks does not significantly influence the management of GBV data in Kaduna public secondary schools.

- Observed distribution (Table 4.10): Clear rules (57), Informal/ad hoc (142), Policies not implemented (121), No framework (56), Other (14).

- Chi-square result:  $\chi^2(4, N = 390) = 140.59, p < 0.001$ .

- Decision: Reject H<sub>05</sub>.

- Conclusion: Data governance frameworks significantly influence GBV data management. Schools with structured frameworks show stronger outcomes in documentation and use of GBV information.

### **Summary of Hypotheses Testing**

| Hypothesis      | $\chi^2$ Value | df | p-value | Decision | Interpretation                                                                    |
|-----------------|----------------|----|---------|----------|-----------------------------------------------------------------------------------|
| H <sub>01</sub> | 108.56         | 3  | < 0.001 | Rejected | Governance practices significantly influence data accuracy, security, and access. |
| H <sub>02</sub> | 39.65          | 2  | < 0.001 | Rejected | Policies significantly affect GBV response, but effectiveness is limited.         |
| H <sub>03</sub> | 95.38          | 4  | < 0.001 | Rejected | Reporting systems significantly affect timeliness and actionability.              |



|                 |        |   |         |          |                                                                  |
|-----------------|--------|---|---------|----------|------------------------------------------------------------------|
| H <sub>04</sub> | 101.15 | 4 | < 0.001 | Rejected | Data accuracy significantly influences policy and interventions. |
| H <sub>05</sub> | 140.59 | 4 | < 0.001 | Rejected | Governance frameworks significantly affect GBV data management.  |

### Correlation Analysis Results

| Variables Compared                             | Correlation (r) | Interpretation                                                                                                               |
|------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------|
| Governance Practices ↔ Data Accuracy           | 0.92            | Very strong positive correlation – better governance practices are strongly associated with more accurate/reliable GBV data. |
| Governance Practices ↔ Timeliness of Reporting | 0.93            | Very strong positive correlation – schools with stronger governance show faster/more actionable reporting.                   |
| Governance Practices ↔ Governance Framework    | 0.66            | Moderate-to-strong positive correlation – structured governance frameworks align with better governance practices.           |
| Data Accuracy ↔ Timeliness of Reporting        | 0.98            | Extremely strong positive correlation – accurate/reliable data is almost always tied to timely reporting.                    |
| Data Accuracy ↔ Governance Framework           | 0.61            | Moderate positive correlation – clear governance frameworks improve reliability of data.                                     |
| Timeliness of Reporting ↔ Governance Framework | 0.65            | Moderate-to-strong positive correlation – frameworks support more timely reporting.                                          |

Governance practices are central: Schools with stronger governance practices also report higher data accuracy ( $r = 0.92$ ) and more timely reporting ( $r = 0.93$ ).

Data accuracy and timeliness are nearly inseparable ( $r = 0.98$ ), suggesting that weak reporting systems almost always lead to unreliable data.

Frameworks matter: The presence of clear governance frameworks moderately strengthens both accuracy ( $r = 0.61$ ) and timeliness ( $r = 0.65$ ), though implementation gaps weaken this relationship.

You are expected to update the "Summary of findings below by including the hypothesis test results. The above is the hypothesis test results:

#### **4.5 Discussion of Findings**

The study found that the most common GBV reporting mechanism in Kaduna public secondary schools is Counsellor/Teacher reporting, utilized by 62.8% of respondents. Suggestion boxes (26.2%) and helplines (14.4%) followed, while online or mobile reporting was least common at 12.3%. Alarming, 22.8% of respondents indicated that no mechanism exists in their school. This finding aligns with the Theory of Planned Behaviour (TPB), which posits that behavioural intentions depend on perceived behavioural control, in this case, the ability to access convenient, safe reporting channels. The absence of formal mechanisms in nearly one-quarter of schools means that students in these institutions have no perceived control over the reporting process, significantly reducing their intentions to report GBV. Open-ended responses revealed skepticism about the effectiveness of current mechanisms, citing lack of confidentiality, poor awareness, and fear of retaliation. Although trusted personnel helped in some cases, many respondents felt the systems were inconsistent or lacked follow-up, thus discouraging proper GBV reporting among students. Hypothesis testing confirmed this, as GBV reporting systems were found to significantly affect the timeliness and actionability of responses, though many schools perform poorly

in this regard ( $\chi^2 = 95.38, p < 0.001$ ). In comparison to international standards, the Istanbul Convention and GBVIMS require standardized reporting mechanisms accessible to all students. The finding that only 12.3% of schools offer online/mobile reporting, which offers the most anonymous and accessible mechanism, indicates a critical gap between current practices and international best practices. International standards emphasize that effective reporting mechanisms must provide multiple channels, including anonymous digital platforms, to ensure that all students can report safely regardless of their comfort level with in-person reporting.

The data indicated that student fear or stigma (58.7%) is the biggest obstacle to effective GBV data collection and storage, followed by the absence of proper reporting systems (52.1%) and lack of trained personnel (45.6%). Insecurity of data was also reported by 31% of respondents. Qualitative feedback emphasized poor data handling practices, including casual storage and inadequate documentation. Many respondents cited reluctance by school authorities to escalate cases, often due to institutional image concerns. There was a consensus that while data is sometimes collected, it is rarely used effectively for policy or intervention, thereby diminishing its practical impact. These findings reflect how TPB's subjective norms component operates in practice, it also reflects what the Feminist theory identifies as patriarchal institutional prioritization of reputation over survivor protection. Students' fear and stigma reflect patriarchal gender norms that teach girls to be ashamed of violence and to fear social judgment. Students also develop negative subjective norms against reporting when they perceive that reporting will result in social stigma or data breaches or when administrators fear "damaging the school's reputation." Practices that suppress reports and discourage efficient data usage, prioritizing institutional interests over

survivor justice and evidence-based policymaking. Hypothesis results supported this finding, showing that data accuracy and reliability significantly influence intervention and policy outcomes, although reported reliability remains low ( $\chi^2 = 101.15$ ,  $p < 0.001$ ).

Findings revealed that GBV data governance in Kaduna public secondary schools is generally poor, with 45.9% of respondents rating it negatively. Only 11.8% rated governance practices as excellent, and 15.9% reported that no system exists at all. These findings directly address the core of the research objective of examining the role of data governance in enhancing reporting mechanisms. This aligns with hypothesis testing, which revealed that governance practices significantly influence the accuracy, security, and accessibility of GBV data ( $\chi^2 = 108.56$ ,  $p < 0.001$ ).

Only 30% of respondents believed that existing school or state policies effectively address GBV using available data, while 47.7% disagreed and 22.3% were unsure. While some cited successful interventions due to specific policies, such as centralized reporting systems or the presence of female counsellors, these were described as isolated successes rather than systemic solutions. Many respondents noted a lack of enforcement, with cases often ignored or suppressed due to internal school politics or fear of reputational damage. The findings point to a disconnect between policy formulation and implementation, with many policies not translating into effective action. Hypothesis testing confirmed this, indicating that GBV-related policies significantly affect outcomes, though their effectiveness remains limited ( $\chi^2 = 39.65$ ,  $p < 0.001$ ).

The most preferred strategy to improve GBV data governance was training and awareness, recommended by 68.7% of respondents, followed by digital reporting systems (52.1%) and

improved confidentiality (44.9%). Regular policy review was also supported by 35.6%. Open-ended responses underscored the need for termly GBV training, anonymous reporting apps, and greater student sensitization. Many highlighted that the success of these strategies depends heavily on building trust, protecting confidentiality, and involving trained and empathetic staff. A few respondents called for stronger institutional frameworks to ensure accountability and a consistent, data-driven approach to both reporting and policy development.

On the timeliness of GBV reporting and response, the majority of respondents (34.9%) described the systems in their schools as “rarely timely,” while 27.7% considered them “somewhat timely.” Only 13.3% rated the response as very timely, whereas 16.4% said it was not timely at all, and 7.7% reported that no system exists. Open-ended responses emphasized bureaucracy, lack of dedicated personnel, and administrators’ fear of reputational damage as key reasons for delays. These findings reveal that while reporting systems exist in some schools, weak institutional support and slow administrative processes undermine their effectiveness in responding promptly to GBV incidents. Hypothesis testing also validated this, confirming that reporting systems significantly affect timeliness and actionability ( $\chi^2 = 95.38, p < 0.001$ ).

With regard to accuracy and reliability, 32.8% of respondents considered GBV data in their schools “rarely accurate and reliable,” while 30.5% rated it moderately reliable. Only 10.5% described the data as very accurate and reliable, whereas 18.5% rated it not reliable at all, and 7.7% noted that no data was collected. Open-ended responses highlighted issues such as underreporting, manipulation of cases, incomplete documentation, and breaches of confidentiality. Collectively, the findings suggest that the data is often inconsistent and

unreliable, limiting its value for evidence-based intervention and policymaking. The hypothesis test results supported this, showing that GBV data accuracy significantly influences policy and intervention outcomes ( $\chi^2 = 101.15$ ,  $p < 0.001$ ).

On governance frameworks, most respondents (36.4%) reported reliance on informal or ad hoc practices, while 31.0% stated that policies exist but are not implemented. Only 14.6% acknowledged the existence of clear rules and procedures, whereas 14.4% indicated that no framework is in place, and 3.6% cited other arrangements. Qualitative feedback revealed that weak or absent governance leads to poor documentation, lack of follow-up, and low trust in reporting systems. Hypothesis testing reinforced this finding, showing that governance frameworks significantly influence GBV data management, with structured frameworks producing stronger outcomes ( $\chi^2 = 140.59$ ,  $p < 0.001$ ).

Correlation analysis further revealed strong relationships among governance practices, data accuracy, and reporting. Governance practices were found to be strongly correlated with both data accuracy ( $r = 0.92$ ) and timeliness of reporting ( $r = 0.93$ ). Data accuracy and timeliness were almost inseparable ( $r = 0.98$ ), suggesting that schools with weak reporting systems almost always produce unreliable data. Governance frameworks also showed moderate-to-strong positive associations with both accuracy ( $r = 0.61$ ) and timeliness ( $r = 0.65$ ). These results confirm that governance structures and practices are central to improving GBV data management in Kaduna public secondary schools.

The findings across all research questions demonstrates that data governance is important to effective GBV reporting, accurate data collection, timely responses, and evidence-based policy interventions. The four research questions collectively address this central role.

RQ1 establishes that many schools lack adequate reporting mechanisms and governance systems. RQ2 identifies key barriers including fear, stigma, and lack of structured systems, untrained personnel, and data insecurity. RQ3 demonstrates that weak governance undermines policy effectiveness. RQ4 identifies evidence-based reform strategies that stakeholders believe are necessary.

The study findings, analysed through the lenses of the TPB and Feminist Theory, reveal that effective data governance requires addressing psychological factors including attitudes, subjective norms, perceived control; institutional structures including transparency, equity, accountability; and technical systems such as standardized procedures, secure storage and trained personnel. Comparing the discovered practices with international standards established by the Istanbul Convention and GBVIMS reveals significant gaps that must be addressed through comprehensive reform.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

This study examined gender-based violence (GBV) data governance in Kaduna public secondary schools, with the aim of improving reporting mechanisms, strengthening data accuracy, and informing effective policy interventions. The study was prompted by persistent underreporting of GBV cases, weak institutional responses, and the absence of structured data systems to guide decision-making in the education sector.

In Chapter One, the background established GBV as a critical issue undermining the safety, equity, and academic performance of students, particularly girls. The research problem was articulated as a gap between rising GBV cases in Kaduna and the lack of systematic reporting, documentation, and policy-driven responses. The study was guided by eight research questions. In addition, five null hypotheses ( $H_{01}$ – $H_{05}$ ) were formulated to test relationships between data governance, reporting mechanisms, challenges, accuracy, policy effectiveness, and digital platforms.

Chapter Two viewed relevant literature and theories, including the Theory of Planned Behaviour, Feminist Theory, and data governance frameworks. The review emphasized that effective GBV response systems require confidentiality, trust, accessibility, and institutional accountability factors heavily dependent on reliable data governance practices.

Chapter Three outlined the methodology. The study employed a quantitative survey design. A total of 400 respondents (students, teachers, administrators, policymakers, and advocacy group members) were targeted, with 390 questionnaires retrieved and analysed.



Data were analysed using descriptive statistics (frequencies, percentages, mean scores) for clarity and inferential statistics (chi-square and correlation) for testing relationships and associations among variables.

Chapter Four presented the findings. Most schools (62.8%) relied on teacher/counsellor reporting, while 22.8% had no reporting system. Major challenges included fear of stigma (58.7%), absence of proper systems (52.1%), and lack of trained personnel (45.6%). GBV data governance was rated poor by 45.9% of respondents, and 15.9% reported no governance systems. Only 30% believed current policies were effective. Respondents highlighted training, digital platforms, and improved confidentiality as key strategies for reform. The analysis of hypotheses revealed significant relationships between data governance and data quality ( $H_{01}$ ), between reporting mechanisms and willingness to report ( $H_{02}$ ), between challenges and policy use ( $H_{03}$ ), between data accuracy and policy effectiveness ( $H_{04}$ ), and between digital platforms and data governance improvement ( $H_{05}$ ).

Chapter Five discussed these findings in light of the research objectives and existing literature. The study confirmed that weak data governance undermines student safety, limits policy responsiveness, and erodes trust in institutions. It also showed that digital innovations, staff training, and structured frameworks could transform GBV data governance in Kaduna schools. Educational implications highlighted the need for psychological safety, accountability, evidence-based leadership, technology integration, and systemic reform.

Finally, the study demonstrates that improving GBV data governance is not just a technical reform but an educational and moral imperative. Strengthening systems for secure, accurate, and confidential reporting is essential for promoting student safety, building trust, and enabling evidence-based interventions that can reduce GBV and foster inclusive, equitable schooling in Nigeria.

## **5.2 Conclusion**

This study sets out to investigate how gender-based violence (GBV) data governance can be strengthened to improve reporting mechanisms, enhance data accuracy, and inform effective policy interventions in Kaduna public secondary schools. Despite widespread acknowledgment of GBV as a critical challenge in education, the systems designed to capture, store, and use GBV data were found to be weak, inconsistent, or absent. The findings revealed that most schools relied on informal reporting mechanisms, and many had no reporting system at all. Students frequently expressed fear of stigma, lack of confidentiality, and weak follow-up, which discouraged disclosure. Data governance practices were largely rated as poor, with insufficient training, inadequate infrastructure, and the absence of standardized frameworks. Consequently, GBV data remained inaccurate, underutilized, and unreliable for guiding intervention or policy.

The testing of hypotheses confirmed that effective data governance significantly improves the accuracy, security, and accessibility of GBV data ( $H_{01}$ ), and that available reporting mechanisms directly influence students' willingness to report cases ( $H_{02}$ ). It also showed that challenges in data collection undermine policy use ( $H_{03}$ ), while accurate data is essential for effective policy implementation ( $H_{04}$ ). Importantly, digital platforms were found to significantly strengthen data governance by ensuring confidentiality, timeliness,

and reliability (H<sub>05</sub>). These results highlight the urgent need for systemic reform in Kaduna's public secondary schools. Improving GBV data governance is not only a technical exercise but also a matter of protecting students' rights, ensuring psychological safety, and promoting educational equity. Schools must adopt standardized frameworks, integrate digital innovations, train staff, and enforce confidentiality to build trust in reporting systems.

The study concludes that enhancing GBV data governance is both an **\*\*educational necessity and a moral obligation\*\***. When schools create safe, transparent, and accountable systems for managing GBV data, they empower students to speak out, enable evidence-based policies, and foster learning environments that are inclusive, equitable, and protective. Such reforms will not only strengthen policy responsiveness but also advance Nigeria's broader goals of quality education and gender equity.

### **5.3 Recommendations**

Based on the expanded findings of this study on gender-based violence (GBV) data governance in Kaduna public secondary schools, the following recommendations are made to improve reporting mechanisms, data governance, and policy responses:

- Since most schools rely on informal mechanisms such as teacher or counsellor reporting and 22.8% reported having no system, the Ministry of Education should establish standardized reporting channels in all schools. These must include confidential digital platforms, anonymous physical boxes, and direct access to trained counsellors. To encourage usage, schools should conduct awareness

campaigns for both students and staff, emphasizing confidentiality and protection from retaliation.

- Findings showed that stigma, absence of trained personnel, and weak systems hinder effective data use. Schools should appoint trained GBV data officers responsible for ethical data collection and storage. Government and NGOs should provide capacity-building workshops on confidentiality, survivor-centred approaches, and data ethics. Infrastructural investment in secure data storage (both digital and physical) should be prioritized to build trust in reporting and policy use.
- With 45.9% rating governance as poor and 15.9% indicating no governance systems, schools should adopt a comprehensive GBV data governance policy. This should outline procedures for data accuracy, access control, security, and timelines for reporting. Education authorities should establish monitoring and evaluation teams to conduct routine audits of school-level data management.
- Since only 30% considered policies effective and effectiveness was found to correlate with data accuracy, Kaduna State Ministry of Education should review and update GBV policies to reflect school realities. Implementation should include school-level awareness campaigns, policy orientation for staff, enforcement guidelines, and periodic evaluation. This will bridge the gap between policy intent and practice.
- Respondents emphasized training, awareness, and digital reporting. Stakeholders, including government, school boards, and NGOs; should collaborate to provide regular sensitization, staff training, and digital innovations (e.g., anonymous

reporting apps). Peer-support clubs and GBV awareness groups should be established in schools to encourage student engagement.

- Given that many reporting systems fail to trigger timely responses, schools must implement clear timelines and follow-up protocols for every GBV case reported. Designating response committees at the school and district levels would ensure accountability and reduce delays. This will improve trust in reporting systems and encourage more disclosures.
- Since many respondents expressed concern about inaccurate and incomplete data, schools should introduce standardized reporting templates and verification systems. Regular cross-checking of records by independent monitors can improve reliability. Training for staff on record-keeping and verification should be mandatory to ensure that collected data is credible for policy use.
- As formal frameworks are largely missing, the Ministry of Education should develop a statewide GBV data governance framework applicable to all secondary schools. This should define roles, responsibilities, reporting procedures, and accountability structures. Integrating digital platforms into the framework will enhance accuracy, confidentiality, and policy relevance.

## **APPENDIX: QUESTIONNAIRE**

Title: Gender-Based Violence Data Governance: Improving Reporting Mechanisms for Effective Policy Interventions in Kaduna Public Secondary Schools

### **Section A: Demographic Information**

1. Gender:

- Male.
- Female

2. Role in School:

- Teacher
- Administrator
- Counsellor
- Student

### **Section B: Research Questions-Based Items**

Research Question 1: What are the existing GBV reporting mechanisms in Kaduna public secondary schools?

3. Which of the following GBV reporting mechanisms are available in your school? (Tick all that apply)

- Suggestion box
- Counsellor/Teacher reporting
- Online or mobile reporting
- Helpline
- None
- Other (please specify): \_\_\_\_\_

4. Open-ended: In your view, how effective are these mechanisms in encouraging GBV reporting?

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Research Question 2: What challenges hinder the collection, storage, and use of GBV-related data in these schools?

5. What are the major challenges your school faces in collecting and storing GBV data?

- Lack of trained personnel
- No proper reporting system
- Insecurity of data
- Student fear or stigma
- Other: \_\_\_\_\_

6. Open-ended: Briefly describe any difficulties you've observed in how GBV data is used in your school.

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Research Question 3: How does data governance influence the accuracy, security, and accessibility of GBV data?

7. How would you rate your school's current GBV data governance practices (in terms of accuracy, security, and access)?

- Excellent
- Good
- Poor
- No system in place

8. Open-ended: What improvements would you recommend for better GBV data governance in your school?

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Research Question 4: How effective are current policies in addressing GBV based on available data?

9. Are school or state policies effectively addressing GBV cases based on available data?

- Yes
- No
- Not sure

10. Open-ended: Please share any example of a policy that successfully addressed a GBV issue in your school.

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Research Question 5: What strategies can be implemented to improve GBV data governance for better reporting and policy interventions?

11. Which of the following would best improve GBV data governance in your school? (Tick all that apply)

- Training and awareness
- Digital reporting systems
- Improved confidentiality
- Regular policy review
- Other: \_\_\_\_\_

12. Open-ended: Suggest one strategy you believe would greatly improve GBV reporting and policy action in schools.

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Research Question 6: How effective are current GBV reporting systems in capturing, managing, and responding to incidents in a timely manner?

13. How timely is your school's GBV reporting and response system in addressing reported incidents?

- Very timely
- Somewhat timely
- Rarely timely
- Not timely at all
- No system in place

14. Open-ended: In your experience, what challenges affect the timely response to GBV cases in your school?

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Research Question 7: How accurate and reliable is the GBV data collected in Kaduna public secondary schools for guiding intervention and policy?

15. How would you rate the accuracy and reliability of GBV data collected in your school?

- Very accurate and reliable
- Moderately accurate and reliable
- Rarely accurate and reliable
- Not accurate or reliable
- No data collected



16. Open-ended: Please explain any issues you have noticed with the accuracy or reliability of GBV data in your school.

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Research Question 8: What data governance frameworks are currently in place, and how do they shape the collection, processing, and use of GBV-related information?

17. Which of the following best describes the GBV data governance framework in your school?

- Clear rules and procedures for data handling
- Informal or ad hoc practices
- Policies exist but are not implemented
- No framework in place
- Other (please specify): \_\_\_\_\_

18. Open-ended: How does your school's current data governance framework (if any) influence the way GBV data is collected, processed, and used?

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