

**SOCIAL FACTORS INFLUENCING BOY CHILD PERCEPTION ON GENDER
BASED VIOLENCE IN DAY SECONDARY SCHOOLS IN KIAMBU DISTRICT,
KIAMBU COUNTY, KENYA**

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DECLARATION

This project report is my original work and has not been presented for an award of degree in any other university.

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DEDICATION

I dedicate this paper to my wife Elizabeth Wangui, my daughter Grace Njeri and my sons Griffin Githambo and Fadhili Njuguna for their great support, patience and understanding during my course.

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ABBREVIATIONS AND ACRONYMS

CIC	Commission for Implementation of Constitution
CREAW	Centre for Rights Education and Awareness
FGM	Female Genital Mutilation
FIDA (K)	Federation of Women Lawyer –Kenya
GBV	Gender Based Violence
GVRC	Gender Violence Recovery Centre
HIV	Human Immunodeficiency virus
IPV	Intimate Partner Violence
LASPS	Legal Assistance Schemes Partnerships
Mawa	Maendeleo ya Wanaume
MoE	Ministry of Education
MOGLSD	Ministry of Gender, Labour and Social Development
NGOs	Non Governmental Organizations
SGBV	Sexual Gender Based Violence
SPSS	Statistical Package for Social Science
UN	United Nations
UNFPA	United Nation Population Fund
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
WHO	World Health Organization

ABSTRACT

This study sought to investigate social factors influencing boy child perception on gender based violence in day secondary schools in Kiambu District, Kiambu County, Kenya. One of the potentially worst challenges facing the world today is Gender Based Violence (GBV). GBV has emerged as a salient topic in the human security community; it has been framed principally with respect to violence against women and girls, particularly sexual violence. Gender Based Violence in Kenya is vastly widespread though, people remain silent over it because of being perceived as part of the culture. The government has taken several steps in addressing Gender Based Violence and particularly violence against women, this efforts have in effect made the male gender be ignored despite being perceived to be the perpetrators of GBV. That has resulted from the assumption that men are already empowered despite the fact that there is no tangible evidence to support this kind of thinking. These steps contributed to the reduction of the reported GBV cases by 11.1% between 2005 and 2009. However, Economic survey report 2011 pointed out that Kiambu and Mombasa counties make up some of the worst hit counties in the country where violence towards men is rampant and the trend of cases reported is increasing. Rampant increase of GBV in Kiambu District, particularly against men, portrays a complete lack of authority and power in the family front. A man's position in the family has been absolutely compromised before women and the children by his status. In spite of the many initiatives that presently exist to address domestic violence in general, Kenyan communities particularly in Kiambu District are yet to significantly reduce the cases of GBV where it is so prevalent and has forced many families to break. This study sought to investigate whether gender role expectations, social cultural norms, family relations and substance abuse influence the boy child perception of gender based violence in day secondary schools in Kiambu District, Kiambu County, Kenya. The study employed a descriptive survey research design. The target population for the study was 360 comprising of principals, deputy principals and teachers from 18 different schools. The study targeted 5400 students from all the 18 district day secondary schools in the district. The study employed Mugenda and Mugenda formula in coming up with a sample size of 394 respondents. It adopted the use of questionnaires in primary data collection. The study generated both qualitative and quantitative data where quantitative data was coded and entered into SPSS and analyzed using descriptive statistics where presentation was done using frequency tables and figures. It concluded that gender role expectations provide structures relating to the transition period which tend to be enforced through abusive tactics such as bullying and gender-based harassments in especially mixed schools. Bride price is part of the patriarchal establishment in the society which breeds to more inequality between women and men and therefore further placing women in a subordinate position. Perpetrators of gender based violence in homes are mostly abusive men who as children witnessed parental violence or experienced child abuse. The family plays a fundamental part in promoting violent behaviors and that there is violent behaviors among adolescents and/or children from violent homes at school. Finally, the study concluded that substance abuse results to impaired judgments; most of the drunk parents reported to have HIV/AIDS perpetrate gender based violence through sex.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In recent years, international concern over gender-based violence (GBV) in emergencies has grown exponentially (Holmes & Bhuvanendra, 2014). Gender-Based Violence (GBV) is a widespread and socially tolerated human rights violation that takes the form of domestic violence, sexual and psychological abuse (United Nations, 2003). It is emerging as a serious global health, human rights and development issue since it is a symptom of gender inequalities in the society. According to WHO (2011) it is a serious cause of death and injury among women and children yet it is accepted by customs and thrives on impunity.

According to Human Rights Watch (2003), in theory, gender-based violence is ‘violence that is targeted at women or men because of their sex and/or their socially constructed gender roles’. It includes, but is not limited to, various forms of sexual violence. Gender based violence implies any harmful act that is perpetuated against a person’s will and that is based on socially ascribed differences between males and females. Examples of GBV include: sexual violence such as sexual exploitation, abuse and forced prostitution; domestic violence; child trafficking; forced child marriage; and harmful traditional practices such as female genital mutilation, honor killings and widow inheritance.

Worldwide, one of the potentially worst challenges facing the world today is gender based violence (Falb, 2011). This is because it is negating the many efforts that are being

put forward by many nations in the social, political and economic arenas in order to improve the quality of the lives their citizen (UNHCR, 2005). GBV may involve intimate partners, family members, acquaintances or strangers. Though it was for long regarded a private matter, it is now recognized by the international community as a violation of human rights. For this reason, GBV has emerged as a salient topic in the human security community; it has been framed principally with respect to violence against women and girls, particularly sexual violence (Liu Institute, 2008). Acts of GBV can constitute to either an abuse or a violation of human rights. GBV has a greater negative impact on women and girls than on men and boys, because it is linked to their perceived subordinate status in many societies and hence leads to their greater vulnerability to violence, this state has resulted into persistence imbalance of power between men and women and has resulted to women and girls being overwhelmingly negatively affected compared to men and boys. According to United Nations report (2003) the female gender remains at the highest risk and are the primary target of GBV, though it is important to note that men and boys may also be victims of gender-based violence, especially sexual violence.

Domestic violence is the most common form of gender-based violence. Based on UNICEF data (2011) between 10 per cent of women in some countries upto 69 per cent in others are subjected to domestic violence. The same data estimated that one in five women is a victim of rape or attempted rape in her lifetime. One out of three women will have been beaten, coerced into sex or otherwise abused, usually by a family member or an acquaintance (Thaler, 2011). This however, does not eliminate the fact that many

cases GBV against men may end up not being reported and therefore a comprehensive data of the same is readily available.

According to Ludsin and Vetten (2010) each year, hundreds of thousands of women and children are trafficked and enslaved, millions more are subjected to harmful practices. Likewise, gender-based violence against men (including sexual violence, forced conscription and sex-selective massacre) must be recognized as such, condemned and addressed by civilian protection agencies and proponents of a 'human security' agenda in international relations. Men deserve protection against these abuses in their own right; moreover, addressing gender-based violence against women and girls in conflict situations is inseparable from addressing the forms of violence to which civilian men are specifically vulnerable (Carpenter, 2006). A study by UNFPA (2003) shows that more than 20 percent of women are reported to have been abused by men with whom they live with.

According to the World Health Organization (2011) among women aged 15-44 years, GBV accounts for more deaths and disabilities than the combined effects of cancer, malaria, traffic injuries and war. In addition, trafficking in women and girls for sexual exploitation is most common among poor women and girls. Women who are victims of domestic violence are 12 times more likely to attempt suicide than those who do not experience such violence. Haiti which has had a long history of gender discrimination, GBV and particularly rape, after the earthquake in 2010 reports of sexual violence increased significantly (Amnesty International, 2011). Women reported increased

vulnerability to sexual violence due to the destruction of their livelihoods and support networks, as well as insecure conditions in camps and shelters. Rape survivors ranged in age from five years to 60. Several had been raped on more than one occasion, either after the earthquake or during previous periods of unrest. Stark and Ager (2011) a culture of impunity and the inaccessibility of the justice system make it particularly difficult to prevent and respond to GBV.

Various forms of violence, such as sexual exploitation and incest, occur disproportionately against girls and women. A study by Beasley and Thomas (2004) show that in some Asian countries sexual abuse of boys is nearly as common as that of girls. In addition, other cultural forms of violence, such as dowry related payment and acid throwing exist. In Bangladesh, Pakistan and India for instance, only affect girls and women and result in carry life-long health consequences such as mutilation and disfigurements or even result in death. Certain forms of violence, such as the recruitment of boys into armed groups and drug gangs, involve to a greater proportion of boys as both victims and perpetrators (World Bank, 2007). Eventually, it ends as GBV because girls and women form part of the target. For example a 2005–2006 study at a Monrovia hospital in which 658 rape survivors were interviewed established that most perpetrators were known to the women they assaulted, that 85% of the survivors were under the age of 18 and that 48% of the survivors were between five and 12 years of age.

The African continent has also experienced its share of Gender Based Violence challenges. Majority of marriages in Africa are premised on the payment of dowry to the

bride's family by the groom. Kalipeni (2006) refers to vulnerability as consisting of entitlement, empowerment and political economy. It is further argued that cultural and societal expectations and norms create an environment where it is acceptable to practice gender based violence. Gender based violence is rooted in socio- economic, inequality, and takes many forms like physical, emotional and sexual abuse- sexual assault, rape, spousal violence and violence between intimate partners. Other, more 'normalized' forms of GBV unrelated to conflict are also prevalent in Liberia, including forced and early marriage. Studies in Ethiopia have also shown that about one-half to two-third of women experience one or other forms of spousal abuse at least once in their lifetime (3-6).

In Eastern Democratic Republic of Congo, up to 40% of women have experienced sexual violence (Johnson, Scott, Rughita, Kisielewski & Lawry, 2010). It is suspected that most members of the armed forces involved in the conflict, including national and neighbouring government forces, have committed acts of rape and sexual violence. Rapes are often extremely brutal since it is common for victims to be gang raped, tortured and mutilated. Many rapes also occur in public settings, often with the forced attendance of victims' relatives. In their nationwide survey, Peterman, Palermo and Bredenkamp (2011) indicated that, 1.69–1.8 million women reported having been raped in their lifetime, including by armed forces, but significantly more (3.07–3.37m) reported experiencing Intimate Partner Violence (IPV). These figures are far from being comprehensive given the lack of up-to-date statistics and the fact that many cases go unreported.

During the conflict in Liberia in 1999–2003, rape was systematically used as a weapon of war. Up to 75% of the total population of women were sexually violated or raped, and large numbers of women were abducted and forced to sexually service members of armed groups (Landis, 2012). Many women and girls were raped more than once, at different times and by different perpetrators with some being forced to marry their abusers. There has been very little research on the psychosocial reactions of men to these forms of gender based violence, it is likely that the psychosocial consequences of such acts are not significantly different to those manifesting in female survivors. Dolan (2000) argues that ‘the level of stigma attached (to male rape) is even higher than that associated with female rape’, and ‘undermining men’s sense of masculinity becomes a key channel for men to exercise power over others in reaction because of low esteem. Recent research, carried out in South Africa by the Medical Research Council and Gender links shows that young black men remain more likely than any other demographic group to be the victims of homicide (Jewkes, Yandisa, Morrell & Kristin, 2009). These data suggests that understanding the gendered nature of violence in South Africa is essential to finding ways to address and reduce violent crime.

Information provided by UNFPA (2003) shows that globally 1 in 3 women experience GBV and country-level population-based studies indicate that prevalence rates of physical intimate partner violence vary from 13 percent in South Africa to as high as 49 percent in Ethiopia. Levels of sexual violence vary from 7 percent in South Africa to 59 percent in Ethiopia while other countries range between 15-31 percent. Victims of gender based violence could be women and men, girls or boys. But as it is Based on the

persistent imbalance of power between men and women, according to United Nation reports, women and girls are overwhelmingly affected, are not only at high risk and primary targets for GBV but also suffer exacerbated consequences as Compared with what men endure.

During war and civil conflict, women and girls are often targeted for special forms of violence by men as a way of attacking the morale of the enemy. For example, in Rwanda, systematic and planned rape was used as a weapon of war and genocide against women and their families. In 1994, almost every adolescent girl who survived the genocide had been raped. Most of the affected person in GBV are exposed to traumas or either affected with sexual transmitted disease, for instance, In East Timor, it has been estimated that at least 1,000 women were raped during the post- referendum conflict of 1999. The existence and enforcement of anti-GBV measures has not managed to reduce it as it varies widely in the world. This has been so due to lack of proper enforcement on anti-GBV law where perpetrators area arrested and convicted. It is true that even comprehensive laws cannot prevent GBV or protect GBV survivors if they are not enforced and perpetrators are not convicted. Poor budget allocations, lack of political commitment, poor awareness and general public resistance to reducing GBV. These obstacles are exacerbated in countries prone to chronic conflicts and government instability. Likewise, a study in Rwanda which focused on physical and psychological torture and sexual violence committed during the genocide indicated that 80.9 percent of women in the sample had symptoms of trauma, 67 percent of survivors were HIV

positive, 13 percent had broken vertebrae, 12 percent lost leg movement and 7.9 percent had amputated legs (UNFPA, 2003).

Gender Based Violence in Kenya is widespread. It is a crime that shocks and traumatizes the Survivors and undermines their status in the community (UN Habitat 2002). According to a Situation and Response Analysis research conducted in 2006 by UNAIDS, it is estimated that every day, women are physically and sexually abused and raped in all social places and ethnic groups in the country. Most of the gender violence cases are not reported to the authorities as survivors often face a lot of obstacles in trying to bring the perpetrators to justice. Many of them are intimidated by the cultural attitudes in existence and state inaction while seeking redress. Some of the key factors that perpetuate the occurrence of GBV cases is the low level of awareness among community members on the nature of GBV, its prevalence, care and support resources available to survivors, public policy and laws regarding women's rights under the Sexual Offences Act-SOA (2006), and how to overcome the barriers to recognizing GBV as a problem that needs to be dealt with.

The government has taken several steps in addressing Gender Based Violence and women's rights. For example redrafting and redefining of gender responsive laws, namely: Family Protection Bill 2009, Marriage Bill of 2009 and the Matrimonial Property Bill of 2009 (Ministry of Gender, 2009). The Government of Kenya has also developed a National Framework towards Response and Prevention of Gender Based Violence. This and other measures have contributed to the reduction of GBV cases by

11.1% between 2005 and 2009. The national Female Genital Mutilation prevalence declined from 32.5 percent to 27.1% in 2008-2009. The biggest obstacles to these efforts remain culture. Culture is heavily driven by patriarchy, the masculine nature of socialization that perpetuates violence because it allows men to get away with the many evils that they perpetuate. This has suppressed women to succumb many unacceptable things as they continue to have low status in the society as they try to overthrow the status quo and gain their independency through economic empowerment, ventures or education. Currently, the Protection against Domestic Violence Bill 2012, The Marriage Bill 2012, The Matrimonial Property Bill 2012 have been drafted and forwarded to the Commission on the Implementation of Constitution (CIC). Domestic Violence Bill 2012 besides provides the legal framework with a law specifically addressing Intimate Partner Violence (IPV) and in particular empowers the courts to provide protection and orders in favor of victims of domestic violence.

The victims of this vice in Kenya, like in most other societies and cultures in the world are mostly women. Its ugly face spans from manifest physical abuse and sexual violence, to subtle violations such as verbal abuse and deprivation of their entitlements within the family for example property inheritance for the girls. The causes of these range from the low status society accords to women, to poor policy and legal frameworks that condone or ignore the prevalence and perpetuation of domestic violence (CREAW, 2006).

The Kenya National Bureau of Statistics (2009) shows that 45% of women aged 15-49 have experienced either physical or sexual violence, while nearly half (47%) of those

ever married experienced emotional, physical or sexual violence from their husbands. According to a study conducted by FIDA (K) (2002) women are most often violated by their male relations mainly as a result of the skewed power equation at the domestic level. The 2002 study further revealed that women are discriminated against, as they are not economically empowered to adequately meet their own basic needs and therefore, take full charge of their sexuality and livelihoods. This situation predisposes them to mistreatment in key aspects of their lives, which impinge on their status in society including the control over their reproductive rights, health and destiny.

Kenya National Bureau of Statistics, and UN Children's Fund (UNICEF) (2012) found that one in 10 female respondents and one in 20 male respondents between the ages of 13 and 17 reported in the survey that they had experienced sexual violence during the previous year; 66 percent of female respondents and 73 percent of male respondents had experienced physical violence of varying types during childhood. Results also indicated that perpetrators of physical, sexual, and emotional violence were rarely strangers to the child: Romantic partners were the most common perpetrators of sexual violence, followed by neighbors, while parents and teachers were the most common perpetrators of physical and emotional violence. Awareness of and access to professional post violence support services were very low, although an estimated 90 percent of respondents who had experienced sexual violence said they were aware of facilities that offered HIV-testing services.

According to the Gender Commission (2009) GBV remains a big problem as most people do not report it. A research done on a community in Western Kenya found that the rate at which GBV takes place is 75%. In the slums, it was discovered that GBV incidences are higher and stand at 78% as they are not reported. Various surveys have produced a range of statistics on the number of recorded cases of rape in Kenya in recent years, although all show an increase. According to statistics from the Kenyan police, the annual total cases reported rose by 33% from 2187 to 2909 during the period 2007 to 2011. Other statistics indicate that three out of ten women in Kenya have suffered some form of gender-based violence. In a 2010 study led by the United Nations Children's Fund (UNICEF), 32% of the women between the age of 18 and 24 who were surveyed reported that they had suffered sexual violence before they turned 18.

According to Gender Violence Recovery Centre (GVRC) (2012) in the year 2010/2011, the centre received a total of 2909 cases of sexual and domestic violence; 2615(90%) were female and 294(10%) were male. A total of 109 cases were admitted in the wards; 92 were female while 17 were male. Out of the 2909 survivors, 2524(87%) were rape/defilement cases, 385(13%) were domestic violence. Out of 2909 reported cases, 2506 of were reports of sexual violence recording a 20% increase from the previous year that reported 2105 cases. Of the 2506 cases, 1103(44%) were women, 76(3%) men, 1153(46%) were girls and 174(7%) were boys. Out of 2909 reported cases, 385 cases were of domestic violence nature. Out of 285 (74%) were women, 8 (2%) were men, 56(15%) were girls and 36 (9%) were boys. Over 50% of domestic violence cases are committed by husbands. The circumstances as reported, indicate that the violence is

triggered by disagreements or by the nature of men wanting to exercise power or exert total control on their wives.

Recent report released by the Gender Violence Recovery Centre (GVRC) of Kenya in January 2013 argued that gender-based violence against women is on the rise in Kenya and that Sexual abuse is the most commonly reported form of abuse suffered by victims. Between 2011 and 2012 for example, of all the cases reported 2,532 were sexual and 422 physical violence, and of these 90 per cent of all reported cases of gender violence are reported by women and girls, 10 per cent by men or boys. According to further statistics from the Gender Violence Recovery Centre (GVRC); 45% of women between ages 15–49 in Kenya have experienced either physical or sexual violence with women and girls accounting for 90% of the gender based violence (GBV) cases reported; One in five Kenyan women (21%) has experienced sexual violence; Strangers account for only 6% of GBV in Kenya. 64% of survivor of violence reported that the offenders behind their ordeal were known to them; Most violence towards women is committed by an intimate partner; 90% off reported perpetrators are men.

According to the Economic Survey (2011) there is a general decline of GBV reported cases from 20,568 in 2008 to 18,424 in 2010 due to improved security and collaboration with the community and relevant stakeholders. However, there is suspicion among the civil society and NGOs circles which doubt the figures stating that a number of cases go unreported to them due to fear, stigma and lack of funds. According to a new report by Maendeleo ya Wanaume (Mawa) (2013) in a study conducted in 8 counties revealed that

Nairobi, Kiambu, Mombasa, Nyeri and Kirinyaga make up the top five counties where violence towards men is rampant while minimal cases were reported in West Pokot, Turkana, Taita Taveta and Elgeyo Marakwet counties. From the findings, 82% of the respondents confessed to have been involved in gender based violence where at least 2.1 million men are abused yearly by women in Kenya. This was an increase of 40% from 1.5 million in 2009 to 2.1 million in 2013. The worst hit by the abuses are the elderly men from the age of 60 with the findings revealing that 95 per cent of them are physically, emotionally and economically abused and that abuse against men is carried out in all manner of forms including battering and inflicting of bodily harm. Men are often battered at home by their wives; some are kidnapped while others are often victims of sodomy by other men.

According to a study by African Regional Sexual Gender Based Violence (SGBV) Network (2010) 77% of male survivors were children in Mombasa where 46% were less than 10 years; 21% were aged 10 –14 years; 10% were aged 15 – 19 years. Likewise the study found that nearly 80% of all survivors are under 18, making this a very young cohort along the Coast, with 84% female and 16% males. According to the Economic Survey (2011) on gender based violence, Kiambu and Mombasa make up some of the worst hit counties in the country where violence towards men is rampant and the trend of cases reported is increasing. Likewise Civil societies, lobbyists and NGOs perceive police officers as incompetent in the manner they handle GBV cases reported to them in marital rape, the way they record statements, time taken to service survivors, poor attitudes and prosecution process.

Rampant increase of GBV in Kiambu District, particularly on against men, portray a complete lack of authority and power in the family front. A man's position in the family has been absolutely compromised before women and the child by his status (GVRC, 2012). Men appear socially weak, hopeless and 'impotent' on critical decisions affecting their families especially if weak or poor economically because the society values man according to his economic power or status. Due to their lack of control, they are denied basic things like food, shelter and sex. Consequently, they are in perpetual hunger, dirt, drunkenness are and in tatters. In most cases, they are seen idling in the shopping centers all day, and beg for small handouts from visitors especially those from the city. The situations they find themselves in quite often lead to premature deaths (Kamau, 2010). Naturally, as a result most men tend to fight back to assert themselves hence situation of GBV becoming rampant.

The effect of the above situation has had far reaching consequences on the family in Kiambu District. Owing to lack of proper role models, absentee father or none at all, most young adult males have resulted in crimes such as carjacking, kidnapping, joining outlawed gangs and rape (Waithera, 2010). Those not in serious crimes or outlawed gangs, portray a dependency syndrome that compromises their ability to mature into responsible adulthood nor take up responsibility such as to marry and establish their own homes as is the norm among the residents of Kiambu District. According to Waithera (2010) cases of violence among men and boys are very high but most of them go unreported mainly out of fear of ridicule and stigmatization on part of men in an environment where the girl child seems to be fully empowered economically and in

education and through advocacy. This means that most cases involving girls or women in as far as GBV is concerned are reported without delay to the relevant authorities such police, or even in a hospital.

1.2 Statement of the Problem

In spite of the many initiatives that presently exist to address domestic violence in general for example, the Protection against Domestic Violence Bill 2012, The Marriage Bill 2012 and The Matrimonial Property Bill 2012, Kenyan communities particularly in Kiambu District are yet to stamp out or significantly reduce the cases of GBV (Ministry of Interior and Coordination of National Government, 2013). Information provided by Kiambu General Hospital shows an increasing trend of GBV cases treated in the institution. On average 230 cases are treated per month, with approximately 42% being children, 39% women and 19% men. On the other hand, on average 2 cases of assault/rape are reported every day to Kiambu Police Station.

According to a baseline survey conducted by Legal Assistance Schemes Partnerships (LASPS) (2013) in thirty five (35) counties, Kiambu included, of the 44 respondents from Kiambu, 38.1% of the respondents had been victims of GBV. Disaggregated by gender, 50% of the female respondents reported that they had been GBV victims. A notable 27.2% of male respondents had been GBV victims. Only 12.5% of the GBV reported the incidents, usually to the villages elder. Seventy percent (70%) of the homes that were surveyed, male adults are in such compromised gender power positions where family decisions and home management are entirely at the hands of women.

Statistics from the Ministry of labour social security and services - Kiambu Children Department (2013) data available shows that there was an increasing trend of negligence of children among families because of GBV. According to the data available majority of the perpetrators were men, there were 140 case reported January in 2014, 55%(77) of the total were boys while 45%(63) were girls. By December 2013 there were 58 children neglected 51% were boys and 49% girls, 83 by November 2013 where 48% were boys and 52% girls, and 81 by October 2013 where 45%were boys and 55% girls. From the statistics above, it is clear that there is an increasing trend of children negligence with boy being more affected compared to girls in Kiambu County. These neglected children are also involved in other forms of violence such as physical abuse, denial to basic needs such as food, shelter and clothes, sexual abuse among others, as victims or perpetrators. Given this trend together with the report from the Economic Survey (2011) which identified Kiambu and Mombasa among counties making some of the worst hit by gender based violence against men, there is need to investigate social factors influencing boy child perception on gender based violence in day secondary schools in Kiambu District, Kiambu County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to investigate social factors influencing boy child perception of gender based violence in day secondary schools in Kiambu District, Kiambu County, Kenya.

1.4 Objectives of the Study

The study was guided by the following research objectives

- i. To establish the extent to which gender role expectations influence the boy child perception of gender based violence in day secondary schools in Kiambu District, Kiambu County, Kenya.
- ii. To determine the extent to which social cultural norms influence the boy child perception on gender based violence in day secondary schools in Kiambu District, Kiambu County, Kenya.
- iii. To establish the extent to which family relations influence the boy child perception on gender based violence in day secondary schools in Kiambu District, Kiambu County, Kenya.
- iv. To determine the extent to which substance abuse influences the boy child perception on gender based violence in day secondary schools in Kiambu District, Kiambu County, Kenya.

1.5 Research Questions

The study sought to answer the following research question

- i. To what extent do gender role expectations influence the boy child perception of gender based violence in day secondary schools in Kiambu District, Kiambu County, Kenya?
- ii. To what extent do social cultural norms influence the boy child perception of gender based violence in day secondary schools in Kiambu District, Kiambu County, Kenya?

- iii. What is the extent to which the family relations influence the boy child perception of gender based violence in day secondary schools in Kiambu District, Kiambu County, Kenya?
- iv. To what extent does substance abuse influences the boy child perception of gender based violence in day secondary schools in Kiambu District, Kiambu County, Kenya?

1.6 Significance of the Study

The results of the study are aimed at helping the county government through the education department to realize the urgency of the need to empower the boy child so that his vulnerability to gender based violence is reduced by coming up with a responsive educational programmes.

Since the study was carried out in Kiambu District, District Education Officers and policy makers are to benefit from the research findings as they are in a better position to understand the situation on the ground and be able to come up with measures that are aimed at reducing the GBV and also to enhance proper boy child education.

The results are also intended to help to the parents of Kiambu District to identify the challenges that the boy child faces from an early stage, for example lack of good role models through unacceptable behaviors and find solutions as a way of reducing Gender Based Violence. The study may also help the society of Kiambu District to identify the challenges that the boy child faces and possible solutions to them in order to reduce gender based violence or conflicts.

The research results may further be of use as a body of knowledge in Education in Emergencies field as well as a reference point for further studies on the subject.

1.7 Limitations of the Study

The researcher encountered various limitations that tend to hinder access to information that the study sought. The main limitation of this study was its inability to include more Counties; this study focused only on the selected district secondary schools in Kiambu District within Kiambu County. The study could have covered more secondary schools across all counties so as to provide a more broad based analysis.

The researcher also encountered other challenges and limitations such as non-cooperation by teaching staff and principals since they felt that the information they were to give could be used to portray a negative image of their schools or their community in general. However, the researcher assured the respondents that the information to be acquired was purely for academic purpose.

1.8 Delimitations

The study investigated social based factors influencing boy child perception on gender based violence in Kiambu County. This study was limited to Kiambu District, Kiambu County where special focus was on District secondary schools. This involved collecting information from principals, deputy principals, teachers and students using questionnaires. This was relevant in collecting the data required as time is the limiting factor that might inhibit collecting the data from all schools in Kiambu District. The study focused on the available literature on Gender based violence.

1.9 Assumptions of the Study

The study was carried out with the assumptions that:

- i. The respondent will be sincere and open in responding fully to the research questions
- ii. The respondents will have full knowledge of GBV and its causes and effects on the boy child to be able to respond accurately

1.10 Definition of Significant of Terms

Family a group consisting of parents and children living together in a household.

Family relations it is the way members of a nuclear family relate with each other, that is, the relationship between the parents themselves and also between them and their children

Gender based violence is violence that is directed against a person on the basis of gender.

Gender role is a theoretical construct involving a set of social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex.

Relation the way in which two or more concepts, objects, or people are connected; a thing's effect on or relevance to another.

Social norms the rules that a group uses for appropriate and inappropriate values, beliefs, attitudes and behaviors

Substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs

1.11 Organization of the Study

This research is organized in three chapters. Chapter one introduces the research and presents the statement of problem, objectives, and research questions. The chapter also shows the significance, limitations and delimitations of the study. Chapter two encompasses the literature review on the various aspects concerning social factors influencing perception of GBV. The chapter covers the following sections, that is, concept of Gender Based Violence, gender role expectation, family relations, social cultural norms, substance abuse, summary of literature review, theoretical framework and conceptual framework. Chapter three discusses the methodology that was used to collect and analyze data. Specifically the chapter discusses the following sub-sections, that is, introduction, research design, target population, sample size and sampling procedure, research instrument, instrument validity, instrument reliability, data collection procedure and data analysis technique. Chapter four discusses the response rate of the respondents, demographic characteristics of respondents and the four independent variables of the study. Chapter five gives summary of the findings, conclusion of the study, recommendations of the study and finally suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter provides an extensive literature and research on gender based violence. This literature review summarizes a diverse spectrum of views on boy child perception on gender based violence. The chapter covers the following sections, that is, concept of Gender Based Violence, gender role expectation, family relations, social cultural norms, substance abuse, summary of literature review, theoretical framework and conceptual framework..

2.2 Concept of Gender Based Violence

A recent review of 17 studies worldwide indicated that anywhere from 11%-32% of women report behavior constituting sexual abuse in childhood. Although both girls and boys can be victims of sexual abuse, most studies report that the prevalence of abuse among girls is at least 1.5-3 times that among boy (Sinal, 2004). Abuse among boys may be underreported compared with abuse among girls. Studies consistently show that, regardless of the sex of the victim, the vast majority of perpetrators are male and are known to the victim. Many perpetrators were themselves sexually abused in childhood, although most boys who are sexually abused do not grow up to abuse others (Heise, 2008).

In sub-Saharan Africa, statistics provide ample evidence that gender inequality plays a major role in the epidemic, where women are consistently and disproportionately affected by HIV/AIDS. Over 60% of the population living with HIV in this region are women

(UNAIDS 2008). This trend continued to worsen even in 2010 with girls and women continuing to be more vulnerable to new infection because of social, political, cultural and economic gender inequalities. According to UNAIDS (2012) women represent 58% of the people living with HIV and bear the greatest burden of care.

According to the 2004-5 Uganda HIV/AIDS behavioral Survey more women are infected at a younger age than men. The survey further indicates gender based violence as an obvious violation of human rights with serious consequences for women's health and well-being. For example, the Uganda Bureau of statistics (2007) indicated that although both women and men experience violence in Uganda, women are more likely to suffer every form of violence with a vast majority of violence committed by an intimate partner. According to Republic of Uganda (2006) 44% of women who have experienced sexual violence say their current husband or partner was responsible, while another 22% cite a former husband or partner. Violence in intimate relationships especially for women often attains the status of what is natural and normal with women getting accustomed to it, which means that the prevalence reported could be much lower than what the situation actually is.

Many acts of normalised GBV are widespread and these include domestic violence, assaults against women, child sexual abuse, and rape (Republic of Uganda, 2010). All this is commonly attributed to cultural and social norms that imbue men with power and authority over women. The 2006 UDHS widely indicated that wife beating can be justified in circumstances such as neglecting the children; going out without telling the

husband; refusing to have sex; arguing with the husband; and burning the food. While the survey indicated that 7 in every 10 women agree that at least one of the latter five circumstances is sufficient justification for wife beating, 6 in 10 men also agree that at least one of these reasons justifies wife beating.

Opolot (2011) defined gender based violence (GBV) as an umbrella term of any harmful act that is perpetrated against a person's will and which is based on socially ascribed gender differences between males and females. GBV is the denial of basic human rights through social customs, roles and habits that are directed against a person because of his/her gender identity. Gender based violence therefore implies to any harmful act that is perpetuated against a person's will and that is based on socially ascribed differences between males and females. Examples of GBV include: sexual violence such as sexual exploitation, abuse and forced prostitution; domestic violence; child trafficking; forced child marriage; and harmful traditional practices such as female genital mutilation, honor killings and widow inheritance.

Perception on the other hand refers to a participant's beliefs, views or understanding about something. Perception is a process whereby information about one's environment is received by the senses in an organized manner and interpreted so that it becomes meaningful (Chambers Encyclopedic English Dictionary, 1994). Pretorius, Terblanche and Tshiwula (2007) state that perceptions may also be referred to as the participants' frame of reference or world-view which is shaped by awareness, insight or understanding gained through or about something.

All over the world, it is well documented that conflicts exacerbates sexual and gender based violence in societies (Opolot, 2011). Citing the Ministry of Gender, Labour and Social Development (MOGLSD) Policy Framework on Violence against Women (2008), Opolot argues that ‘military conflict, in combination with societal factors and traditional practices such as early marriage for girls , FGM and dowry payments have weakened the position of women, creates an ideal environment for increased incidents of GBV’. As armed conflicts rage on, communities experience generalized chaos and frequent social breakdown that accompany warfare while the disincentives against engaging in SGBV are reduced, if not removed (Wood 2006). Dolan (2011) cite cases where gender violence is used as a means of inflicting pain on the enemy forces. In such cases, sexual violence represents a deliberate, organized, proto-military tactic designed to kill, demoralize or remove the population in the said location.

2.3 Gender Role Expectations and Gender Based Violence

Gender refers to the socially constructed differences between men and women which can change over time and which vary within societies, therefore making it historical and culture-bound (Oyewumi, 2005). Gender “orders daily social processes and is incorporated into the economy, ideology, family life and politics (Oyewumi, 2005). Thus, perceptions and expectations about behaviour as men and women are determined by gender identity. Giving birth is a biological determinant, whereas the performance of household duties, working in lower-paid formal sector positions and being the majority in the informal sector are all examples of social construction. All human societies make

social distinctions based on gender, and nearly all give men more power and status (Strebel, Crawford, Shefer, Cloete, Henda & Kaufman, 2006).

The gender order expresses male domination, which translates into men's power over women, or, alternatively, over other men. This means that gender is not only individual but a process of institutions and dynamic power relations between groups (Morrell, 2001). This may result in a "crisis of masculinity" for some men, leading them to commit violence against their partners, or femicide (Thaler, 2011). This has resulted from the changing roles of men and women. The social dominance of men in the culturally sanctioned gender hierarchy is threatened, which has led to this crisis.

A survey in the Western Cape Province commissioned in 2006 found that this reversal in traditional gender roles was compounded by high levels of unemployment. Thus the empowerment of women has also been contributory to the loss of men's self-esteem, leading to increased male violence towards women and children (Strebel et al., 2006). Additionally, traditional male-dominated roles have also contributed to men's feelings of entitlement to abuse women (Strebel et al., 2006).

2.4 Socio-Cultural Norms and Gender Based Violence

Kim and Motsei (2002) indicated that there are some harmful cultural values and norms which condone and enforce abuse against women. The church and other religious or spiritual institutions have also contributed to the reinforcement of dominant gender roles, further condoning the spousal abuse of women (Strebel, 2006). Culture can be seen as

imprisoning to women, leading to their subordination because of a patriarchal society which has led to the emergence of male domination (Kambarami, 2006).

The literature indicates that GBV is grounded in patriarchy, meaning that the system positions men over women, and patriarchy is also linked to the social cultural and legal contexts that also permit GBV (Lang, 2003). These unequal power relations existing between men and women appear to be significant in the perpetration of GBV (USAID, 2011). Patriarchy is thus a power structure working in multiple directions simultaneously (Barker, 2011). The status of women and children is undermined as a result as well as entrenching economic inequality, which further exacerbates patriarchal violence (Thaler, 2011). Jewkes (2002) posits that societies with stronger ideologies of male dominance have more intimate partner violence.

Colonization impacted on women both profoundly and negatively, leading to their exclusion from colonial state structures. Women were identified and defined by their anatomy and were consequently reduced and categorized. This meant that they were not only ineligible for leadership roles but were subordinate to men. Patriarchy was also consolidated in Afrikaner social life and was entrenched in gender relations on a religious basis. It was justified biblically, and influenced Africans men and women to view patriarchy as both natural and normal. The patriarchal head dominated the family, with the wife and mother being restricted to a domestic role. A clear division of labor along gender lines was adhered to, meaning that men were allowed better access to education and enjoyed exclusive political leadership. Women were barred from the special offices

in Afrikaans churches and organizations (Du Pisani, 2001). Men with a tendency towards abusive behavior have been reported to have grown up in traditional models of the family where the father is the breadwinner and the mother is the home maker (Ludsin & Vetten, 2005).

2.5 Family Relations and Gender Based Violence

The family is acknowledged to be a primary site of gender-based violence (Ludsin & Vetten, 2005). Research on women's reproductive health by the Institute of Social and Economic Research in Jamaica and Barbados (1995) identified the family as being the primary location of violence (Brasileiro, 1997). Hence the family was seen as playing a fundamental part in promoting violent behaviour (Krug, Mercy, Dahlberg & Zwi, 2002). It is in the family that children first learn this behavioral option during conflict management in the context of violence between the parents. However, while there may be biological predictors of violence, there is more substantiation for violent behaviour caused by social factors during adolescence and childhood such as being victims of violence in school and at home. This is substantiated by the social learning theory, which postulates that violence is learnt behaviour as a result of socialization ties (Padayachee, 1988).

Thaler (2011) indicates that the most violent perpetrators of violence are abusive men who as children who witnessed parental violence as well as having experienced child abuse which may lead to later relationship conflict and subsequent to GBV. This early socialization to violence also results in it being used as a coping mechanism or as a way of resolving conflict (Contreras, Heilman, Barker, Singh, Verma & Bloomfield, 2012).

Kambarami (2006) argues that in some cultures patriarchal practices are bred in families by socialization, resulting in children accepting sexually differentiated roles. Consequently these traditional gender roles are distorted or used as an excuse to justify abuse (Ludsin & Vetten, 2005). Vogelmann (1990) reiterates that it is in the family that controlling and domineering behaviour is learnt. The media also plays a role in society's perpetuation of male dominance and female passivity. Furthermore, there may also be a behavioral predisposition to violence (Thaler, 2011).

2.6 Substance Abuse and Gender Based Violence

The routine as well as heavy consumption of alcohol increases not only the risk of violence but is contributory to GBV (Thaler, 2011). WHO (2009) posits that this association between violence and alcohol consumption results from the cultural and social norms around alcohol use and its effects. Furthermore, a fact that is alarming within the fight against GBV is that, globally, Africa has one of the highest per capita rates of alcohol consumption.

Research has shown that alcohol abuse is a major contributor to GBV. Alcohol is a powerful catalyst for both interpersonal and sexual violence as well as high-risk sexual behavior (USAID, 2011). Alcohol use also impairs judgment, including the ability to interpret social cues and reduces inhibition, which further contributes to incidences of GBV (Jewkes, 2002). This violent behavior, including GBV, is often justified because of alcohol abuse or alternatively may be used by perpetrators giving them the courage to commit violence (WHO, 2009). Perpetrators of GBV sometimes also use alcohol in order

to prepare themselves to commit premeditated acts of violence, while victims may use alcohol to self-medicate in order to diminish the reality of the abuse (Jewkes, 2002).

The vulnerability of victims of GBV also increases should they consume alcohol and use drugs to the extent where their own judgment is impaired. Furthermore, because there is less ability to perceive the potential for violence, victims are easier targets for perpetrators of violence (WHO, 2006). Alcohol and substance abuse has also been reported to foster unsafe abusive sexual practices in relation to HIV/AIDS infections (Strebel et al., 2006).

2.7 Summary of Literature Review

Despite there being many different legislations in place to combat GBV as well as increasing awareness on the enormous negative impacts of GBV on the social life and development, the literature reviewed showed that GBV is increasing year after year. This is depicted by a high percentage of women who remain subjected to GBV in its various forms where for example some traditional practices such dowry payments / bride price serve to entrench GBV against women instead of protecting the very women it was intended to protect. Other causative factors include drug and substance abuse, such as alcohol abuse, smoking of bhang, miraa taking which lead to behavior change and which also exacerbates a very high level of violence from among men to themselves and also towards women. It is apparent that a very important fact has been put the shadow while in actual sense trying to accomplish a very noble task. A very high percentage of GBV is actually perpetrated by the male gender against the female gender. The female gender being weak psychologically and deserves protection, however, the male gender as much as they are perpetrators do not deserve to be demonized.

They should instead be enlightened in order to play a central role in protecting the female gender from the effect of gender based violence and thereby reducing it and probably doing away with it fully. It is this gap of consciously or unconsciously forgetting the boy child in the effort of enlightenment and empowerment in as far as GBV is concerned that this study tries to explore. The ecological theory is of great importance in this study and has been used to examine the interplay between different levels of environment causative to GBV.

2.8 Theoretical Framework

This study was grounded on Ecological theory which was advocated by Heise (1998). The ecological theory will be used to understand the interplay of personal, situational and socio-cultural factors that combine to cause abuse and to understand the consequences of GBV. The theory shows how the environment influences human behaviors and vice versa, and so focuses on the interaction between the two at different levels (environment and human behaviors) (Green, 1994). These interrelated systems have an influence on an individual's life from early childhood to adulthood (Bronfenbrenner, 1979). The environment consists of the political, social, cultural, economic and psychological environment.

The political environment consists of leaders and political activities; the social environment is family and schools, churches and clubs. The cultural environment is the values, mores and traditions of a society: it is the framework whereby people live. The economic environment is shaped by commerce and industry and the rate of employment; it is also shaped by informal employment. The psychological environment consists of “the attitudes that people display towards life around them (Swanepoel & de Beer, 2006).

Four levels of ecological components are used to understand the influence of hierarchical environmental systems on individuals.

These are the microsystem, which refers to an individual's immediate environment; the mesosystem, which refers to the interactional process between the microsystems; the exosystem, which affects an individual indirectly, and the macro system, which are the political, cultural, social and economic forces affecting individual functioning. This theory combines biological, socio-cultural and personal factors affecting an individual, which could include childhood experiences of violence at home as well as in the community. There is also a focus on close relationships among family, friends and peers. It explores how these relationships increase the risk of being a victim or perpetrator of violence (WHO, 2002).

Ecological theory also focuses on the societal factors creating or inhibiting a climate of violence. This includes the social and cultural norms for example, those which entrench male dominance over women and children, gender roles as well as the acceptability of violence (Krug Mercy, Dahlberg & Zwi, 2002; WHO, 2002). Finally, the theory advocates that societal factors include health; economic, educational as well as social policies may help to maintain economic or social inequality between societal groups.

The environment in which a child is born and exposed to has a very strong influence on him/her either positively or negatively. The first environment is that of the immediate family, the extended the community among others. The boy child is able to be influenced on what to say, how to say it, how to behave, how to live and how to respond to different

environments/issues that he/she interacts with every day and above all how he thinks and behaves because of being very active. This forms the world view of that child from the time he is born and might remain the same as he/she grows unless the environment changes.

2.9 Conceptual Framework

GBV has recently emerged as a salient topic in the human security community; it has been framed principally with respect to violence against women and girls, particularly sexual violence. Many acts of normalized GBV are widespread and these include domestic violence, assaults against women, child sexual abuse, and rape (NDP 2010). All this is commonly attributed to cultural and social norms that imbue men with power and authority over women. According to Mugenda and Mugenda (2003) conceptual framework is a diagrammatic presentation of the relationship between dependent and independent variables. In this study, the dependent variable is perception on GBV while independent variables are gender role expectation, social-cultural norms, family relation and substance abuse.

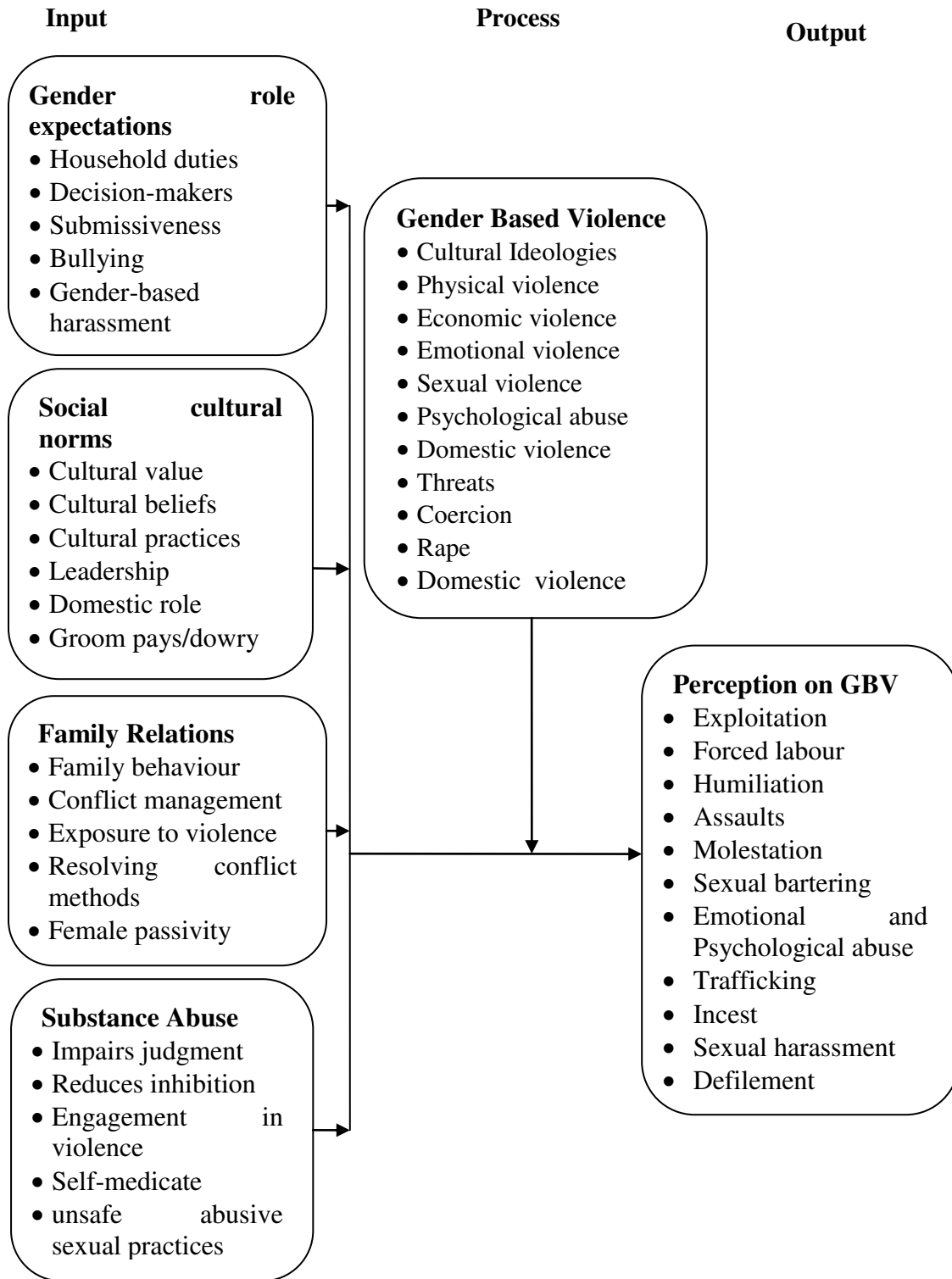


Figure 2.1: Social Factors Influencing Boy Child Perception on Gender Based Violence

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter present research methodology under the following subheadings; research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

3.2 Research Design

A research design is a plan or blueprint of how the researcher intends to conduct the research (Babbie & Mouton, 2001). The study employed a descriptive survey research design. According to Kothari (2007) descriptive survey research design is a type of research used to obtain data that can help determine specific characteristics of a group. A descriptive survey involves asking questions (often in the form of a questionnaire) of a large group of individuals either by mail, by telephone or in person. The main advantage of survey research is that it has the potential to provide us with a lot of information obtained from quite a large sample of individuals. By employing this study design, this study focused on obtaining quantitative data from a cross-section of project members. It was also be used to collect qualitative data from key informants.

3.3 Target Population

A population refers to the specific cases that the researcher wanted to study (Neuman, 2000). According to Babbie and Mouton (2001) population can also refer to the collection of all individuals, families, groups that the researcher is interested in finding

out about. The target population for the study was District secondary schools in Kiambu District East while study population was principals, deputy principals, teachers and students. According to the MoE (2014) there are 18 District Day secondary Schools in Kiambu District which are either boys or mixed with each school having an average of 20 teachers (principals, deputy principals and teachers) and all the schools having a total of 5400 students.

3.4 Sample Size and Sampling Procedure

Sampling design is that part of statistical practice concerned with the selection of a subset of individual observations within a population of individuals intended to yield some knowledge about the population of concern, especially for the purposes of making predictions based on statistical inference (Cooper & Schindler, 2003). Mugenda and Mugenda formula was employed to determine the sample size of the students while principals, deputy principals and teachers were selected randomly. From a total of 360 teachers, a sample size of 36 teachers were selected, this represent a 10% of the total population. According to Mugenda and Mugenda (2003) a sample of 10-40% of the total population is a good representative of the total population. According to Mugenda and Mugenda (2003) from normal distribution the population proportion can be estimated to be

$$n = \frac{Z^2 PQ}{\alpha^2}$$

Where: Z is the Z – value = 1.96
P Population proportion 0.50
Q = 1-P
 α = level of significance = 5%

$$n = \frac{1.96^2 \times 0.5 \times 0.5}{0.5^2}$$

$$n = 384$$

Adjusted sample size

$$n = n / [1 + (n/p)]$$

$$n' = 384 / [1 + (384/5400)]$$

Approx. = 358 students

Actual size = (sample size for teacher + sample size for student)

Actual sample size = 36 + 358

$$= 394$$

3.5 Research Instruments

The study employed a question to collect the primary data. The questionnaires were used to collect data from the principals, deputy principals and students. The first section of the questionnaire enquired general information about the respondents, while the next sections answered the four objectives, that is, gender role expectation, social cultural norms, family relations and substance abuse. The structured questions were used in an effort to conserve time and money as well as to facilitate in easier analysis as they are in immediate usable form.

3.6 Instrument Validity

Validity refers to the accuracy and meaningfulness of inferences based on the research results (Mugenda & Mugenda, 2003) can be enhanced by absence of errors in the data collected. The research instruments were piloted in five schools which did not form part of the schools selected for the study. This ensured by going through the questionnaire with the respondents to ascertain that each of the items is framed in the least ambiguous way. The pilot study aimed at establishing construct validity of the instruments (Mugenda & Mugenda, 2003). The pilot study assisted in identifying the problems which

the respondents may encounter in the process of answering the questions put across to them. The piloted questionnaires were revised and ambiguous items modified.

3.7 Instrument Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trial (Mugenda & Mugenda, 2003). Reliability answers the question are scores stable over time when the instrument is administered a second time (Creswell, 2003). To ensure reliability, the researcher used split-half technique to calculate reliability coefficient (Spearman-Brown coefficient) which should be within the recommended reliability coefficient of 0.7-1 (Nachmias and Nachmias 1996). This involved scoring two-halves of the tests separately for each person and then calculating a correlation coefficient for the two sets of scores. The instruments were split into the odd items and the even items. Statistical Program for Social Sciences (SPSS) was used to calculate the reliability of the instrument.

3.8 Data Collection Procedure

The researcher sought permission to carry out the study from the National Commissions for Science, Technology and Innovation. The researcher then proceeded to the schools where audience was sought with the help of head teachers. A request to the principal to invite the teachers for introduction and a briefing on the confidentiality of the data to be filled in the questionnaire was done. Drop and pick later method was used to administer the questionnaires. Filled questionnaires were collected after two weeks.

3.9 Data Analysis Techniques

Data was cleaned, coded, entered and analyzed using Statistical Package for Social Science (SPSS, Version 21.0). SPSS was used because it is fast and flexible and provides more accurate analysis resulting in dependable conclusions. Technically speaking, data processing implies editing, classification, coding, and tabulation of collected data so that they are amenable to analysis (Kothari, 2007). Data analysis involves computation of certain measures along with searching for patterns of relationships that exist between the dependent variables and independent variables. The data was analyzed according to variables and objectives of the study. Descriptive statistics was used to analyze, present and interpret data. Descriptive analysis involved use of frequency distribution tables and figures which was used to generate values between dependent and independent variables used in the study. Content analysis was used for the qualitative data from the open ended questions in the questionnaire.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter discusses the interpretation and presentation of the findings. The purpose of the study was to analyze social factors influencing boy child perception of gender based violence in day secondary schools in Kiambu District, Kiambu County, Kenya. The finding was intended on answering the study's research questions. Data composed was collated and reports were produced in form of tables and figures and qualitative analysis done in prose.

4.2 Response Rate

The study targeted a sample of 394 respondents from Kiambu District Day Secondary Schools, Kiambu County, Kenya. However, out of 394 questionnaires distributed 346 respondents completely filled in and returned the questionnaires, this represented a 88% response rate. This is a reliable response rate for data analysis as Mugenda and Mugenda (2003) pointed that for generalization a response rate of 50% is adequate for analysis and reporting, 60% is good and a response rate of 70% and over is excellent.

The response rate was arrived at through the data collection procedure of using the questionnaires adopted by the researcher; he personally participated in data collection process with assistance of several research assistants from the various schools he visited and waited for respondents to complete filling the required information. He kept on reminding the respondents to fill the questionnaires through frequent phone calls to the assistants and received the filled in questionnaires from the assistants once fully filled.

Table 4.1 Response Rate

Response	Frequency	Percentage (%)
Filled in questionnaires	346	88
Un returned questionnaires	48	12
Total	394	100

Source: Researcher (2014)

4.3 Demographic Characteristics of the Respondents

As part of the general information, the research requested the respondents to indicate their educational level and their qualifications, duration of working, position held in the school, age and the gender balance among the members of staff.

4.3.1 Education Qualifications of Teachers

The study requested respondents to indicate their academic qualifications. This was of great importance for the study since it had a correlation to the capability of teachers to deal with the issues of GBV from among the students. Figure 4.1 summarizes the findings of the results. Most (58%) of the respondents were degree holders, 30% held masters as their highest level of education while the rest 12% had attained diploma as their highest academic qualification. This depicts that most of the teachers being degree holders are capable of role modeling the students to be the right persons in the society.

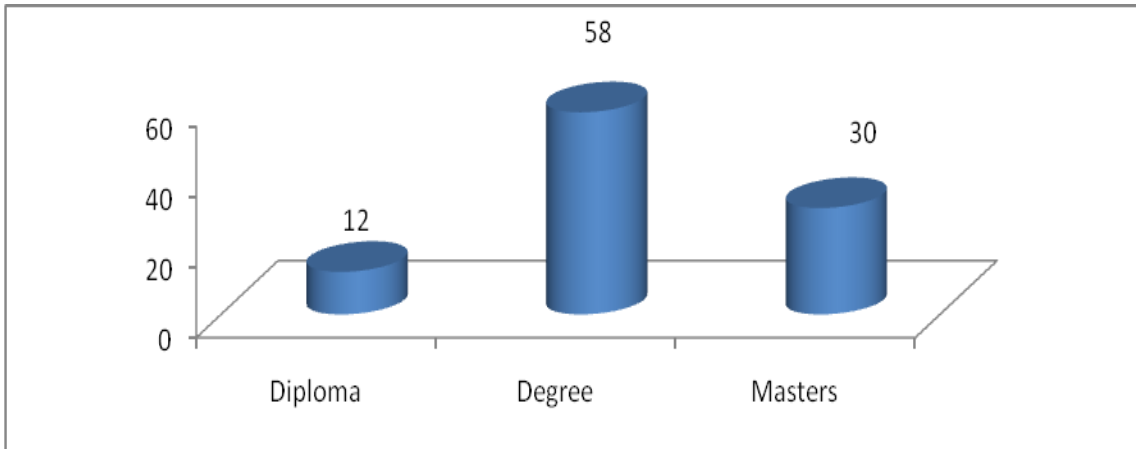


Figure 4.2 Education Qualifications of Teachers

4.3.2 Duration of Working

The research sought to establish respondents' working experience based on the number of years they have worked. The study found it important to establish the duration that the teachers have been working in the region; this forms the basis to which the study can rely on the response given by the respondents. Figure 4.2 shows the findings of the result, majority (52%) of the respondents had worked for duration of 11-15 years, 27% for duration of 6-10 years while worked 12% had for a period of more than 16 years. This illustrates that the respondents had worked as principal/deputy principal or teachers for a long period and they can give credible information on the social factors influencing boy child perception of gender based violence in day secondary schools. Though this was aimed at establishing the experience of teacher in handling matters of conflict or guidance and counseling issues regarding problems that the students face including those from home, it was noted that most of the teachers who have taught for a long time were

few probably because of early retirement to look for extra money through business, therefore leaving the students vulnerable.

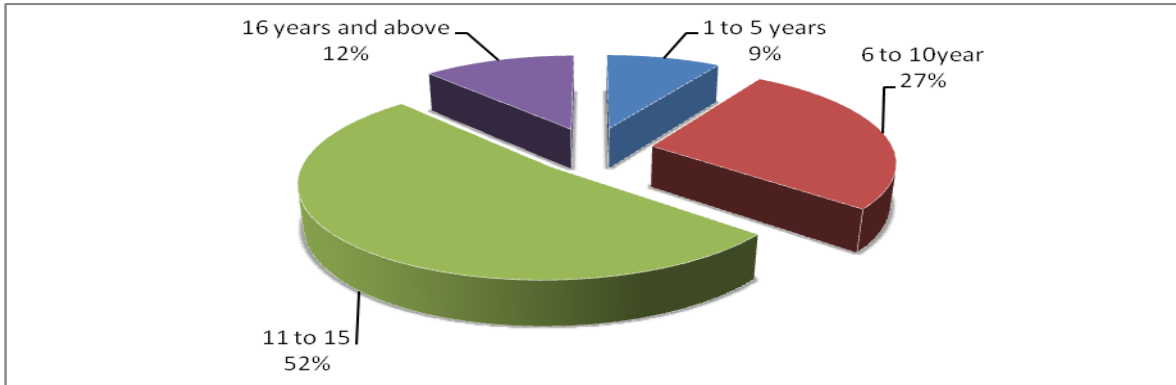


Figure 4.3 Duration of Working of the Teachers

4.3.3 Percentage of Males Staff Members

The research sought to establish the percentage of male staff members at the day secondary schools in Kiambu District, Kiambu County. This question was at determining whether the students have an access to male teachers whom they can share their privacy information with as regards to their families on matters such as GBV at their homes. The findings as stipulated in figure 4.3 shows that majority (58%) of the schools in Kiambu District, Kiambu County had less than 50% of their staff as males while 42% had more than 50% of their staff as males. This therefore means that the numbers of male mentors in the schools are wanting meaning that the students may be forced by circumstances to seek guidance from female teachers. As a result, they may not open up to the real issues that affect them including if there are cases of misunderstanding between their parents. The female members of staff may at times not have the capacity to help them or in some situations may feel shy to address the issues to the required level.



Figure 4.4 Percentage of Males Staff Members

4.3.4 Age Bracket of the Respondents

The study also sought to establish the age distribution of the respondents as shown in Figure 4.4. This question aimed at establishing the age bracket of the teachers and how the students interact with the teachers in regard to their age. According to the findings, most of the respondents (30%) were 46-50 years of age, 26.7% were 31-35 years while 23.3% were aged 36-40 years. Most of the teachers were between 31-35 and 46-50. During this period of time the teachers do face a lot of challenges either of relationship to marriage and establishing themselves in preparation for retirement in case they have not prepared adequately. As such they don't give the student maximum attention to help them grow up in an all-round way.

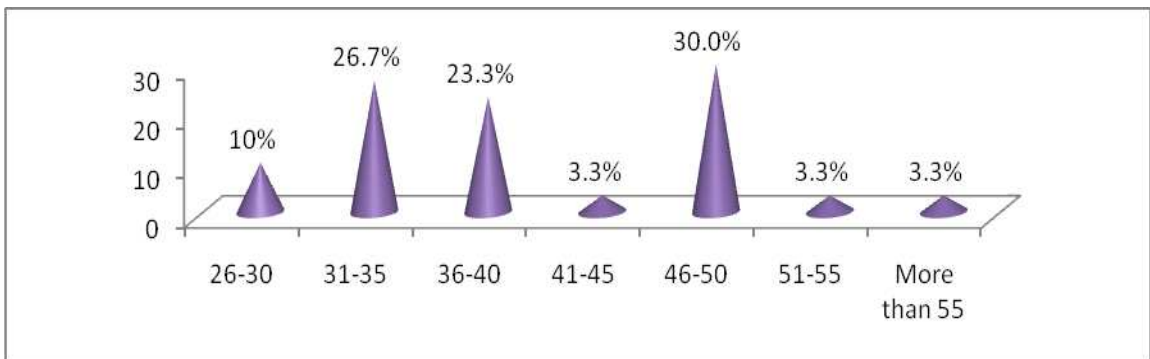


Figure 4.5 Age bracket

4.3.5 Cases of Gender Based Violence Reported by Student in School

The study further sought to find out whether cases of Gender Based Violence were reported by students in the school. From the findings, majority (60%) of the respondents indicated that cases of Gender Based Violence were reported by the students in the school while 40% argued that the cases of Gender Based Violence were not reported by the students in the school. Therefore, from the students information GBV is rampant in homes in its various forms especially fights.

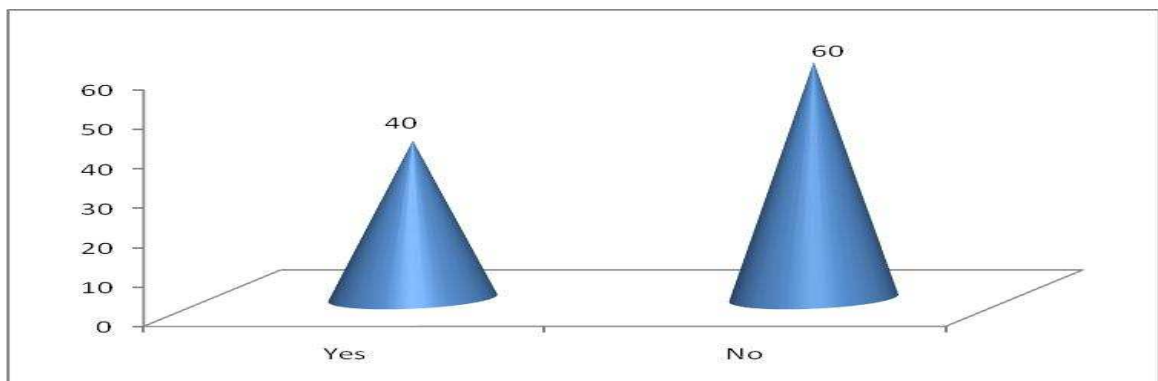


Figure 4.6 Cases of Gender Based Violence Reported by Student in School

4.3.6 Students with Both Parents

The study further asked the respondents to indicate the percentage of the students who had both parents. From the findings of the study, majority (64%) of the teachers indicated that 26-50% of their students had both parents, 21% indicated 51-75% while 9% and 6% indicated that over 75% and 0-25% of the students had both parents respectively. This implies that a big percentage of the students come from single parents and basically their parent happens to be the mother who may not effectively play the role of the father at the

same time. This therefore means the students are not able to receive maximum masculine characteristics to be independent in life.

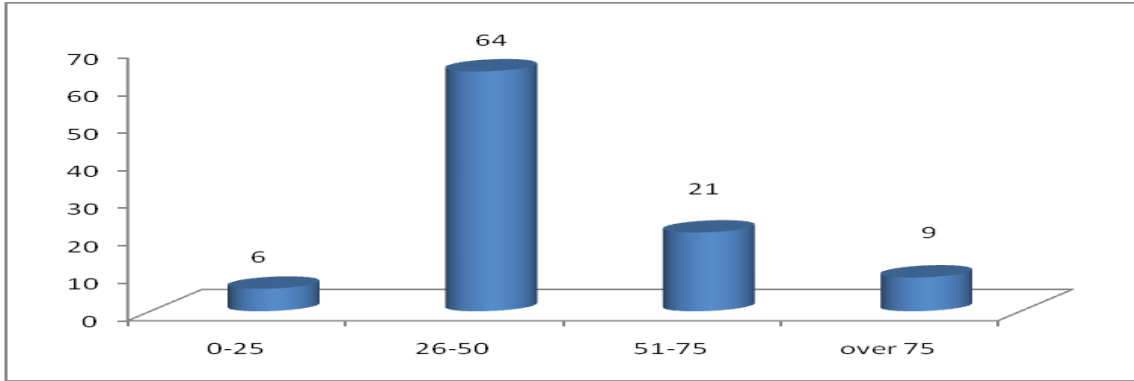


Figure 4.7 Students with Both Parents

4.3.7 Students Involved in Gender Based Violence in Homes

The study further asked the respondents to indicate the percentage of the students who had cases of gender based violence in their home. From the findings of the study, most 41% indicated 26-50% of their students had cases of gender based violence in their home, 30% of the teachers indicated that 0-25% of their students had cases of gender based violence in their home, 18% indicated that over 75% of the students had had cases of gender based violence in their home while 11% indicated 51-75% of their students had cases of gender based violence in their home. This percentage is likely to graduate into adults' life with the same behavioral characteristics because their involvements directly affect them from their parents or their siblings at their homes.

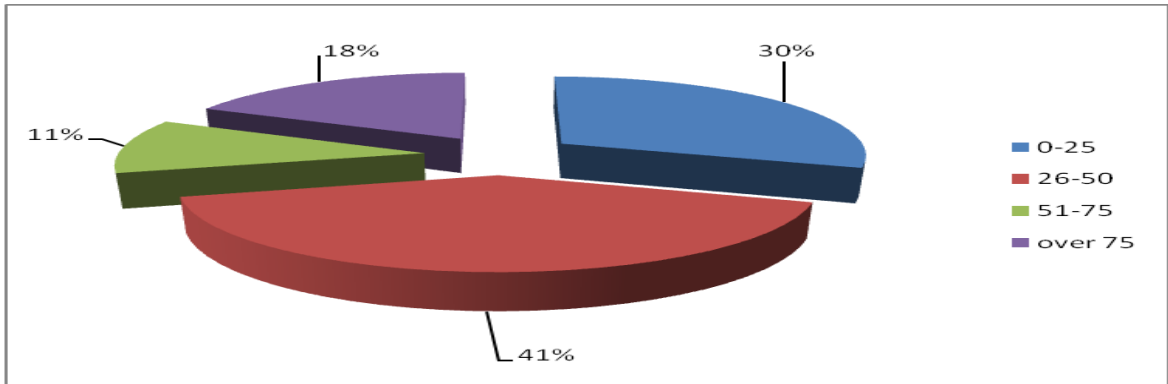


Figure 4.8 Students Involved in Gender Based Violence in Homes

4.3.8 Students Performance in School and their Home Based Environment

The study sought to establish whether there was any Correlation between student’s performance in school and what happens at homes. According to the findings, most of the teachers 9 out of 33 indicated that home based environment in which the students are exposed to affects their performance to a great extent, 4 out of 33 teachers pointed that performance of the students is affects to a very great extents due to the home based environment exposed to them where GBV is rampant. From the study findings, most of the students are not able to concentrate in their school work properly because of the baggage of issues they face from their homes especially because they are day scholars.

Table 4.2 Students Performance in School and their Homes Based Environment

		Relationship of students performance homes based environment					Total
		Very low extent	Low extent	Moderate extent	Great extent	Very great extent	
Students	yes	2	3	3	9	4	21
Performance	no	2	2	3	2	3	12
Total		4	5	6	11	7	33

4.3.9 Teachers' Involvement in Economic Activities

The study sought to establish whether teachers were engaged in other economic activities apart from teaching. From the findings of the study, majority (70%) of the teachers agreed that they were engaged in other economic activities apart from teaching with 30% who concentrated on teaching alone. From these findings, most of the teachers commit very minimal time with the students outside the normal class hours. This is because they become very busy engage in economic activities to fit in their social classes or supplement their salaries.

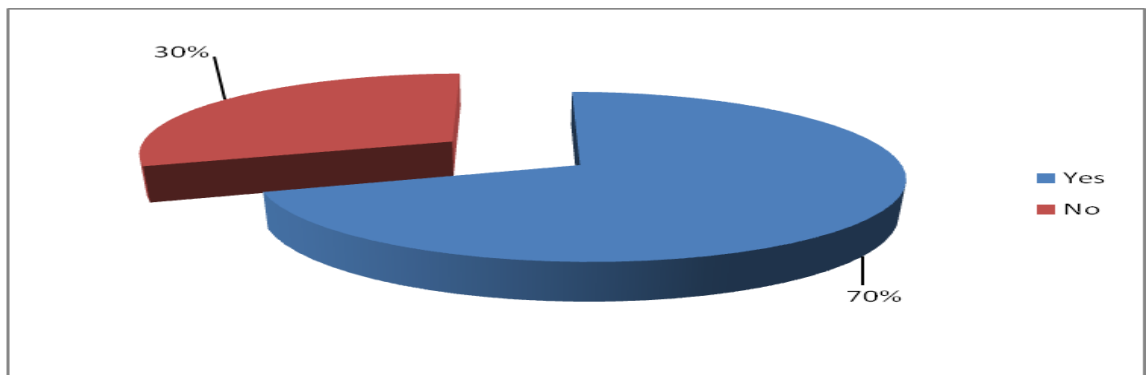


Figure 4.9 Teachers' Involvement in other Economic Activities

4.3.10 Lack of Mentorship at School and at home

The study also sought to find out whether lack of mentorship for the students in school resembled what was happening to the boys at home. From the study findings, majority (60%) of the teachers indicated that lack of mentorship for the students in school resembled what was happening to the boys at home. Most of the teachers as a result of being out of school for economic reasons or for furthering their education were not able

to mentor their students just the same way as it was happening in their homes because the parents took more hours at work or were drunkards.

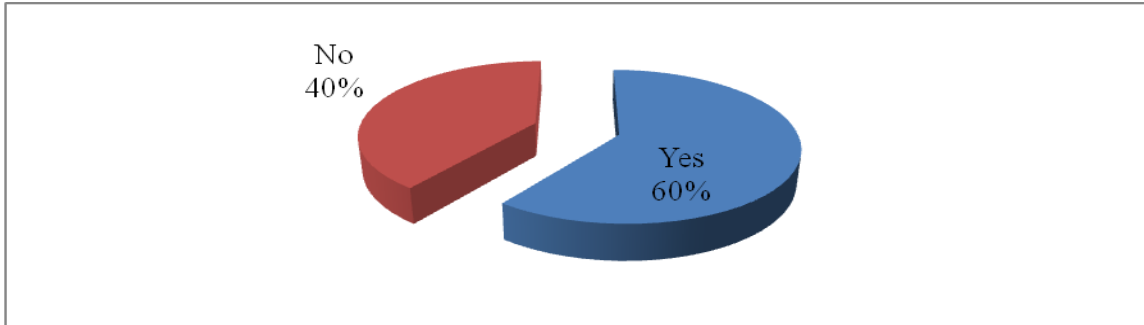


Figure 4.10 Lack of Mentorship at School and at home

4.3.11 Reason for Not Staying Together

The researcher requested the respondents to indicate the reason why their parents were not staying together. From the findings most, (43%) indicated that their parents separated, 36% indicated that the cause of not staying together was divorce while 6% and 9% indicated that they were not staying together due to death and never got married respectively. This implies that majority of those parents not staying together were either separated or divorced. The reasons being that either, the father was not responsible or was violent because of lost self-esteem as a result of the wife being more empowered.

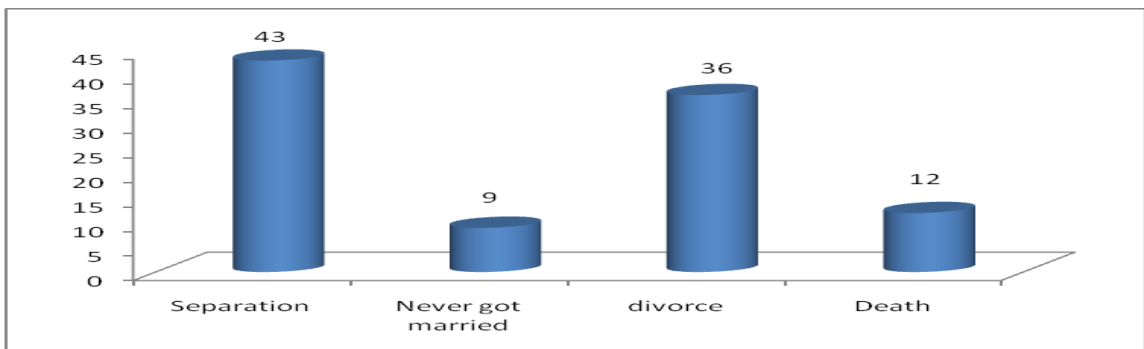


Figure 4.11 Reason for Not Staying Together

4.3.12 Cause of Divorce or Separation

The study sought to find out the cause of divorce/separation of the parents. Figure 4.12 shows the findings. According to the findings majority,(54%) of the respondents indicated that the cause of the divorce/separation was drunkenness, 32% indicated that the cause was constant fighting while 9% and 6% indicated that the cause was the man's absenteeism from home and/or his irresponsibility respectively. This implies that majority of the divorce/separation cases were caused by drunkenness. Because of drunkenness, men especially become irresponsible and were not able to provide for their families further resulting into the drinking habit as a way of hiding from the reality. Many women were not able to put up with this habit resulting into divorce or separation.

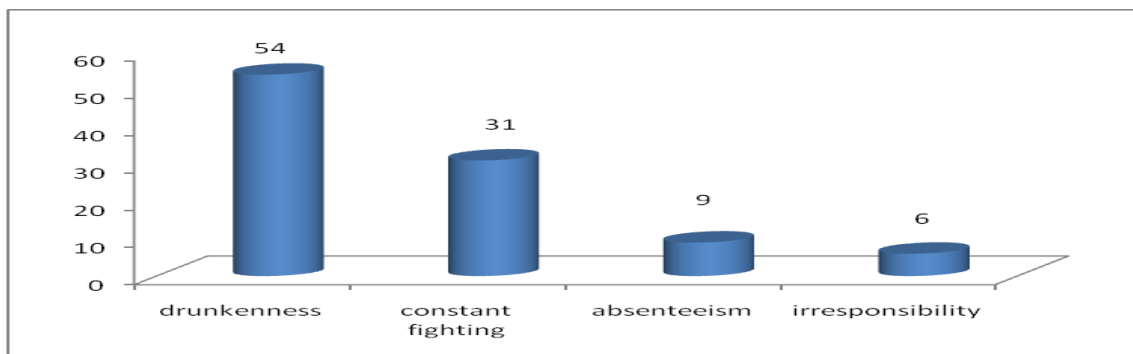


Figure 4.12 Cause of Divorce/Separation

4.3.13 Cause of Drunkenness and Constant Fighting between Parents

The study in this section sought to find out what the cause of the drunkenness and constant fighting between parents was. From the findings majority,(56%) of the respondents agreed that the drunkenness and constant fighting of their parents was caused by poverty, 39% was constant quarrels while 5% indicated that the cause was the parent taking long hours at work. This illustrates that poverty is the major cause of the parents'

drunkenness and constant fighting in homes. The proximity of Kiambu District to the city of Nairobi has brought with it a high cost of living among many challenges to the family. This has pushed many women to engage in economic activities to support their families further leading to their being more empowered which has greatly threatened the traditional set up of the family where the man was the bread winner and the overall authority holder.

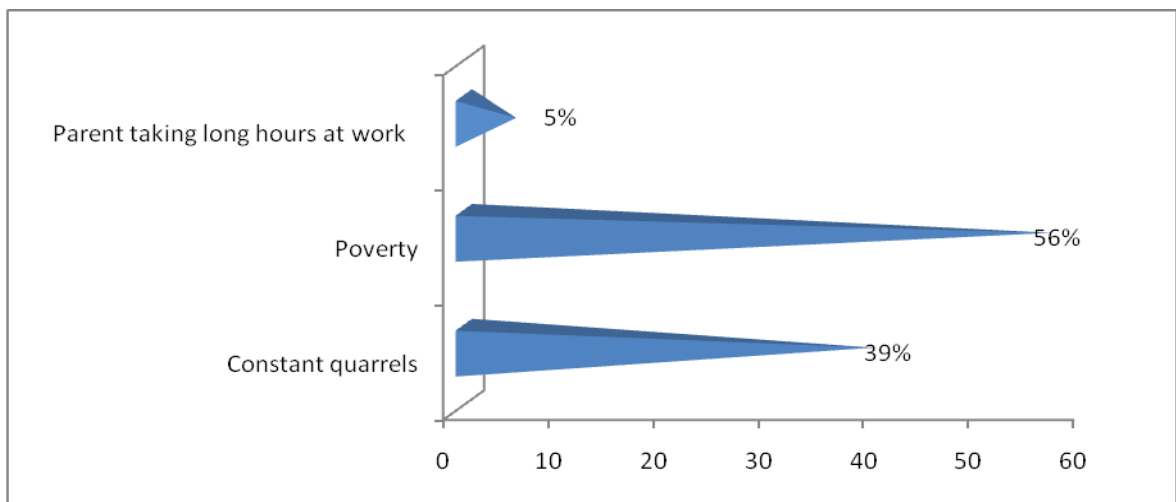


Figure 4.13 Cause of Drunkenness and Constant Fighting between Parents

4.3.14 Quarrel and/or Conflict at Home between Parents

The study sought to establish who normally started the quarrel and/or conflict at home. From the findings, majority, (88%) of the respondents indicated that the quarrel and/or conflicts at home were started by the father while 12% indicated that the mother started the quarrel and/or conflict. This has a direct impact on the boy child on one hand; it makes him think that violence is the best way of solving conflicts at home and those who see the mother as the source of conflict develop a sense of being threatened by their wives later in life and think that GBV is legitimate.

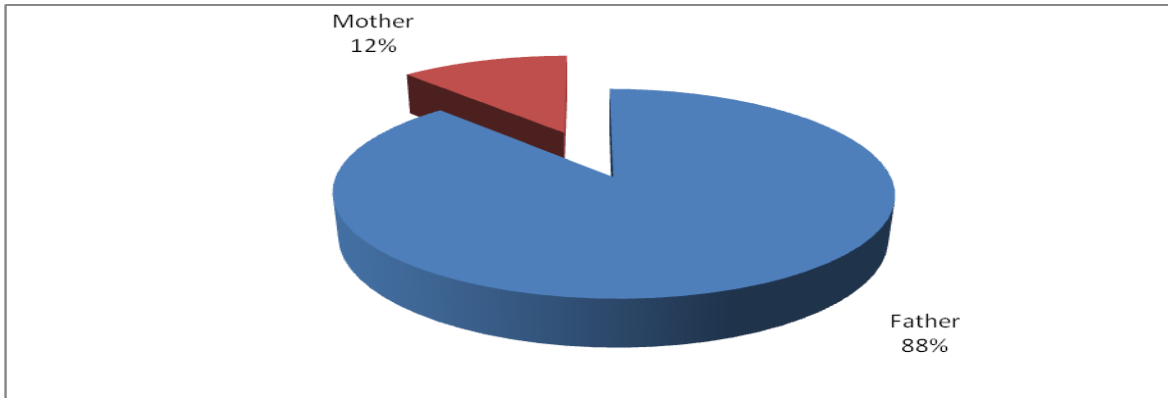


Figure 4.14 Quarrel and/or Conflict at Home between Parents

4.3.15 Level of Education of the Parents

The study sought to find out the level of education of the parents. From the findings, majority (52%) of the respondents agreed that the parent's level of education was K.C.S.E, 35% was K.C.P.E while 9% and 4% had a diploma and a degree and above respectively. This implied that majority of the parents had studied up to K.C.S.E level. This had a direct implication on the parent's conflict solving skills which would form a basis of how they would mentor their sons.

Table 4.3 Level of Education of the Parents

Education	Frequency	Percentage (%)
K.C.P.E	93	27
K.C.S.E	149	43
Diploma	59	17
Degree and above	45	13
Total	346	100

4.3.16 Bread Winner

The respondents were also requested to indicate who the bread winner was or who among their parents earned more money than the other. From the findings majority, (68%) of the respondents indicated that the father was the bread winner and earned more money than the mother. This implied that the father had the largest responsibility of taking care of the family.

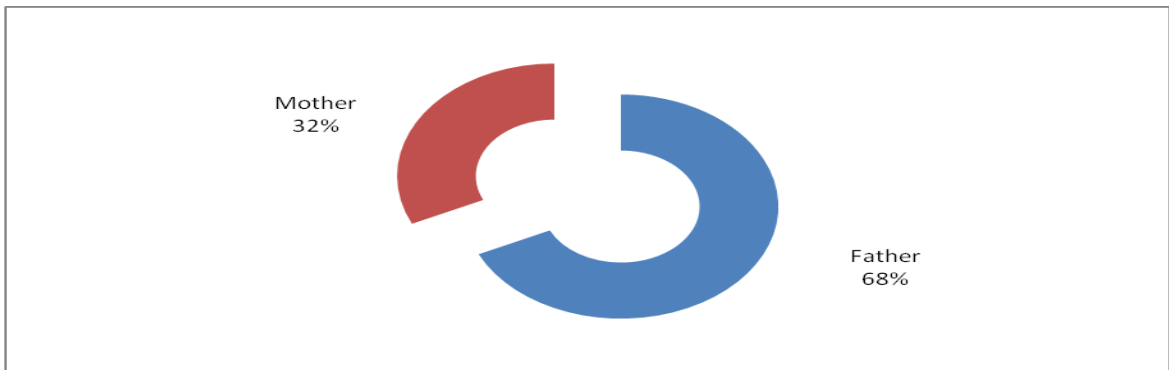


Figure 4.15 Bread Winner

4.3.17 Effect of One Parent Earning More Money than the Other.

The respondents were also requested to indicate how one parent earning more than the other affected them. According to the findings as shown in Table 4.3, majority (63%) of the respondents indicated that the father did not respect the mother while 37% indicated that the mother did not respect the father. From the findings, it was evident that the higher one spouse earned the less the respect they had for the other. This had a direct impact on the boy child because of the role of economic empowerment in the family relationships.

Table 4.4 Effect of One Parent Earning More than the Other.

Effect	Frequency	Percentage (%)
Mother does not respect father	127	37.0
Father does not respect mother	219	63.0
Total	346	100

4.3.18 Effect of one Parent Earning More than the Other on the Child

The study sought to establish how the child was affected when one parent did not respect the other. From the findings, majority (54%) of the respondents indicated that they lost concentration in school, 25% felt frustrated, 12% hated their father while 6% and 2% indicated that they hated their mother and did not care respectively. This implied that when one parent did not respect the other, the children would lose concentration in school which hindered his proper empowerment through education.

Table 4.5 Effect of one Parent Earning More than the Other on the Child

Effect	Frequency	Percentage (%)
Hate my father	43	12.0
Feel frustrated	88	25.0
Lose concentration in school	187	54.0
Don't care	7	2.0
Hate my mother	21	6.0
Total	346	100

4.3.19 Relationship with Spouse

The researcher requested the respondents to indicate whether they would want to have a similar kind of relationship with their spouses like that of their parents when they grew

up. According to the findings as shown in figure 4.15, majority (73%) of the respondents indicated that they would not want to have a similar relationship with their spouses as that of their parents, while the rest (27%) indicated otherwise. This implied that the school children did not like the kind of relationship that their parents had with each other and hence would not want to have a similar one upon growing up. These results showed that the marital relationships at home had an effect on the boy child.

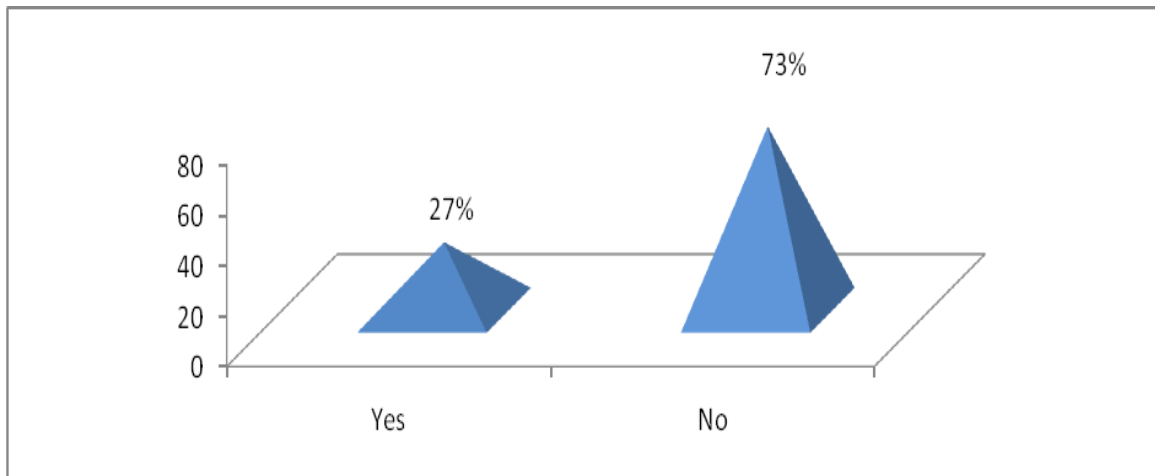


Figure 4.16 Child’s admiration of their parents Relationship.

4.4 Gender Role Expectations and Gender Based Violence

The study asked the respondents to indicate their level of agreement to the statement below relating to the aspects influencing gender based violence. The responses were rated on a five point Likert scale indicating to what extent respondents agree to the statements, where: 1- strongly disagree, 2- disagree, 3- neutral, 4- agree, 5- strongly agree. The mean and standard deviations were generated from SPSS and are as illustrated in table below.

Table 4.6 Gender Role Expectations and Gender Based Violence

	Mean	STDev
The social dominance of men in the culturally sanctioned gender hierarchy is threatened by gender based violence.	4.3	0.5
Empowerment of women has been contributory to the loss of men's self-esteem, leading to increased male violence	4.0	0.5
Traditional male-dominated roles have contributed to men's feelings of entitlement to abuse women	3.9	1.6
There is the expectation that women should be submissive to their husbands, while husbands are the decision-makers	4.1	1.2
Due to the responsibilities expected from men compared to women, a man believes that a woman should obey him without questions	3.8	1.5
Gender role expectations provide structures relating to the transition period which tend to be enforced with abusive tactics such as bullying and gender-based harassments in schools	4.3	0.8
Gender role expectations play a strong role in shaping the perception of the boy child as he fits in or while he is being accepted into the society	3.8	0.7

From the study findings in Table 4.5, majority of the respondents strongly agreed that the social dominance of men in the culturally sanctioned gender hierarchy is threatened by gender based violence; gender role expectations provide structures relating to the transition period which tend to be enforced through abusive tactics such as bullying and gender-based harassments in schools; there is the expectation that women should be submissive to their husbands. Whereas husbands are the decision-makers, the empowerment of women has partly contributed to the loss of men's self-esteem; this has led to increased male violence towards women and children as indicated by the mean scores of 4.29, 4.27, 4.10 and 4.00 respectively. On the other hand, most of the

respondents agreed that traditional male-dominated roles have contributed to men's feelings of entitlement to abuse women; gender role expectations play a strong role in shaping the perception of the boy child, while he is fitting in or being accepted into the society. Due to the responsibilities expected from men compared to women, a man believes that a woman should obey him without questions as indicated by the mean scores of 3.88, 3.83 and 3.76 respectively. According to Morrell (2001) the gender order expresses male domination that translates into men's power over women. In a situation where masculinity is at a crisis for some men, they may be forced to use violence against their partners as a way of establishing their authority.

4.5 Social Cultural Norms and Gender Based Violence

The study asked the respondents to indicate their level of agreement to the statement below relating to social cultural norms influencing gender based violence. The responses were rated on a five point Likert scale indicating to what extent respondents agree to the statements, where: 1- strongly disagree, 2- disagree, 3- neutral, 4- agree, 5- strongly agree. The mean and standard deviations were generated from SPSS and are as illustrated in table below.

Table 4.7 Social Cultural Norms and Gender Based Violence

	Mean	STDev
The church and other religious or spiritual institutions have also contributed to the reinforcement of dominant gender roles, further condoning the spousal abuse of women	4.2	0.7
New culture through education has led to the insubordination of women in a male dominated culture	4.0	0.7
Power struggles existing between men and women appear to be significant in the perpetration of GBV in homes	4.2	4.3
Status of women and children is undermined as a result of entrenching economic inequality, which further exacerbates patriarchal violence	4.2	0.7
Societies with stronger ideologies of male dominance have more intimate partner violence	4.4	0.7
The patriarchal head dominated the family, with the wife or mother being restricted to a domestic role	4.0	0.3
A clear division of labor along gender lines is adhered to, meaning that men are allowed better access to education and enjoyed exclusive political leadership.	3.5	1.0
Men with a tendency towards abusive behavior have been reported to have grown up in traditional models of the family where the father is the breadwinner and the mother is the home maker	3.8	0.7
Dowry/bride price is part of the patriarchal establishment in the society which breeds inequality between women and men, further placing women in a subordinate position	4.6	1.0

From the study findings in Table 4.6 majority of the respondents strongly agreed that dowry is part of the patriarchal establishment in the society which breeds inequality between women and men, further placing women in a subordinate position; societies with stronger ideologies of male dominance have more intimate partner violence; power struggles existing between men and women appear to be significant in the perpetration of GBV in homes; the status of women and children is undermined as a result of entrenching economic inequality, which further exacerbates patriarchal violence and the patriarchal head dominated the family, with the wife or mother being restricted to a

domestic role as shown by the mean scores of 4.63, 4.23, 4.21, 4.17 and 4.02 respectively.

On the other hand, most of the respondents agreed that culture has led to insubordination of women in a male dominated culture; men with a tendency towards abusive behavior have been reported to have grown up in traditional models of the family where the father is the breadwinner and the mother is the home maker and a clear division of labor along gender lines is adhered to, meaning that men are allowed better access to education and enjoyed exclusive political leadership as shown by the mean scores of 3.95, 3.84 and 3.48 respectively. The findings of this study conform to Kim and Motsei (2002) findings that there are some harmful cultural values and norms which condone and enforce abuse against women. Bride price payment can be said to be such a norm which is highly abused among most of the families which instead of serving the original purpose of bonding and thanks giving between the families concerned; has been transformed to be a way of economic gain and social classification or deprivation.

4.6 Family Relations and Gender Based Violence

The study asked the respondents to indicate their level of agreement to the statements below relating to family relations and influence on gender based violence. The responses were rated on a five point Likert scale indicating to what extent respondents agreed to the statements where: 1- strongly disagree, 2- disagree, 3- neutral, 4- agree, 5- strongly agree. The mean and standard deviations were generated from SPSS and are as illustrated in table below.

Table 4.8 Family Relations and Gender Based Violence

	Mean	STDs
Most of the students have reported to being involved in conflict management in the context of GBV in their homes	4.6	1.0
Family is play a fundamental part in promoting violent behavior	4.2	1.1
There is violent behavior among adolescents and/or children from violent homes at school	3.8	0.9
Patriarchal culture and practices socialize children into accepting sexually differentiated roles	3.7	0.9
Most of drunk parents have a tendency of engaging in violent activities in front of their children	3.6	0.3
Violent behavior caused by social factors during adolescence and childhood such as being victims of violence are manifested by student in the school through their behavior	3.6	1.1
Perpetrators of violence in homes are mostly abusive men who as children witnessed parental violence or experienced child abuse	4.6	0.8

From the study findings in Table 4.7, majority of the respondents strongly agreed that most of the students have reported to being involved in conflict management in the context of GBV in their homes; perpetrators of violence in homes are mostly abusive men who as children witnessed parental violence or experienced child abuse. The family plays a fundamental part in promoting violent behavior as shown by the mean scores of 4.63, 4.56 and 4.23 respectively. Most of the respondents further agreed that there is violent behavior among adolescents and/or children from violent homes at school; patriarchal culture and practices socialize children into accepting sexually differentiated roles; most of drunken parents have a tendency of engaging in violent activities in front of their children and violent behavior caused by social factors during adolescence and childhood

such as being victims of violence are manifested by student in the school through their behavior as shown by the mean scores of 3.84, 3.67, 3.63 and 3.62 respectively. Jamaica and Barbados (1995) identified the family as being the primary location of violence. This implies that most perpetrators of violence are abusive men who as children may have witnessed parental violence as well as having experienced child abuse which may lead them to later having conflicts in relationship with their spouses.

4.7 Substance Abuse and Gender Based Violence

The study asked the respondents to indicate their level of agreement to the statement below relating to substance abuse and influence on gender based violence. The responses were rated on a five point Likert scale indicating to what extent respondents agree to the statements, where: 1- strongly disagree, 2- disagree, 3- neutral, 4- agree, 5- strongly agree. The mean and standard deviations were generated from SPSS and are as illustrated in table below.

Table 4.9 Substance Abuse and Gender Based Violence

	Mean	STDev
Substance abuse is associated with GBV in homes	4.2	0.5
Drug abuse results to impaired judgments among the abusers	4.7	0.5
Most of the drunk persons do not feel shy to engage in violence in the presence of their children or public	4.1	0.6
Most of the drunk persons who have been reported to have HIV/AIDS perpetrate gender based violence through sex	4.5	0.5

From the study findings in Table 4.8 majority of the respondents strongly agreed that drug abuse results to impaired judgments among the abusers where most of the drunk

persons who have been reported to have HIV/AIDS perpetrate gender based violence through sex. Most of the drunk persons do not feel shy to engage in violence in the presence of their children or public; it further showed that substance abuse is associated with GBV in homes as shown by mean scores of 4.65, 4.52, 4.21 and 4.09 respectively. USAID (2011) report indicated that drugs abuse and substance use such as heavy consumption of alcohol is a major contributor of GBV. This is because alcohol is powerful catalyst for both interpersonal and sexual violence as well as high-risk sexual behavior as it leads to impaired or unsound judgments, including the ability to interpret social cues. At most times the perpetrator usually realized what she or he has done after the damage has already been occurred.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter depicts the summary of the data findings on social factors influencing boy child perception of gender based violence in day secondary schools in Kiambu district, Kiambu County, Kenya. The summary of the findings, conclusions and recommendations are drawn there to. The chapter is therefore structured into conclusions and recommendations.

5.2 Findings of the Study

The study aimed at investigating the social factors influencing boy child perception of gender based violence in day secondary schools in Kiambu District, Kiambu County. The study found that about 60% of the Gender Based Violence cases were reported by the students in the school while 40% of the students did not report. Where students had both parents, majority [64%] had experienced GBV involving their parents with 26-50% of the students had cases of gender based violence in their homes. This environment had affected the students' performance in the school to a great extent. Further the study established that at least [70%] of the teachers engage in other economic activities apart from teaching with only 30% concentrating on teaching. This resulted to lack of proper mentorship for the students since most of the teachers were engaging in other activities other than teaching or even giving the required moral support to the students to counter the violent experience they go through in their homes. Experiences of GBV had forced most of the parents not to stay together where they opted to divorce or separate. This was

as a result of drunkenness, constant fighting, absenteeism and irresponsibility from either of the parent which eventually affected the perception of boy child on GBV because he had a choice of either supporting the mother or the father against the other.

The study established that most (88%) of the GBV conflicts were started by the father while only 12% of the GBV conflicts were started by the mothers. This implied that most of the perpetrators of the GBV are male. This has a direct effect on influencing the boy child on his future relationship with his spouse because he was likely to repeat what he saw the father doing to the mother to his wife. Likewise, the study found that majority (52%) of the parents had only attained O-level and about 35% had attained primary education. This has an implication on the ability of the parents to manage their conflicts. In most of the homesteads fathers were the main bread winners and earned more income compared to their wives while only 37% of the wives earned more money than their husbands. This had a negative effect to the family relationship since most of the male parents do not respect their wives and vice versa meaning that the families regard money very highly in most communities. On the other hand boy children lose concentration in the school because of the way their parents relate on account of their economic status. In respect of the conflicts, fights or the disrespect they witness from their parents against each other and even against them; most of the students were not pleased by the kind of the relationship their parents had and therefore unless there are interventional measures from school, they can easily get to burn out stage or give up and join the band wagon of the perpetrators of Gender Based Violence.

To the gender role expectations, the study found out that responsibilities have been bestowed to the different genders but men are perceived to be more superior than women. This state has been threatened by the conflicts experienced by men in their homes from their empowered wives and has further been catalyzed by the expectations that women are supposed to obey men in the patriarchal society thereby causing men to further lose their self-esteem. In effect this has made violence the order of the day in homes as men try to compensate for their failures and self-esteem loss through violence against women and women against men as they try to assert themselves in an effort to maintain their new found status and liberty.

On the cultural norms and Gender Based Violence, the study found that dowry or bride price is a major cause of GBV since it makes women to be treated like property as opposed to a way that enhances mutual respect between her and her husband. It has significantly reduced the status of women before men in the society and makes men feel that it is in order for them to discipline their wives when they do not live according to their philosophy. This is likely to be copied by the boy child later in life in his relationship with spouse/wife.

On the family relations and Gender Based Violence, the study established that most of the boy children engage in conflict management in their homes even when it is beyond them because either the father or the mother at different times solicits their support whenever there is a misunderstanding or a fight between them. These scenarios have a

direct impact on the emotional aspects of the boy children making them weak on how to control them later on in life and therefore are likely to become perpetrators of GBV.

On the substance abuse and Gender Based Violence, the study found that most of the drunk persons do not feel shy to engage in violence in presence of their children or public. When the boy child sees that, he is likely to perceive sex violence as another weapon that can be used to manifest male domination whenever there is a conflict between a man and a wife. Moreover the study found out that GBV is commonly experienced in homes where parents use alcohol in plenty or abuse other substances.

5.3 Summary of the findings

The study found out that majority of the students in Kiambu district, Kiambu County had both parents. However, 26-50% of their students had cases of gender based violence in their homes and that there was a correlation between student's performance in school and what happens at their homes. The study also found out that teachers were engaged in other economic activities apart from teaching and that lack of mentorship for the students in school reflects what was happening to the boys at home from their parents.

The study also established that the social dominance of men in the culturally sanctioned gender hierarchy is threatened thereby increasing gender based violence. Gender role expectations provide structures relating to the transition period which tend to be enforced through abusive tactics such as bullying and gender-based harassments in especially mixed schools. There is the expectation that women should be submissive to their husbands; however, while husbands are the decision-makers the empowerment of women

is believed to have highly contributed to the loss of men's self-esteem, leading to increased male violence towards women and children by men.

On the social cultural norms, the study established that bride price is part of the patriarchal establishment in the society which breeds to more inequality between women and men and therefore further placing women in a subordinate position. Societies with stronger ideologies of male dominance have more intimate partner violence. This is because it encourages power struggles between men and women and hence appears to be significant in the perpetration of GBV in homes. The status of women and children in the society is undermined as a result of entrenching the economic inequality practices that appear to favor men. This has continued to encourage the existence of patriarchal and matriarchal violence in a family where the wife or mother has been restricted to the domestic role.

On family relations, the study found out that most of the students have reported to being involved in conflict management in the context of GBV in their homes; perpetrators of violence in homes are mostly abusive men who as children witnessed parental violence or experienced child abuse. The family plays a fundamental role in promoting violent behavior and as such, there is violent behavior from among adolescents and/or children from violent homes at school. Patriarchal culture and practices socialize children into accepting sexually differentiated roles; most drunk parents have a tendency of engaging in violent activities in front of their children. These violent behaviors which are caused

by social factors during adolescence and childhood such as being victims of violence are manifested by students in the school through their behaviors.

The study also established that drug abuse results into impaired judgment; most of the drunk persons who have been reported to have HIV/AIDS perpetrate gender based violence through sex. Further most of these drunk people do not feel shy to engage in violence in their homes before their children as a result of alcohol/substance abuse.

5.4 Conclusions of the Study

The study concluded that reversal in the traditional gender roles was compounded by the rigidity to conform to present challenges facing families like poverty and the changing culture by man. The rapid empowerment of women through different programs has also been contributory to the loss of men's self-esteem and therefore leading to increased male violence towards women and children on one hand as a way of exercising control and authority over them. On the other hand, women have to maintain their new found status and liberty which they have acquired through struggle hence have perpetrated GBV against men. By so doing, women seem to be fighting the traditional male-dominated thinking that has contributed to men's feelings of entitlement to abuse women.

There are some harmful cultural values and norms which condone and enforce abuse against women; the religious institutions for example by not allowing many women leaders have contributed to the reinforcement of dominant gender roles which have further increased GBV. Women especially view the traditional culture as an

imprisonment that has led to their subordinate position in the dominantly patriarchal society and which they are determined to change in order achieve their aspirations.

Men with a tendency towards abusive behavior have been reported to have grown up in traditional family models where the father is the breadwinner whereas the mother is the home maker. However, while there may be biological predictors of violence for example male masculinity, higher levels of testosterone among men, there is more substantiation for violent behavior caused by social factors during adolescence and childhood such as being victims of violence in school and at home.

The study further concluded that association between violence and alcohol consumption results from the cultural and social norms around alcohol use and its effects. Furthermore, a fact that is alarming within the fight against GBV is that, globally, Africa has one of the highest per capita rates of alcohol consumption. Alcohol use results to impaired judgment, including the ability to interpret social cues and reduces inhibition, which further contributes to higher incidences of GBV.

5.5 Recommendations of the Study

- i. The study recommends that community sensitization targeting men and boys is vitally important in tackling gender-based violence as a way of changing their attitudes and behavior towards women. This should start immediately the child join school because it able to shape his thinking and help him have a sound mind from school this can be done by teachers in child hood classes primary and even secondary school, it can also be done in churches where Sunday school teachers

can be used to teach children about relationship. This especially will have a very positive effect on the boy child as opposed to influencing him negatively.

- ii. Clear messages for the root causes of GBV for example by use of bill boards in strategic places where community leaders can highlight the vices of gender based violence just like the way HIV/AIDS boards have been displayed. This will help people build some consciousness about gender based violence and know that it is within them so that they can put effort to end it. It can also be put up in public places where people go to rest for everyone to read. In the boards men can be encouraged to take a leadership role in GBV prevention through pictures or writings depicting the effects of GBV in homes and in the society. This will help the boy child to realize that in most cases it is men who are the perpetrators of GBV and therefore will help him want to participate in its fight.
- iii. It is important for the community to recognize that programs targeted at women have had and may continue having adverse effects on men's attitudes, unless ways are found to include men in such programs. It is important for community leaders both male and female to initiate inclusive practices for example economic development, social-cultural empowerment programs that are geared towards reducing poverty to include both genders to enhance respect and relationship among them as opposed to competition which breeds to gender inequalities. This will help save spaces for women to collectively voice their concern as well as have freedom without necessary having to undermine their male counterparts.

Awareness campaign for example street walks for these efforts can be done together in the street as a rallying call. The effect of this on boy child will be that he will want to support the members of the opposite sex in developmental efforts as opposed to seeing them as competitors.

- iv. There is also a need to recognize and respond to the socio-cultural barriers which men face in accessing life skills for example through providing appropriate forums and responsive services. This can be done in churches for confidentiality and established programs through community leaders where men can go to express themselves whenever there is a disagreement between them and their wives or female counterparts so that the stigma associated with gender based violence exposure can be dealt with head on. This will help the boy child have an alternative place where grievances can be sorted out and eventually help in the arbitration whenever there is an issues as opposed to resorting to GBV.
- v. The study also recommends that strengthening of coordination mechanisms between different sectors and programs whenever advocacy against GBV is done there is objectivity to avoid backlash or stereotyping cases should be looked at individually so that communal perception is avoided. This can be spearheaded by NGOs both local and international. There can also be multi-sectoral strategies where there should be free flow of information between for example the police, hospitals and government officers concerned as a way of combating gender based

violence and reducing its effect on the boy child. This will send clear message on rule of law and the consequences of engaging to GBV.

5.6 Recommendation for Further Study

This study investigated on the social factors influencing boy child perception of gender based violence in day secondary schools in Kiambu district, Kiambu County, Kenya.

- i. The study suggests that further research be done on the school based factors influencing GBV phenomenon among secondary students with a focus to more counties in order to identify the consistency of the results that reflect the prevalence of GBV situation.
- ii. The study also recommends that further research be done to establish the relationship between GBV at the domestic level/family and the global Gender Based Violence witnessed in many countries during wars.

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APPENDICES

Appendix I: Introductory Letter

Eliud Ngotho Mucheru

P.O Box 284, 00900

Kiambu

Tel: 0725695009

Dear Sir/Madam,

REF: REQUEST TO CARRY OUT DATA COLLECTION.

I am a student at University of Nairobi pursuing a Master's degree of education in education in emergencies as a requirement in fulfillment of this degree, am carrying out a study on the '**SOCIAL FACTORS INFLUENCING BOY CHILD PERCEPTION OF GENDER BASED VIOLENCE IN DAY SECONDARY SCHOOL IN KIAMBU DITRICT, KENYA**'

You have been chosen due to your position to provide reliable information that will enable the study achieve its objectives. I intend to research on the above topic though the use of questionnaires. The identity of the respondents will be treated with confidence and any assistance given will be highly appreciated as it will be used purely for the purpose of the research. A final copy of the document may be availed to you upon request. Your assistance and cooperation will be highly appreciated.

Thank you in anticipation

Yours Faithfully,

Eliud Ngotho Mucheru

11. What are the responsibilities of a male in family structure?

.....
.....

12. What percentage of your students have cases of gender based violence in their home?

0-25% [] 26-50% [] 51-75% [] over 75% []

13. Is there any correlation in their performance in school and what is happening their homes?

Yes [] No []

Explain.....
.....

14. What is your general feeling regarding their discipline in relation to the situation affecting the boys from their homes?

.....
.....

15. In your school, what do you think could be the relationship between the boys economic backgrounds to their discipline?

.....
.....

16. How effectively are the members of you staff both gender are able to counsel the boys and help them out of their problems?

.....
.....

17. What percentage of your staff members is furthering their studies?

.....
.....

18. Do you think your teachers are engaged in other economic activities apart from teaching?

Yes [] No []

Explain

.....
.....

19. How is this affecting their delivery in class/school in terms of mentoring boys or producing academic results?

.....
.....

20. Is lack of mentorship for the students in school resembling what is happening to the boys at home from their parents?

Yes [] No []

Explain your answer

.....
.....

21. Kindly indicate your level of agreement to the statement below relating to the aspect influencing gender based violence. Use a scale of 1-5, where 1- strongly disagree, 2- disagree, 3- neutral, 4- agree, 5- strongly agree.

Statement	1	2	3	4	5
Gender role expectations and Gender based violence					
The social dominance of men in the culturally sanctioned gender hierarchy is threatened by gender based violence.					
Empowerment of women has also been contributory to the loss of men's self-esteem, leading to increased male violence towards women and children.					
Traditional male-dominated roles have contributed to men's feelings of entitlement to abuse women					
There is the expectation that women should be submissive to their husbands, while husbands are the decision-makers					
Due to the responsibilities expected from men compared to women, a man believes that a woman should obey him without questions					

Gender role expectations provide structures relating to the transition period which they tend to be enforced with abusive tactics such as bullying and gender-based harassments in schools

Gender role expectations plays a strong role in shaping the youths' while fitting in or being accepted in the society

Social cultural norms and gender based violence

1 2 3 4 5

The church and other religious or spiritual institutions have also contributed to the reinforcement of dominant gender roles, further condoning the spousal abuse of women

New culture through education has led to insubordination of women in a male dominated culture

Power struggles existing between men and women appear to be significant in the perpetration of GBV in homes

The status of women and children is undermined as a result of entrenching economic inequality, which further exacerbates patriarchal violence

Societies with stronger ideologies of male dominance have more intimate partner violence

The patriarchal head dominated the family, with the wife or mother being restricted to a domestic role

A clear division of labor along gender lines is adhered to, meaning that men are allowed better access to education and enjoyed exclusive political leadership.

Men with a tendency towards abusive behavior have been reported to have grown up in traditional models of the family where the father is the breadwinner and the mother is the home maker

Dowry is part of the patriarchal establishment in the society which breeds inequality between women and men, further placing women in a subordinate position

Family relations and gender based violence **1 2 3 4 5**

Most of the students have reported to being involved in conflict management in the context of GBV in their homes

The family plays a fundamental part in promoting violence through behavior

There is violent behavior among adolescents and/or children from violent homes at school

Patriarchal culture and practices socialize children into accepting sexually differentiated roles in life.

Most of the drunk parents have a tendency of engaging in violent activities in front of their children

Violent behaviors caused by social factors during adolescence and childhood such as being victims of violence are manifested by the students in the school through their behavior

Perpetrators of violence in homes are mostly abusive men who as children witnessed parental violence or experienced child abuse

Substance Abuse and gender based violence **1 2 3 4 5**

Substance abuse is associated with GBV in homes

Drug abuse results to impaired judgments

Most of the drunk parents don't feel shy to engage in violence despite the presence of their children or public

Most of the drunk persons reported to have HIV/AIDS perpetrate gender based violence through sex

Thank you for your cooperation & participation!!!!

Appendix III: Questionnaire for students

Instructions

Please tick the appropriate box or write your answer for the questions below on the spaces provided.

PART ONE: General Information

1. Form

.....

2. Which district do you come from?

.....

3. Do you have both parents?

.....

4. If yes, do they live together?

.....

5. If the answer is no, who pays your fees?.....

6. What could be the reason for your father and your mother not staying together?

Separation Never got married divorce Death

7. What was the cause to the answer you have given in 6 above?

Constant fighting irresponsibility drunkenness

Absenteeism from home

8. What could be the cause of your answer in question 7 above?

Constant quarrels over finance poverty

Parents taking long hours at work

9. Who normally starts the quarrel and/or conflict at home?

Father mother

10. What is the level of education of your parents

Never attended any K.C.PE K.C.S.E

Diploma Degree and above

11. Who is the bread winner/earns more money than the other at home?

Father mother

12. How does this affect them?

Mother does not respect father []

Father does not respect mother []

13. How does this affect you?

Hate my father [] feel frustrated []

Loose concentration in school [] don't care []

Hate my mother []

14. Would you want to have such kind of relationship with your wife like the way your parents relate when you grow up?

Yes [] No []

Explain

.....
.....

15. How would you want to treat your wife and to end a repetition of what you experience at home?

.....
.....

Thank you for your cooperation and participation