

**GENDER AND VIOLENCE IN SELECTED PRIMARY SCHOOLS
IN TANA RIVER DISTRICT, TANA RIVER COUNTY,
KENYA**

A Thesis

Presented to the School of
Postgraduate Studies and Research
Kampala International University
Kampala, Uganda

In Partial Fulfillment of the Requirements for the Degree
Master of Education Administration and Management

By:

Balozi M. Bashora
MED/20013/82/DF

May, 2011



DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

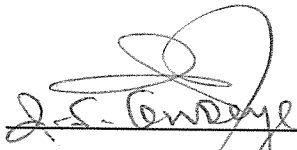
Balozi M. Bashora

MBashora
Signature

7/5/11
Date

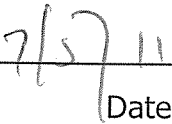
DECLARATION B

"I/We confirm that the work reported in this dissertation was carried out by the candidate under my/our supervision".



Name and Signature of Supervisor

Name and Signature of Supervisor




Date

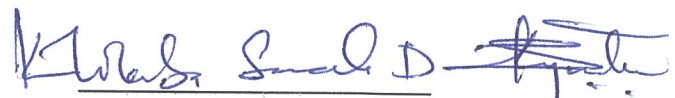
Date

APPROVAL SHEET

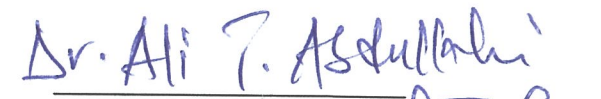
This dissertation entitled "**Gender Awareness and Violence in Selected Primary Schools in Tana River District, Tana River County Kenya**" prepared and submitted by **Balozi M. Bashora** in partial fulfillment of the requirements for the degree of **Master of Education Administration and Management** has been examined and approved by the panel on oral examination with a grade of **PASSED**.


Name and Sig. of Chairman 6/5/11


Name and Sig of Supervisor


Name and Sig. of Panelist

Name and Sig. of Panelist


Name and Sig. of Panelist

Date of Comprehensive Examination: _____

Grade: _____

Name and Sig of Director, SPGSR

Name and Sig of DVC, SPGSR

DEDICATION

This work is dedicated to my wife Sister Marry Karisa who assisted in financing my education, the D.E.O Tana River County who granted permission whenever I requested to attend to my studies.

ACKNOWLEDGEMENT

I would like to acknowledge Mr. Salat who assisted in typing and editing the document, Dr. Owoeye who assisted in coming up with the research topic, lastly I would like to appreciate the entire KIU fraternity for their assistance in my studies

ABSTRACT

The study was to find out whether there exist relationship between gender and violence in schools. Two objectives were formulated to determine the level of gender disparity in violence in school and level of violence in schools. The objectives were tested by the following indicators namely; violence in schools and gender disparity in violence in school. The study revealed that violence in school is high. The findings also revealed that the girl child was high vulnerable to gender disparity in violence in schools. The method used was descriptive, co-relational in that it was interested in relating gender and violence in schools. The target population was 118 teachers in selected public primary schools in Tana River district, Tana River County, Kenya. The sample was 92 teachers out of 118. Basing on the findings, the study recommended the following; Teachers to sensitize their students on gender and violence, teachers to be keen on the indicators of violence and gender disparity in violence. Teachers to put in place guidance and counseling services in school.

TABLE OF CONTENTS

Chapter		Page
One	PROBLEMS AND ITS SCOPE	1
	Background of the study	1
	Statement of the problem	3
	Purpose of the study.	3
	Objectives:	4
	Research questions.	4
	Hypothesis.	5
	Scope of the study	5
	Significance of study	5
	Operational Definition of Key terms.	6
	Assumption of the study	7
Two	LITERATURE OF RELATED LITERATURE	8
	Introduction	8
	Concepts, Ideas, Opinions from Authors/Experts	8
	Review of Related Literature	11
Three	RESEARCH METHDOLOGY	17
	Research Design	17
	Population	17
	Sample Size	17
	<i>Sampling Procedure</i>	17
	Research Instrument	17
	Data collection instrument	18
	<i>Validity and reliability</i>	18
	<i>Data collection</i>	18
	Data Analysis	18
	Ethical Considerations	19
	Limitations	19

Four	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	20
Five	FINDINGS, CONCLUSION AND RECOMMENDATION	25
	Introduction	25
	Findings	25
	Conclusion	26
	Recommendation	26
	REFERENCES	27
	APPENDIX I: Transmittal Letter	31
	APPENDIX II: Clearance From Ethics Committee	33
	APPENDIX III: informed Consent	34
	APPENDIX IV: Questionnaire On Gender And Violence In Schools	35
	Researcher's Curriculum Vitae	39

CHAPTER ONE

PROBLEMS AND ITS SCOPE

Background of the study

Education has been the transfer of culture, beliefs and norms from one generation to another. This transmission was carried out by the old men and women to the young ones within ethnic groups. This was the informal education that was rampant in the African continent. This education was not to last forever as it reached its dead end with the coming of European explorers and latter the missionaries. They initiated the formal education in African continent which they had referred as the Dark Continent.

The formal education was imparted to the Africans through mission work .Before 1990 very few educational systems in sub-sahara Africa targeted education for all or had the financial resources to do so (Avenstrup, Liang and Nelleman, 2004). Instead they provided services targeted mostly toward urban middle class pupils. Educational systems were bureaucratic, curricula were oriented toward the urban middle class, teacher training programs were long, support and professional development was limited, development and provision of textbooks was slow, and gender, region and social inequalities were large.

The Universal Primary Education (UPE) program is a formal education system that seeks to provide basic education for all school going age (6-12/13 years). Basic education is "the minimum package of learning "every individual must receive to live as a good and useful citizen in society. It aims at equipping the learners with basic values, knowledge and essential skills that would enable them to contribute effectively to the development of the society and the country at large (education policy review commission, 1989).

The need to avail basic education to all was highlighted by the United Nations in its Universal declarations of Human Rights. United Nations General Assembly, (1948) which states,

“Everyone has the right to education, education shall be free, at least in elementary and fundamental stages. Elementary education shall be compulsory”.

Kenya became serious about UPE in 2003 and very many pupils were enrolled in primary schools. Primary schools like Olympic in Nairobi perform better in KCPE, this school had a very high enrolment that brought her performance down. Also the UPE had a number of challenges such as lack of physical facilities teachers, learning material, early pregnancy and early marriages amongst pupils.

As long as the free primary education is working, it has a dozen of challenges some of the notable ones includes its effect on national exam performance in most schools; there is also miss-appropriation of government funds ; gender disparities and violence *inter alia*.

The latter aspect of violence has played a big role in derailing the achievement of the objectives of the free primary education. Inequality between men and women, boys and girls in participation in education and even in the socialization patterns has created a basis for gender concern among educationists, researchers, policy makers not only in Kenya but also worldwide.

According to development plan (G.o.K, 1994) education is seen as the single major factor that can narrow the gender imbalances in all sectors of development. However plan reveals that women are disadvantaged at all levels of education in terms of access participation, completion and performance.

Africa's education system in pyramid in sense that it has a broad base at primary level what enroll rate of female is high than it moves gradually through secondary level to a narrow apex at universe. According to United Economic Commission for Africa,

about 23 % of female primary leavers enter secondary while less than 30% of those who leaves secondary schools enroll in tertiary levels (UNECA 1994).

Throughout developing world, women educational participation trails that of men (Tietjen 1991). World Bank report on women's education in developing countries (1993:11) the female enrolment rates in sub-sahara Africa and South Asia are far below those in other regions. In 1988 Latin America had highest female enrolment of 16.2 % followed by East 14.6 %, Mid East and North Africa 11.8 %, South Asia 2.0% and Sub-Sahara Africa 1.1 % (UNESCO 1993).

Statement of the problem

There has been identified several forms of violence in schools. These includes: corporal punishment; sexual abuse; neglect; verbal abuse; emotional abuse ; bullying ; peer-to-peer violence; youth gangs; use of weapons and harassment at and from school and many others. Violence in schools may affect both boys and girls alike physically and psychologically. It is argued that violence in school can contribute to low motivation ; irregular attendance of school; school dropout; low learning achievements; future anti-social and criminal behaviour; can leave children vulnerable to trafficking for commercial sexual exploitation and child labour; school – based can cause irreparable damage to child's personality and thus prevent the child from realizing her/his full potential.

However, there is a dire need of empirical data to establish a correlation between gender and violence in public primary schools. Hence the need for this study, which seeks to answer; what is the relationship between gender and violence in public primary schools in Tana river district, Tana river county, Kenya.

Purpose of the study.

The purpose of this study is to find out the relationship between the gender and violence in public primary schools of Tana-River District in Tana-River County.

Objectives:

The study was guided by the following five specific objectives. Viz, To:-

1. Determine the profile of the respondents in terms of:
 - 1.1 Gender
 - 1.2 Education
 - 1.3 Marital status
 - 1.4 Age
 - 1.6 Length of service
2. To investigate the level of violence in public primary schools
3. To investigate Gender disparity in level of violence in public primary schools
4. To determine the relationship between Gender and violence in public primary schools

Research questions.

The following outlined research questions will be answered by the current study. Viz:-

1. What is the profile of the respondents in terms of:
 - 1.1 Gender
 - 1.2 Education
 - 1.3 Marital status
 - 1.4 Age
 - 1.6 Length of service
2. What is the level of violence in public primary school in Tana River district, Tana River County, Kenya?
3. What is the disparity in level of violence in public primary schools in Tana River district, Tana river county, Kenya?
4. What is the relationship between gender and violence in public primary schools in Tana river district, Tana River County, Kenya.

Hypothesis.

The current study adopts a null hypothesis. This is as follows;
There is no relationship between gender and violence in public primary schools of Tana-River County.

Scope of the study

The study focused on gender awareness and violence. The study will be conducted in sampled public primary schools namely Hara, Wenje, Bondeni, Lenda, Chanani, Lain, Maweni, Laza, Hola, Wachakone, Kone, Kiarikungu, Kalkalcha, mkomani, Ghalamani, Handampia, Gafuru, Duwayo and Rhoka in Tana-River District Kenya.

Significance of study

The researcher considers the findings of the study relevant and significant in the following context.

Public Primary schools Teachers: The findings of the study would encourage the public primary schools teachers to be more innovative and creative in their teaching. This aim at increasing their awareness on the factors that draws back their efforts to higher achievement. This realization means that more interest and enthusiasm will be generated in their lessons and consequently the pupils will participate well in lessons. This will lead to more learning and it will be reflected by higher achievement in examinations.

Government of Kenya (G.o.K) : The government of Kenya will also have a benchmark to begin with when planning for equal education opportunities among male and female pupils in marginalized communities.

Non-Government Organizations : The findings of the study would generate data that could be utilized by non-governmental organizations (NGOs) to give rise to the future generation of the district.

Curriculum developers: The findings of this study are expected to yield useful information to curriculum developers. The study particularly hopes to draw the attention of Kenya Institute of Education (KIE) to the problems encountered by teachers on issues related to gender in Kenya primary schools. The recommendations will be highly valuable to curriculum developers in their preparation of primary school syllabus.

Author and publishers: The findings of the study would also provoke the book authors and publishers to think of materials that can best fit the educational situation in this region especially in relationship with the gender issues and violence in public primary schools.

Quality assurance and standards officers: Some light will also be shed to the quality assurance officers who would consequently help and advice the public primary schools teachers to improve on matters related to gender and violence in public primary schools in Kenya.

Other studies: Last but not least, the study could raise challenges to stimulate more researchers to undertake a similar study in other counties not covered in this study

Operational Definition of Key terms.

Awareness – It refers whether teachers have information about genders.

Violence- It refers to the mistreatment of students in schools.

Attitudes- Refers to feelings and beliefs of the learner toward an aspect of education.

Gender – The state of being male or female.

Assumption of the study

The study would use teachers from the 20 selected public primary schools. There are therefore capable of giving unbiased information. In addition, the sample taken from teachers' representatives was enough in giving valid results.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In order to highlight the possible relationship between the gender and violence in public primary schools, views of various authors and researchers will be examined. The researcher has reviewed some relevant literature from various authors and researchers. The relevant literature is reviewed from different books; journals; newsprints; periodicals; un-published research work; magazines and on-line/web based materials.

The literature reviewed is ultimately aimed to acquaint the reader with a deep insight on the topic under scrutiny. The literature reviewed is fitting to the prior outlined objectives in chapter ones and addresses the research questions

Concepts, Ideas, Opinions from Authors/Experts

Meaning of Gender.

According to Musokotwane , the term gender is still not well understood by many people. It is more often than not confused with the term sex (Musokotwane *et al* 1999).The oxford advanced learner dictionary (1995) defines gender as "the condition of being male or female". In general context , gender may also be understood as the way in which women and men are socially constructed from birth thorough out their lives by the institutions of family ,civil society and state to adopt female or male identities. Gender: Is a social construct which is conceptualized in terms of patriarchy and sex role differences in the social structure, formal institutions, social values and cultural practices.

Sex refers to the biological characteristics of being a male or female that is genetically determined. However it is essential to note that neither male nor female are homogeneous groups. Each individual's gender is influenced by class,race,religious beliefs, able bodiedness,age ,current family roles (daughter,sister,wife,mother)

,exposure to alternative ways of being and geographical location among other things (Zulu,C.E ,1997).Wolpe observes that gender varies from culture to culture over time. Cultures are not static but continuously involve maintaining certain traditional and developing new ones (Wolpe , A *et al*/1997 : 269).

School violence

About 50 students per year were killed in school drownings. However, recent violent acts resulting in multiple deaths in schools across the nation have made people more aware that no place is really safe from violent attack with each new school shooting, the media routinely provide a litany that includes the following names; pearls, Mississippi, Oregon and Colorado. Schools in these communities were part of a series of killings in schools by students in past few years, that have shocked people across the world.

Although teachers have been the victims of violence on school premises for many years, there is increasing alarm among teachers that they may have to face armed youth in an endeavor to save their own life, or those of others. In regards to non fatal attacks, it has been estimated that about 5,000 teachers are attacked or assaulted at school each month and that about 1,000 of the victims require medical attention (Appelbome, 1995).

In a study conducted by the California department of education in 1992 compared school discipline problems in the 1940s with more recent problems include getting out of place in line, talking without permission during class, or not putting paper in the trash can (Collins and Frauttz, 1993 in the past, corporal punishment in the form of spanking was used in many schools to reduce student's disruptive behaviour.

Today, the leading discipline problems include violence, drug abuse, suicide, robbery, assault and other forms of aggressive behaviour. Most states now prohibit the use of corporal punishment and some school districts prohibit

disciplinary actions such as keeping children in during recess or expelling them from class. Moreover, many teachers and school administrators do not believe that corporal punishment or any other form of negative sanction will deter the kinds of behavior that are occurring in classrooms and schools.

However, many education analysts believe that technology and increasing law enforcement should not be the primary tools for achieving school discipline and ending violence and crime on school campuses. Education scholar John Devine (1996) emphasizes that schools must be understood as part of a larger tumultuous society. Violence in schools will not end, until guns are eliminated from US society. Given the fact that some schools do not motivate students to learn and are arranged much like a prison, is it any wonder that school drop out rates are high.

Gender disparity

Gender disparity has been defined by various authorities differently. According to one of the most trusted authority; the Encarta, word English dictionary; it is the sensitivity to the perceived differences between men and women or boys and girls in environment such as work place and the classroom (Encarta, world English dictionary, North American Edition ; 2009) In united states of America (US) schools are teaching children gender awareness. This is referring to those who are boys and girls in traditional sense and those who may be gays and lesbians. The US could be the first place where gender disparity started. The reason commonly cited for this teaching was due to harassment and bullying that those kids who are transgender were undergoing from the other students leading to serious injury and sometimes death (Zulu, 1997).

These classes are sometimes started as early as possible grade in school. The basic principle here is teaching we have boys, girls and kids. Throughout the teaching the teacher remains alert for any transgender student and try to

accommodate them and may also refer to them as he though they may physically be she and vice versa. According to UNESCO basic education capacity building project training kit for local NGOs, it is the role of both the parents and teachers to teach children so that they develop to be gender neutral and acceptable.

Theoretical Perspectives

The focus of the Gender and Development theory is on how relations between women and men are defined and structured. The ultimate goal of gender mainstreaming is to empower women to achieve gender equality through training and policy formulation. According to Arnfred (2002:76) mainstreaming implies that attention to equality between men and women should pervade all development policies, strategies and interventions. Mainstreaming involves giving attention to equality in relation to analysis, policies, planning processes and institutional practices that set the overall conditions for development. This does not simply mean ensuring that women participate in a development agenda that has already been decided upon but aims to ensure that women and men are involved in setting goals and in planning so that development meets the priorities and needs of both women and men. Gender and Development through gender mainstreaming women are expected to take initiative as equal partners in a participatory "bottom up" process of development.

Review of Related Literature

Gender and violence in schools

The literature presents different views about sources of gender inequalities that result in the different ways gender is conceived and addressed. Some feminists argue that in social expectations of gender roles, women have been systematically subordinated (Oakley 1972; Moser 1989 cited in Boellstorff, 1995:48). They generally share a view of male dominance over women, and accuse men of being the perpetrators of gender-based social injustice, gender inequalities and female oppression (Mwale, 2002). According to Mwale (2002), some feminists believe that a revolutionary and radical approach is required to address gender inequalities which make gender

awareness a categorical reversal action which could be referred to as the "war between the sexes" (Mwale, 2002). In this view awareness raising would adopt the top-down approach (discussed in detail under theories of learning). Mwale (2002) observes that the feminist approach to correcting gender inequalities is difficult to achieve because it seeks to change the worldview of the people. The feminist view challenges what people have been socialized in, have internalized and naturalized, to the extent of taking their understandings as given. For Mwale most feminist approaches entail changing substantially "people's core ideas, core beliefs, or core attitudes" which is the people's view, their reality and who they are and "creating better ideas, attitudes, or beliefs (Mwale, 2002). According to Mwale (2002) the feminist approach, which tends to be confrontation has contributed to the limited success of gender awareness programmes in most African countries. Many communities have developed barriers towards awareness campaigns on gender issues

Human beings are unique living organisms who have more abilities than the other animals in the universe. The growth precedes development and both are mutually exclusive. There is very little knowledge on gender awareness on a neonate this is perhaps it does not express itself verbally in terms understandable by the human being. By the age of 2-3 years, a child starts to develop a sense of being a male or a female. This awareness is called gender identity. A child of this age starts to understand the difference between boys and girls and can identify him/herself as one or the other. Some studies have shown that gender identity is biologically determined whilst others says it is a product of child's environment. Most likely it is a product of both the biologically and environment. At this age the child begins to associate certain behaviours called gender roles, with being a male or a female. Gender roles are a product of the culture. What is masculine, what is feminine, how boys and men behave, how girls and women behave is culturally determined.

At pre-school age,(age 3-5 years) , most children have developed strong sense of being a boy or a girl and continue to explore their bodies even more purposefully. Parents may however, want to explain that even though it feels good, touching should

be done in private. At this level, pre-schoolers continue to learn important sexual attitude from parents and caregivers. At elementary school age (age 6 to 10 years). Kids of this age are especially interested with pregnancy; birth and gender roles. Boys usually play with boys and girls with girls. This is also the age at which the peers and media begins to have a bigger influence on sexual attitudes. The kids seek information on reproduction; sex; sexuality and sexual organs. The chances are slim that the fact will be correct and that the words learnt meets the adult approval.

It has been noted that as the kid mature sexually, they are often both excited and scared about growing up. They spend a lot of time wondering if they are normal. Especially when they notice hair starts growing in new places , get their periods; or start having wet dreams. They need a lot of assurance as they head into this uncharted territory.

Puberty can be a very confusing time, with a lot of physical and emotional changes; and kids need to know what to expect in the months and years ahead, even if they are too shy to ask. By being open to your young child's question about bodies; babies; love; sex; you set stage for continued conversations and openness when puberty begins. Welcoming questions about child growth; changing body and sexual issues and not treating them as dirty and embarrassing subjects will foster a health sense of self-acceptance in your child. It may also make it more likely your child will use you as resource for information and guidance. Gathering written materials like pamphlets or books might help you find effective way to provide the facts about the physical change your child may be going through.

This is not new in schools as it has always experienced. Schools are very important socializing agents in every society. According to Njoroge and Bennars (1986), Peil (1977) and Ottaway (1953). Schools have several functions in society, among them being normative and the social function. The normative functions provide students with theoretically standards of desirable social behaviour and practice by giving rules, regulations and disciplinary action whilst the Social function, teaches students how to

live in society by defining people's role and status in the society. Presence of undesirable behaviour brings into question the effectiveness of the school as a socializing agent. According to Japanese education authorities, 192 students committed suicide between March 1998 and March 1999. These suicides were attributed to bullying and examination stress (East African Standard, June 16, 2000 pg 17).

In West Africa, children were recruited into Sierra Leone rebel forces and learnt to systematically maim and kill civilians on the slightest provocation (New people, July – August 2000).

In Kenya the use of physical violence as a means of expressing dissatisfaction by students is increasing at an alarming rate amid expression of shock and dismay by the general Kenyan public. For the first time in Kenya, primary school pupils from Dandora primary school in Nairobi City, stoned members of public, hijacked a beer truck which they proceeded to loot and drink beer from, and burnt a 'matatu'. This happened to express their anger after a 'matatu' had knocked down and killed a pupil (DN June 6, 2000). It is a common phenomenon in primary schools to find a 'Black book'. This is a hard cover exercise book found in schools in which names of pupils who commit serious offences, kind of offence they commit and consequence punishment are recorded.

According to the United Nations Population Fund (UNFPA), gender-based violence is violence involving men and women, in which the female is usually the victim and which is derived from unequal power relationship between men and women. Violence is directed specifically against women because she is a woman or affects women disproportionately. It includes but not limited to physical, sexual; psychological harm (including intimidation, suffering, coercion and / deprivation of liberty within the family, or within the general community) it includes that violence which is perpetrated or condoned by state. Violence infringes fundamental human rights. It is unacceptable.

According to the World Health Organization (WHO) , as many as 40 million children under age of fifteen (15) years are victims of violence. Almost certainly, this statistic underestimates the problem and it is clear that violence against children is

a serious cause of concern. Some four (4) years ago, in its resolution, the United Nations (UN) General Assembly, upon the recommendation of committee on the rights of the child, requested that the secretary –General conducts an in-depth study on the issue of violence against children. Children in developing world are at a very high risk of violence. Girls in Africa are particularly vulnerable to various forms of violence both by the virtue of their gender and because of the socio- economic and cultural conditions prevailing in their communities. African girls experience violence in classrooms, at home and in community and at times of conflict and crisis, are special targets of violence.

There have been identified several forms of violence in schools. These are: corporal punishment, sexual abuse, neglect, verbal abuse, emotional abuse, bullying, peer-to-peer violence, youth gangs, use of weapons and harassment at and from school. Violence in schools can affect both boys and girls alike physically and psychologically. It can :- Contribute to low motivation; Irregular attendance of school; School dropout; Low learning achievements. Future anti social and criminal behaviour; Can leave children vulnerable to trafficking for commercial sexual exploitation and child labour.

The United Nations (UN) convention on human rights of the child (CRC) which all countries in the world (except United States and Somalia) have ratified, requires states to protect girls and boys from all forms of physical and mental violence while in the care of the parents and other care givers

According to Khan Parents in Africa prefer sons rather than daughters to enroll and continue with education, Khan (1993:234). Also in Bangladesh where Khatun's (1979) found that 75 % of parents desired higher education for boys but only 25% for girls. In Sri-lanka, Smock (1981), reported that 60% of the respondents whose children were currently in schools wanted their sons to get higher education but none had the same aspirations for their daughters.

CHAPTER THREE

RESEARCH METHDOLOGY

Research Design

The research design was descriptive co-relational in that it was interested in relating gender and violence in public primary schools.

Population

In this study the target population was 118 teachers in selected public primary schools in Tana River district, Tana River county Kenya.

Sample Size

The sample size was 92 teachers out of 118 from 20 selected public primary schools in Tana River district, Tana river county- Kenya.

Sampling Procedure

The sampling procedure was stratified random sampling big and small public primary schools. 16 small primary schools, each had 4 teachers and 4 big schools, each had 7 teachers to make a total of 92 teachers.

Research Instrument

A four point linkert scale questionnaire was constructed by the researcher to measure level of violence in schools. That was 1- to a very large extent, 2- to a large extent, 3- to a very low extent and 4 - to a low extent. The second questionnaire was for boys and girls to measure gender disparity in violence in schools.

Data collection instrument

The questionnaires were directed towards teachers selected public primary schools. The questionnaire consisted of main title and introductory letter.

Validity and reliability

The researcher ensured content validity of the said instrument by ensuring that questions or items in it conform to the study's Conceptual Framework. Supervisors and other senior staff in the KIU School of post graduate studies were also used evaluate the relevance, wording and clarity of question or items in the instrument. A content validity index of at least 0.7 (Amin, 2003) led the SAQs to be declared reasonably content valid. Construct validity were ensured using Factor Analysis. Reliability of the instrument on multi item variables (e.g financial remuneration) was tested using the Cronbach Alpha Methods provided by SPSS (Foster, 1998), and a Cronbach alpha (α) of at least 0.7 (Amin, 2003) which led the SAQs to be declared reasonably reliable or consistent.

Data collection

The researcher started with writing the proposal after the proposal was approved; he went on to pre-test the research instruments. The researcher presented an introductory letter from the University outlining the objectives of the study to the District Office for endorsement. After the necessary introductions and outlining the objectives of the study, the researcher was granted permission by management to carryout this research with organisation. With the assistance of two (2) trained researcher assistants, questionnaires were administered to the selected respondents

Data Analysis

Frequencies, means and standard deviation were used to analyze the data in order to answer the research questions.

Ethical Considerations

To safeguard against unprofessional conduct while carrying out this research like unnecessary pressures, which could cause the research findings to be undermined, the researcher:

Sought permission of the people who participated in the research for their consent in the intended study; the researcher did not lie to subjects and record findings on hidden mechanical devices.

The researcher made sure the researcher's personal biases and opinions did not override other interests of the research and gave both sides fair consideration.

The findings of the research were kept confidential, done under the condition of anonymity to avoid embarrassing and harming respondents especially if got information could be used politically or otherwise to harm the respondents.

The researcher sought approval of the University Ethics Committee to make sure the research does not violate any of the Ethical considerations.

Limitations

Some of the respondents were willing to share with the researcher some of the information that they considered confidential but the researcher promised to keep the information got as confidential and only to be used for academic purposes.

Choice of sample population also caused a limitation, but the researcher tried to choose a sample population that is truly representative in terms of statistics and large enough to give a true picture of the whole population.

Untruthfulness was witnessed, where some of the respondents did not say the truth, but the researcher probed the respondents further to establish the truth when it deemed necessary.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Table 4. 1 Profile of the respondents

Major	Sub categories	Frequency	Percentage
Gender	Male	70	76
	Female	22	24
	Total	92	100
Education	Certificate	77	84
	Diploma	10	11
	Degree	5	5
	Total	92	100
Marital status	Single	2	2
	Married	70	76
	Divorced	10	11
	Widowed	10	11
	Total	92	100
Age	25 - 33	20	22
	33 - 41	55	60
	41 - 50	15	16
	Over 50 years	2	2
	Total	92	100
Length of service	1 - 2	15	16
	3 - 5	17	19
	5 - 7	50	54
	10 and above	10	11
	Total	92	100

Gender

The table indicates that majority of the respondents were males with 76% and females with 24%. This implies that most of the teachers are males in Tana district.

Education

Majority of teachers were of certificate level with (77 %) and university degree with 5%. Only a small number 5% had diploma qualifications this implies that most teachers were qualified to teach in the district.

Marital status

The table above indicates that majority were married with 76% and divorced with 11%. This implies that most of the teachers in the selected schools are married with families.

Age

The above indicated that majority of teacher among selected schools in Tana river district are between 33-41 years with 60%, over 50 years with 2% and 41-50 there where few teachers with 16%. This implies that most of the teachers are mature in age and service.

Length of service

The above table indicates that teachers had stayed on their institution above six years. This was enough time to impact on teachers, supervision, and resource utilization and students performance. About (16%) had stayed for up to five years while Majority (54%) had stayed about six years.

Table 4. 2 Level of Violence in Schools

Indicator of Violence in Schools	Mean	Interpretation	Rank
There are constant student strikes in our school	2.00	Low extent	Low
Students are raped in the schools	2.50	Large extent	High
There are cases of defilement in schools	3.15	Large extent	High
There are high indiscipline cases in schools	3.80	Very large extent	High
Students do not follow school rules and regulations	3.16	Large extent	High
There are high cases of fighting among students	3.85	Large extent	High
There are constant riots in schools	3.15	Large extent	High
Students in schools get involved in assaults	3.75	Very large extent	High
Students sneak out of school compound	3.05	Large extent	High
Students use abusive language in schools	1.98	Low extent	Low
Mean total	3.04	Large extent	High

mean 1.00 – 2.00 low

2.10 – 4. 00 high

The mean in table 4.8; regarding violence in schools, the mean suggest that on average teachers rates violence in schools as high, as indicated by the total mean of 3.04, which fall under not sure on the Likert scale. The table indicate that most items on violence in schools were rated high; for example on the question of whether there are cases of defilement in schools most teachers were not sure (mean =3.15), the same applies on the question whether students sneak out of the school compound (mean=3.05) and so on. This implies that teachers in the study area suggested that violence in schools is high.

Table 4. 3 Gender disparities in violence in schools

Gender disparities in violence in schools (indicators)	Mean	Interpretation	Rank
Which gender is more violence vulnerable?	3.58	Girl	High
Which gender is affected more in violence behaviours?	3.82	Girl	High
Which gender is more prone to violent behaviour?	3.54	Boys	High
School based violence affect which gender?	3.40	Girls	High
Which gender is flogged or bullied more in schools?	3.86	Girls	High
In cases of indiscipline which group receive more punishment?	3.80	Boy	High
Which gender receives more corporal punishments in schools?	3.81	Boys	High
Sexual abuse occurs in which of the sexes?	3.18	Girls	High
In which gender are youth gangs are prevalent?	3.58	Boys	High
Mean total	3.61	Agree	High

Mean 1.00 – 2 low

2.10 – 4 high

The mean in table 4.3; regarding gender disparity in violence in schools suggests that on average teachers rated gender disparity in violence in schools for girl child is high as indicted by the total mean of 3.61, which falls under girls. The table indicate that most items on gender disparity in violence in schools for girls were rated high; for example on the question of which gender is flogged or bullied more in schools? Most teachers ticked girls (mean is equal to 3.86) the same implies on the question which gender is affected more in violence behaviour (mean 3.82) and so on. This implies that teachers in the study area selected the girl child to be more disparity in violence in schools.

Table 4.4 correlating Gender and violence in schools

Variables Correlated	r-value	Sig-value	Interpretation	Decision on Ho
Gender Vs Violence	0.327	0.001	Negative and significant	Rejected
Gender disparity Vs Violence	0.355	0.001	Positive and significant	Rejected

$r\text{-value} \geq 0.5$ strong

< 0.5

The Pearson linear correlation efficiency (plcc,r) was used to treat the relationship in question and to make a decision on the null hypothesis. The results of this test is presented in table 4.4

Significant relationship is controlled by the r-value . if the value is equal to 0.5 or greater than 0.5 the significant relationship is strong. When the r-value is less than 0.5 then the significant relationship is weak.

The findings in table 4.4 indicate that the significant relationship between gender and violence in schools is weak since the r-value is less than 0.5 that implies there is a weak co-relation between the independent (gender) and the dependent (violence). The null hypothesis which says there is no relationship between gender and violence in schools has been rejected. Therefore there is clear evidence that there is a relationship between gender and violence in schools.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

INTRODUCTION

The major purpose of the study is to find out whether there is relationship between gender and violence in public primary schools. This chapter focused on the summary of findings, conclusions and recommendations.

FINDINGS

The second objective was to investigate level of violence in schools. The study revealed that teachers suggested that violence in schools was high as shown in (table 4.2). The study also revealed that teachers were not sure of students sneaking out of the school compound. The study revealed that cases of defilement in schools were at a larger extent. The findings are supported by the united nations (UN) Convention on human right of the Child (CRC) which all countries in the world (except united states and Somalia) have ratified, requires states to protect girls and boys from all forms of physical and mental violence while in the case of parents and other givers.

The third objective was focused on determining gender disparity in violence in students in schools as shown in (table 4.3) this implies that most teachers stated that there wee gender disparity in violence among students in schools. The study also revealed that more girls were bullied and flogged than boys.

The findings also revealed that there were more girls affected in violence behaviour. The findings are supported by the United Nations (UN) General Assembly, which state that the African girls experience violence in class rooms, at home and in community and at times of conflict and crisis, as special targets of violence.

CONCLUSION

The Main purpose of the study was to contribute the understanding of gender and violence in public primary schools. The study established that the level of violence in schools was at a larger extent. The boy student was perceived stronger in all activities which is still a stereotype belief from the traditional aspect. There was also gender disparity amongst teachers in terms of promotion, qualifications attainment and population size in the teaching profession. The findings established that the female student is the most victim of gender disparity in violence in schools.

RECOMMENDATION

Primary school students should be sensitized on gender and violence through workshops and seminars. Gender and violence in schools should be emphasized within the school environment. Teachers should be more keen on the indicators of violence in schools. There should be guidance and counseling services in schools e.g. the straight talk clubs in schools.

The researcher and his two assistants visited the selected primary schools and issued the questionnaires to the teachers. When they went on a later date to collect them some teachers left for pay. Therefore the researchers had to go on another day. To overcome this shortcoming by other researchers in future they have visit the schools issue questionnaires and wait to collect them after the on agreed time.

In other schools the researcher was unable to reach the schools due to heavy rain. The road leading to the schools was muddy they had to go back and plan for another day. Future researchers should call the teachers un advance to confirm before visiting the schools.

Other researcher could embark on the following research titles

1. Gender and Education acquisition.
2. Gender and career choice.

REFERENCES

- Arnfred, S. (2002). Questions of Power: Women's movements, Feminist Theory and Development AID in *Discussing Women's Empowerment – Theory and Practice*. SIDA studies no.
- Basic Education Coalition.2004. Teach a child transform a nation. Washington, DC: Basic Education Coalition.
- Best W. and Kahn R (1983): Research in Education, New Delhi: Prentice Hall Ltd
- Borg W and Gall, M (1989): Educational Research and Introduction (5th Ed.) ,London: Longman. Censos 1992-2002. Santiago, Chile:SERNAM.
- Dejaeghere, J.2004. "Background paper for workshop 1: Quality education and gender equality." Paper presented at the International Conference on Education: Forty-seventh Session, Geneva.
- DevTech Systems, Inc.2004.The Safe Schools Program Ethiopia assessment report: April 26-May 7, 2004. Washington, DC: USAOD. Education Economics.12(2):111-134.
- Inter-Agency Network for Education in Emergencies (INEE). 2004. Minimum standards for education in emergencies, chronic crises, and early reconstruction n.p.:INEE.
- International Labour Organization (ILO). 2000. ABC of women workers' rights and gender equality. Geneva:ILO.
- Kane, E.2004. Girls' education in Africa: What do we know about strategies that work? Africa Region Human Development Working Paper Series. N.p.: World Bank.
- Kendall, N. 2006. "Strengthening Gender and Education Programming in the 21st Century."EQUIP 2 working Paper. Washington, DC: AED.

Khatun Shariffa (1979) Women's Education in rural community in Bangladesh, R. Jahan and Hanna Papane

Levine, R., N. Birdsall, A. Ibrahim, and P. Dayal. 2003. "Background paper of the Task Force on Education and Gender Equality: Achieving universal primary education by 2015". N.p.: Millenium Project.

Lloyd, C., ed. 2005. Growing up global: The changing transitions to adulthood in developing countries. Washington, DC: National Academies Press.

Management Systems International (MSI) EQUATE. 2005. A gender analysis of the educational achievement of boys and girls in the Jamaican educational system. Washington, DC: USAID.

Mensch, B. and C. Lloyd . 1998. "Gender differences in the schooling experiences of adolescents in low income countries: The case of Kenya. "Studies in Family Planning. 29 (2): 167-184.

Mugenda O.M. and Mugenda A.G. (1999): Research methods; Qualitative and Quantitative Approaches. Acts press. New Delhi; Sterling Publishers Ltd.

Pande, R., A. Malhotra, and C. Grown. 2005. "Impact of investments in female education on gender equality." Paper presented at the XXV IUSSP International Population Conference, Tours, France.

Mwale, P. N. (2002). *Where is the Foundation of African Gender ? The Case of Malawi*. University of Malawi. Malawi. In The Journal of African Studies II (I): 114 – 137 (2002).

Project Alef.n.d. "Decouvrir le projet ALEF de l'USAID." Rabat,
Morocco:USAID/Morocco.

Psacharopoulos, G. and H.A Patrinos. 2004. "Returns to investment in education: A further update."

Save the Children. 2005. State of the world's mothers 2005: The power and promise girls' education. N.p.: Save the Children.

Schleicher, A.2007. "Student learning outcomes from a gender perspective: What do international assessments tell us?" Paper presented at the World Bank`s Global Symposium-Education: A Critical Path to Gender Equality and Women's Empowerment, Washington, DC.Servicio Nacional de la Mujer (SERNAM). 2004. Mujeres Chilenas tendencias en la ultima decada:

Sharma et al (1989): Research Methods in Social Science. Sibbons, M., D. Swamfield, H. Poulsen, A Giggard, A. Norton, and A. Seel. 2000. Mainstreaming gender through sector wide approaches in education: Synthesis report. London: Overseas Development Institute/Cambridge Education Consultants.

Smock Audry C (1981) women's education in developing countries, opportunity and outcomes, New York, Praeger.

Subrahmanian, R. N.d. "Gender equality in education: Definitions and measurements; Background paper for UNESCO GMR 2003-043". N.p.
http://portal.unesco.org/education/en/file_download.php/daa3a7d75587a9ae6c90e68d961a5229Gender+equality+in+Education.doc.

Summers, L.1992. "Investing in all the people." Policy Research Working Paper 905.The World Bank.

United Nations Children's Fund(UNICEF). 2003. Gender and education for all: The leap to equality. Paris: UNESCO.- 2004. Education for all: The quality imperative. Paris: UNESCO. 2007. Education for all by 2015: will we make it? Paris: UNESCO.

United States Agency for International Development (USAID). 2000. "Policy paper: Program focus within basic education." Washington, DC: USAID. 2005. "Education strategy: improving lives through learning." Washington, DC: USAID. 2007. "President's international education initiative: Expanded Education for the world's poorest children; Mali fact sheet." Press release, September 24. Washington, DC: USAID. n.d. Education. Washington, DC: USAID. http://www.usaid.gov/locations/sub-saharan_africa/sudan/education.html. USAID/Egypt. n.d. "Reforming Egypt's education system." Cairo: USAID/Egypt. <http://egypt.usaid.gov/Default.aspx?pageid=26>. USAID/Tanzania.n.d. "Science is for girls: Science camp sparks interest in science and math."

Washington, DC: USAID.http://www.usaid.gov/stories/Tanzania/ss_tz_science.pdf.
World Bank.2005. World development report 2006: Equity and development. Washington, DC: World Bank.

APPENDIX I

**TRANSMITAL LETTER
OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

Dear Sir/Madam,

**RE: INTRODUCTION LETTER FOR MR. BALOZI M. BASHORA
TO CONDUCT RESEARCH IN YOUR INSTITUTION**

The above mentioned candidate is a bonafide student of Kampala International University pursuing a Masters in Educational Management

He is currently conducting a field research for his dissertation entitled, **Gender and Violence in schools in Selected Primary Schools In Tana River District Tana, River County, Kenya.**

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with the pertinent information he may need.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Novembrieta R. Sumil, Ph.D.

Deputy Vice Chancellor, SPGSR

APPENDIX 1 B
TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Respondent,

I am a candidate for Education Management and Administration at Kampala International University and currently pursuing a dissertation entitled, **Gender and Violence in Schools in Selected primary schools in Tana River County- Kenya.** In view of this empirical investigation, may I request you to be part of this study by answering the questionnaires. Rest assured that the information you provide shall be kept with utmost confidentiality and will be used for academic purposes only.

As you answer the questionnaire, please be reminded to respond to all of the items in the questionnaire thus not leaving any item unanswered. Further, may I retrieve the filled out questionnaire after two weeks?

Thank you very much in advance.

Yours faithfully,

Balozi M. Bashora

APPENDIX 11

CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name _____

Reg.# _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

- ___ Physical Safety of Human Subjects
- ___ Psychological Safety
- ___ Emotional Security
- ___ Privacy
- ___ Written Request for Author of Standardized Instrument
- ___ Coding of Questionnaires/Anonymity/Confidentiality
- ___ Permission to Conduct the Study
- ___ Informed Consent
- ___ Citations/Authors Recognized

Results of Ethical Review

- ___ Approved
- ___ Conditional (to provide the Ethics Committee with corrections)
- ___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members:

1. _____
2. _____

APPENDIX III

INFORMED CONSENT

In signing this document, I am giving my consent to be part of the research study of Mr. Balozzi M. Bashora that will focus on emotional intelligence and leadership styles.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Name and Signature of Respondent

Date_____

APPENDIX IV

QUESTIONNAIRE ON GENDER AND VIOLENCE IN SCHOOLS

The ultimate Purpose of this study is to find out the **relationship between gender and violence in public primary schools of Tana-River County -Kenya.**

This questionnaire is designed for creating a baseline assessment of gender awareness capacity for teachers. The results of this assessment will be used to guide activities on capacity building and creating a gender strategy for primary schools.

The information you give will be treated with a lot of confidentiality.

Answer by putting a tick (✓) against the most appropriate answer or fill in the blank spaces.

N/B: Some questions may have more than one answer.

SECTION 1: GENERAL QUESTIONS:

1. Gender Male ☐ Female ☐

2. What is your highest level of education? Please tick the highest

(1) Secondary (2) Certificate (3) Diploma (4) Degree (5)
Masters

3. What is your marital status?

(1) Single (2) Marriage (3) Cohabiting (4) Widowed (5) Divorced

4. What is your age range?

(1) 13 – 18 (2) 19 – 33 (3) 33 – 41 (4) 41 – 50 (5) Over 50 years

SECTION B: Violence in Schools

Indicate to what extent you agree with the statement:

1. To a very large extent

2. To a larger extent

3. To a lower extent

4. To a very lower extent

Violence in Schools	1	2	3	4
There are constant student strikes in our school				
Students are raped in this schools				
There are cases of defilement in schools				
There are high indiscipline cases in schools				
Students do not follow school rules and regulations				
There are high cases of fighting among students				
There are constant riots in schools				
Students in schools get involved in assaults				
Students sneak out of school compound				
Students use abusive language in schools				

Section C: Gender disparity in violence in schools

Tick for boys or girls in the appropriate box, double ticking will be nullified.

Table 4.3 gender disparities in violence in schools

Gender disparities in violence in schools (indicators)	Male (B)	Female (G)
Which gender is more violence vulnerable?		
Which gender is affected more in violence behaviours?		
Which gender is more prone to violent behaviour?		
School based violence affect which gender?		
Which gender is flogged or bullied more in schools?		
In cases of indiscipline which group receive more punishment?		
Which gender receives more corporal punishments in schools?		
Sexual abuse occurs in which of the sexes?		
In which gender are youth gangs are prevalent?		
Mean total		

Other Relevant Data

The researcher did a bit of research work at Diploma and Degree level.

Professional and work experience

Year	Work Place	Position
1988 – 1991	Duwayo Primary school	Assistant Teacher
1991 – 1992	Gubani Primary school	Assistant Teacher
1992 – 1997	Bondeni Primary school	Deputy Head Teacher
1999 – 2001	Garrisa Primary School	Special Teacher
2001 – 2007	Hola School for mentally Handicapped.	Special Teacher
2007 – 2008	Mnazini Primary School	Special Teacher
2008 – 2009	Ama Primary School	Special Teacher
2009 – 2009	Rhoka Primary school	Special Teacher
2009 – 2009	Kalkacha Primary School	Special Teacher
2009 –	District Education Office – Tana River District.	District Programme Officer DICECE

REFEREES

SALIM GARISE HIRIBAE
DISTRICT T.B LEPROSY
HOLA DISTRICT HOSPITAL
TANA – RIVER DISTRICT

KIMANI STEVEN KIBERU
DISTRICT EDUCATION OFFICER
TANA RIVER DISTRICT
KENYA

