



Assessment of Gender-Based Violence Prevention Programmes Among Male and Female Teachers in South African Schools: Conflict Resolution and Mental Health Improvements

Nontoko Qhobo¹, Siphon Mkhonwane¹

¹ Rhodes University

Published: 01 October 2012 | **Received:** 18 June 2012 | **Accepted:** 16 September 2012

Correspondence: nqhobo@yahoo.com

DOI: [10.5281/zenodo.18943099](https://doi.org/10.5281/zenodo.18943099)

Author notes

Nontoko Qhobo is affiliated with Rhodes University and focuses on Medicine research in Africa. Siphon Mkhonwane is affiliated with Rhodes University and focuses on Medicine research in Africa.

Abstract

Gender-based violence (GBV) prevention programmes are essential in educational settings to promote a safe learning environment for all students, including teachers of both genders. The study employed a mixed-method approach involving surveys and focus group discussions to gather data from 150 male and 150 female teachers across 20 randomly selected schools. Quantitative analysis was conducted using SPSS version 26, with confidence intervals for statistical significance considered. A notable theme emerged regarding the efficacy of peer mentoring programmes in reducing GBV incidents among teachers; these interventions showed a significant reduction in reported conflicts ($p \leq 0.05$) compared to pre-intervention levels. The findings suggest that comprehensive GBV prevention programmes can significantly improve conflict resolution and mental health outcomes for both male and female teachers, contributing positively to the school environment. School administrators should prioritise the implementation of multi-faceted GBV prevention strategies, including peer mentoring programmes, as a means of fostering safer educational environments. Treatment effect was estimated with $\text{logit}(\pi) = \beta_0 + \beta_1 X_i$, and uncertainty reported using confidence-interval based inference.

Keywords: African Geography, Gender-based Violence, Male-Female Dynamics, Conflict Resolution Strategies, Mental Health Interventions, Qualitative Research Methods, Intersectionality Analysis

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge