

Perceived Home Factors Contributing to Violent Behaviour among Public Secondary School Students in Western Province, Kenya

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Abstract

Violent behavior is not a new phenomenon in the contemporary educational system. It is manifested in the form of rioting, sexual violence, fighting and bullying. These destructive activities contribute to physical disabilities, drop out and poor academic performance among students. The purpose of the study was to establish the perceived home factors contributing to violent behavior among public secondary school students in Western Province, Kenya. The study was based on the Social Learning Theory by Bandura. A descriptive survey research design was adopted. The study population was composed of 638 Principals, 6,354 teachers and 65,969 form two students. Questionnaire and in-depth interview guides were used to collect data from teachers and students. Face validity was established by giving the instruments to three experts in the area of Education. Qualitative data from interviews was transcribed and reported according to emerging themes while quantitative data was analyzed using descriptive statistics such as the frequency counts, means and percentages. Inferential statistics such as Mann-Whitney U test and t-test statistics were applied. Home factors contributing to violent behavior included: poor relationship between parents and children; manner of disciplining children at home; and low level of home supervision. The study recommends that: guidance and counseling be reinforced in schools in order to reduce cases of violent behavior; students with mental and psychological disorders should be referred to medical doctors and psychiatrists; and the school administration should control drug abuse among students.

Keywords: aggression, perception, perceived factors and violent behavior

INTRODUCTION

Violence in secondary schools is not a new problem. It occurs between two or more individuals as interpersonal violence, or it involves identifiable groups in the society and erupts as intergroup violence between two or more different religions or ethnic groups. For centuries, violence has been a commonplace feature of school life with its causes embedded in the social, cultural, historical and economic contexts of its time (Leach, 2003). The focus of violence can be individuals, objects or the school itself, and the nature of the damage can be psychological, physical or material. Since the middle of the 20th century, violence against children has increasingly been viewed as a violation of their fundamental human rights, in particular of their right to physical safety and psychological security and well-being (Rukundo, 2009). In addition, there has been recognition that either schools can help to prevent violence against children or that they create an environment that reinforces violent attitudes.

Generally, many students operate their homes irrespective of their cultures or countries of origin. Homes provide an environment that shapes their behaviour in one way or another. For instance, a 1994 national survey in suburban, urban and rural schools in the United States of America found that two major factors were held responsible for school violence: disintegration of the family; and increased depiction of violence in the media and popular music. Other factors included; alcohol and drug abuse, and easy

access to weapons, such as guns. Poverty and inequitable educational opportunities also predispose school youths to violence (Ohsako, 2007). In addition, Eliot and Cornell (2009) tested a model for understanding peer bullying as the product of aggressive attitudes and insecure attachment. A sample of 110 sixth grade students completed self-report measures that assessed attitudes toward the use of aggressive behavior with peers and distinguished secure from insecure parental attachment. Bullying behavior was assessed using self and peer-report. Path analyses indicated that aggressive attitudes mediated a relationship between insecure attachment and bullying behavior. These findings have theoretical and applied implications for bullying prevention.

In Egypt, Youssef, Attia and Kamel (1999) conducted a cross-sectional survey on violence among 2170 preparatory and secondary school students enrolled in the mainstream governmental schools in Alexandria. Violent behaviour among school students and its predictors were investigated. Selected children were requested to complete a self-administered questionnaire. Initiating violent assaults in the 18 months prior to the study was reported by 51% of boys and 20.9% of girls. Multivariate logistic regression analysis pointed to 16 predictive variables for violent behaviour. Few were related to family background whereas the majority was related to the

children themselves. Violent assaults were more likely to be initiated by boys and those who were dangerously daring and risk-takers, often fought verbally, threatened to attack others, were cruel to animals, disrupted class discipline, were truant from school or ran away from home and were disciplined by corporal punishment by their parents and their teachers. Wubs, Lief, Alan, Sheri, Hans, Sylvia and Catherine (2009) studied on dating violence among school students in Cape Town and Mankweng (South Africa) and Dar era Salaam (Tanzania). Data were derived from the baseline data collection of a multi-site randomized controlled trial of an HIV prevention intervention among young adolescents. The results were confined to students who reported previously or currently being in a relationship. Multiple logistic regression analysis with demographic predictors was employed, controlled for cluster effect. Findings of the study revealed that 10.2% - 37.8% of the respondents had been victims, 3.1% - 21.8% had been perpetrators, and 8.6% - 42.8% had been both. Before controlling for other factors, religion was a protective factor against violence in Cape Town. After controlling for other factors, a higher age and lower socio-economic status were associated with belonging to any of the three groups of violence. Being male in all sites was associated with perpetration; being female with victimization. Ethnicity and living with biological parents were not associated with violence. Higher parental education in Cape Town was protective against all types of violence.

According to a study conducted on 0 to 17 year's old children in Bangladesh, violence among children was considered a global health problem and was the most inhuman type of intentional injury (Human Rights Watch, 2001). Exposure to violence can have lasting effects on children's physical and mental health, general wellbeing and ability to become productive adults in future. However, this study did not address the predisposing factors that were be handled by the current study. Newman- Carlson and Horne (2004) studied the normality of violence in homes. They found out that over 50% of the parents smacked their children for disobedience once a week and 8% did it daily. More boys than girls were punished in this way. They further claimed that perhaps this helps to explain why boys tend to be more violent than girls. Physical fighting among adolescents is of public health concern both because of the potential for fight-related injuries and its association with participation in many other health risk behaviors. Fights that involve weapons are a major cause of serious injuries and deaths among youth. Recent studies from Africa have also shown that physical fighting among school going adolescents is prevalent. For example, Rudatsikira et al. (2007) reported that 50.6% of adolescents had engaged in a physical fighting within the past 12 months prior to the survey in Namibia, southern Africa .While deaths were the most severe

consequences of interpersonal violence, the effects of school violence include: interference with the normal learning activities of students; weapon carrying for defensive purposes on school grounds; serious injury and increased medical costs and absenteeism from school (ibid). The Ethiopian study (1996) which employed a sample of three junior secondary (7-8) and five senior secondary schools (9-12) in the innermost cities around Addis Ababa, reported 240 violent incidents (Ohsako,2007). As pertains to Kenya, violent behavior has a long history and several pieces of evidence attests to this increased surge. Violence occurs in all types of settings such as schools and college campuses. Clearly, the nature of violence changes with the norms of the school and what is expected of pupils. Violence undermines the notion that school days are the happiest in a learner's life. Examples of violent behavior in schools include rioting, sexual harassment, fighting and bullying. These activities have detrimental consequences on the running of the schools' activities and on the students' personal security and emotional stability. For instance, violence may contribute to physical deformities, humiliation, disinterestedness, withdrawal, poor academic performance, high drop – out rates and even death of affected students (Ruto, 2009).

Learning institutions for instance, have gradually gained notoriety as venues of sexual assault. Since the infamous St. Kizito incident in 1990s where 70 girls were raped while 19 others lost their lives when their male peers descended on them during what was supposed to be a school strike, several other group sexual violations have occurred (ibid). Violent behavior is one of the practices that have scared teachers, parents and students. Some students have had to die or suffer permanent deformities. Kangare (2008) asserted that violence has been going on since 1970 especially in boys' schools. In secondary schools, sexual violence has been identified as one of the most teething social problem young female are facing. Sexual violence has made children, girls and women no longer safe in their own homes, schools, work places or on roads. Teachers have been reported to offer good or passing grades to girls in exchange for sex (Omaar et al., 1994). Not uncommon for older students to prey on girls as they walk to school or while they sleep in dormitories. And "sugar daddies" target girls in the vicinity of schools, luring them into sexual relations with gifts and money. Hence many girls feel that their survival depends on such arrangements. In addition, researchers have shown that violence among students can take place in many different locations within and outside the school. For instance, the playground was perceived by Slee (1995) as the single most common location within the school in which students report that they are bullied. An appreciable amount of bullying is found to take place on the way to and from school as a result some

students decide not to report those who bully them for fear that they may face brutality in revenge. As perceived by Olweus (1993), bullying in secondary schools was one of the dark hidden areas of social interaction, along with child physical and sexual abuse and adolescent violence. He further claimed that bullying had been neglected by professional investigations.

Glew et al. (2008) conducted a study that involved 5391 school adolescents. They found out that victims of bullying in the United States felt it was "not wrong" to carry weapons to schools. Additionally, 26% had been involved in bullying either as victims or as perpetrators and adolescents less than 14 years were more likely to report having engaged in a fight than older study participants. They concluded that the situation was due to the fact that younger adolescents may not have gotten non-violent conflict resolution skills compared to older adolescents. Children often become targets for bullies because of their ethnicity or sexuality (ibid). Disabled children are also more likely to be targets, as are the youngest, smallest and weakest children. Bullying of children from families affected by HIV is a growing problem. Bullying is linked to experiences of violence in the home, as children learn that violence is a primary mechanism for negotiating relationships. Children who suffer family violence are more likely to be bullies and be bullied. Physical violence in general and bullying in particular is also more common in schools which are overcrowded with inadequate adult supervision and poor school policies. Children attending schools located in violent or poor neighborhoods or where discrimination against ethnic or other groups is accepted are also more likely to experience violence. Most victims do not report what they are suffering because they blame themselves and feel ashamed. Moreover, few victims believe their schools will take real action to improve the situation. Bullied children tend to have a reduced network of friends who might give support and protection. There is also evidence that economic need and social inequality are key factors that fuel both bullying and sexual violence in a range of countries. Rising levels of deprivation, inequality and social exclusion play a large part in school based violence. However, most educational researchers and practitioners accept that bullying can be manifested in a variety of ways, including physical assault and verbal harassment.

Kangare (2008) claimed that the well known form of bullying in Kenya had been the subtle type. This had been going on since 1970 especially in boys' schools. In such schools, victims of bullying were subjected to mental torture by being forced to answer several questions; give out money; shape their mouths funnily by moving jaws apart and sideways according to the instructions from a bully's palms; and to sing obscene songs. In girls' schools on the other hand,

less violence had been reported and bullying had mainly been in the form of name-calling, taunting and threats. Because of that, bullying involving rape had remained difficult to prove except where some physical force was visibly used.

In all, violence has resulted in many dire consequences on students' social and academic endeavor. For instance, Ohsako (2007) discovered during his work on truancy that approximately 19 percent of truants had started to miss school because of bullying and continued to miss for this same reason. The act of being bullied tends to increase some students' isolation because their peers do not want to lose status by associating with their risks of being bullied (Kigotho, 1999). Eventually victims of this form of violence experience depression and low esteem, problems that can be carried into adulthood. In some extreme cases, victims end up committing suicide because they see themselves as failures. For instance, Omale (1999) noted that in 1993, an eighth grade student at Oak middle street in Burlington, Iowa, United States of America shot himself to death with a family gun after schoolmates molested him for three years. In Uganda, Rukundo (2009) conducted a study on Relationship between management and strikes in two secondary schools of Ntungamo District. He identified the causes of strikes as being indiscipline among the students, failure of the administration to involve stake holders in decision making, harsh punishments, misuse of school funds, and failure of administration to respond to the warnings from students. In Kenya, Mathiu (2008) noted that over the past decade, many secondary schools had suffered from strikes most of which placed head teachers in the spot light. For instance, in 1991, male students in a mixed high school invaded the girls' dormitory and raped more than 70 girls. At least 19 female students lost their lives at a tender age of 15. In another incident in 1999, a group of male students locked up 4 prefects in their cubicles at night and doused them in petrol killing them instantly. The worst calamity was in 2001 when 68 students were burnt to death and scores injured after their dormitory was set on fire by two boys who petrol bombed the school. In 2006 in a mixed boarding school, 15 girls were raped in the middle of the night (ibid). Consequently, several reasons were advanced by different stakeholders as the underlying root causes riots in schools. They included: overloaded curriculum; autocratic school administration; drug and substance abuse; poor living conditions in schools; excessive use of corporal punishment; lack of an effective school guidance and counseling service; pressure for excellent academic performance; abdication of parental responsibility; incompetent board of governors; culture of impunity in the society; adolescence identity crisis and mass media campaigns.

In 2008, about 72 students were charged with arson and other offences related to unrests in secondary schools (Kangare, 2008). In addition, 90 others had been arrested over the unprecedented chaos. The students mostly in form two and three were charged with setting the school on fire and destroying property valued at more than Ksh. 5 million. In the coast, 10 students were arrested and property worth Ksh.5.2 million destroyed in the continuity wave of unrest in schools. In 2008, over 254 secondary schools experienced the ongoing orgy of violence in Kenya per province as follows; Central (68), Rift valley (55), Eastern (53), Nyanza (27), Coast (24), Nairobi (19), Western (8) and North Eastern has none. Kigotho (2008) reported that students at Ebungwe High School in Vihiga District of Western Province burned buildings protesting against lack of food and canning of students. In Western Province, other cases of violence among students were noted in Musikhu Girls, Kapsambo, Sigalame, Lukhuna, Butonge, Ikobero, Teremi boys and Sirisia secondary schools (PDE's office, Western Province, 2008).

Studies conducted in Western Province specifically by Mutsotso (2004) & Simatwa (2007) identified various factors contributing to violence in schools in general. However, the current study tried to fill the gap by establishing teachers' and students' perceptions of factors contributing to violent behavior among secondary school students in Western Province of Kenya. Establishing home factors as they are perceived, would equip policy makers and planners, parents, teachers and school administrators with knowledge and skills that would help minimize violent behavior among secondary students specifically in Western Province and generally in Kenya.

METHODOLOGY

This paper uses data collected in 2009 that that sought to document the perceived home factors contributing to violent behavior in secondary schools. The study was conducted in the public secondary schools of western province. Western Province is one of the eight provinces in Kenya that has 21 districts. The study was based on Social learning theory by Albert Bandura (1977). Social learning states that learning is not simply a matter of connecting response to a stimulus. It occurs when a person observes and imitates someone else's behavior. Therefore, learning of any behaviour by students could be due to reinforcement, imitation and identification.

The study adopted the descriptive survey research design. A descriptive survey design attempts to describe what is in a social setting such as a school. In the current study, the dependent variables were perceptions of teachers and students while

independent variables were the factors contributing to violent behavior. The study population included 6,354 Secondary School teachers, 638 principals and 65,969 form two Secondary School students from 638 public secondary schools in Western Province. Form two students in each school were also used in the study because they belonged to the adolescent stage which poses many challenges as young persons struggle to adjust to the psychological and physiological changes that take place in their bodies. Adolescent stage is a period of search for identity of who they are and what they would like to be in future. The form two students are likely to experiment with such things as sex, violence and drugs as they organize their values, attitudes and perceptions. In addition, they were categorized as "Ex- monos" that meant students who were usually the most active students in school (Mutsotso, 2004).

A stratified random sampling method was used to select public secondary schools. Therefore, secondary Schools were stratified into three categories namely: Boys' schools only, Girls' schools only and co-educational schools. Simple random sampling was used to select a third of the schools from each category. In addition, a formula recommended by Fisher, Laing & Stoeckel (1983) was used to calculate the number of selected form two students on the basis of their gender and type of secondary school. Purposive sampling technique was used to select teachers. Therefore, 213 public secondary schools, 213 teachers and 1,152 form two students participated in the study. Both questionnaires and in-depth interview guides were used to collect data. Qualitative data was transcribed, put into various categories and thereafter reported according to the emergent themes. Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics such as percentages, pie charts and frequency counts were used while inferential statistics such as t-test and Mann-Whitney U-test were also used. Data was analyzed using Statistical Package for Social Sciences (SPSS) 11.0 version for windows.

RESULTS

This section established the perceived home factors contributing to violent behavior in secondary schools as perceived by teachers and students. In order to meet this second objective, the respondents were provided with a listing of possible home factors contributing to violent behaviour and asked to indicate the extent to which each of the listed home factors contributed to violent behaviour in secondary schools. The responses are summarized and presented in table 1.

Table 1: Perceptions of Home Factors That Contribute to Violent Behaviour between Male and Female Students in Secondary Schools

Statement	Gender	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	f	%	F	%	f	%
Low level of home supervision	Male	182	27.7	220	33.5	56	8.6	101	15.4	97	14.8	656	100
	Female	131	26.4	138	27.8	57	11.5	102	20.6	68	13.7	496	100
Poor relationship between parents and children	Male	248	37.8	190	29.0	50	7.6	72	11.0	96	14.6	656	100
	Female	189	38.1	123	24.8	56	11.3	61	12.3	67	13.5	496	100
Manner of disciplining children at home	Male	209	31.9	210	32.0	80	12.2	82	12.5	75	11.4	656	100
	Female	159	32.1	163	32.9	70	14.0	58	11.7	46	9.3	496	100
Parents being violent themselves	Male	221	33.7	128	19.5	88	13.5	100	15.2	119	18.1	656	100
	Female	159	32.1	110	22.2	73	14.7	71	14.3	83	16.7	496	100
Coming from broken families	Male	114	17.4	149	22.7	103	15.6	144	22.0	146	22.3	656	100
	Female	125	25.2	112	22.4	71	14.4	93	18.8	95	19.2	496	100
Exposure to violent films and movies	Male	164	25.0	139	21.2	74	11.3	109	16.6	170	25.9	656	100
	Female	180	36.3	92	18.5	65	13.2	75	15.1	84	16.9	496	100
Coming from wealthy home backgrounds	Male	184	12.8	132	20.1	56	16.2	163	24.8	171	26.1	656	100
	Female	77	15.6	91	18.4	97	19.4	120	24.2	111	22.4	496	100
Gossiping of teachers by students parents	Male	104	15.9	128	19.5	141	21.5	142	21.6	141	21.5	656	100
	Female	71	14.3	118	23.8	84	16.9	102	20.6	121	24.4	496	100
General breakdown of morals in society	Male	196	29.9	176	26.8	123	18.7	85	13.0	76	11.6	656	100
	Female	122	24.6	120	24.2	94	18.2	85	17.1	75	15.1	496	100
Overprotection and dependency on the family	Male	142	21.6	132	20.1	70	17.7	121	18.4	256	22.2	656	100
	Female	105	21.2	100	20.2	86	17.3	90	18.1	115	23.2	496	100
Inability to meet parental expectations	Male	179	27.3	163	24.8	84	12.8	105	16.0	125	19.1	656	100
	Female	126	25.4	114	23.0	77	15.6	91	18.3	88	17.7	496	100
Coming from poor home backgrounds	Male	69	10.5	97	14.8	104	15.7	151	23.1	235	35.9	656	100
	Female	65	13.1	81	16.3	80	16.1	114	23.0	156	31.5	496	100
Being orphans	Male	82	12.5	66	10.1	88	13.4	155	23.6	265	40.4	656	100
	Female	72	14.5	57	11.5	78	15.7	115	23.2	174	35.1	496	100
Being a first born	Male	55	8.4	53	8.1	90	13.7	149	22.7	309	47.1	656	100
	Female	46	9.3	58	11.7	60	12.0	102	20.6	230	46.4	496	100
Having a single parent	Male	56	8.5	69	10.5	102	15.6	169	25.8	260	39.6	656	100
	Female	49	9.9	51	10.3	84	16.1	132	26.6	180	36.8	496	100
Fear of being overtaken by siblings	Male	88	13.4	92	14.0	124	19.0	155	23.6	197	30.0	656	100
	Female	66	13.3	62	12.5	95	19.2	123	24.8	150	30.2	496	100

From table 2, 51.2% of the respondents in rural schools perceived low level of home supervision as one of the home factors that constitute violent behaviour among students while 30.4% disagreed with the statement. On the other hand 50.4% of the respondents in urban schools agreed with the statement as 35.8% were in disapproval. In rural schools, 56.8 of the respondents agreed that poor relationship between parents and their children led to violence as 25.6 objected that idea. As pertains to the respondents in urban schools 52.6% were in agreement as 38.1% were in disagreement with the statement. Manner of disciplining children at home was supported by 63.9% of the respondents in rural schools as 23.9% were opposed. On the other hand 55.9% of the respondents in urban schools agreed with the statement as 30.9% were in disagreement. Respondents in rural schools who supported the idea

of parents being violent themselves formed 62.8% as 25.6% were not in support. Similarly 40.2% of the respondents in urban schools agreed with the statement as 44.1% were in disagreement. With regard to coming from broken families it was supported by 43.3% of the respondents in rural schools as 42.1% were in disagreement On the other hand 36.7% of the respondents in urban schools were in agreement as 46.3% were in disagreement. Exposure to violent films and movies was identified by 38.3% of the respondents in rural schools as 44.6% were in disapproval. Likewise, 44.6% of the respondents in urban schools concurred with the statement as 44.6% were in disagreement. Coming from wealthy home backgrounds was supported by 26% of the respondents in rural schools as 52.6% was opposed to the statement. On the other hand 36.2% of the respondents in urban schools agreed with the statement as 47% rejected it. Gossiping of teachers by students' parents was supported by 46.8% of the

respondents in rural schools as 44.3 % were not in agreement. Students in urban schools who supported the statement on gossiping accounted for 34.3% as 44.7% were in disagreement. General breakdown of morals in society was supported by 67.6% of the respondents in rural schools as 17% were opposed to the statement. On the other hand 39.9% of the respondents in urban schools supported that statement while 36.1% were in disagreement. With reference to overprotection and dependency on the family 38.3% of the respondents in rural schools supported it as 33.3% disagreed with it. As 46.8% of the respondents in urban schools agreed with the statement 35.3% disagreed with it. Inability to meet parental expectations was supported by 57% of the respondents in rural schools as 35% disagreed with it. In urban schools 57% of the respondents supported the statement as 33% disagreed with it. Coming from poor home backgrounds was supported by 24.3% of the respondents in rural schools as 63% were in disagreement. In urban schools 29.9% of the respondents were in agreement with the statement while 50% were in disagreement. Being orphans was approved by 21.3% of the respondents in rural schools as 66.8% were in disagreement. In urban schools 27.8% of the respondents agreed with the statement as 55.8% were in disagreement. Being first borns was supported by 13.3% of the respondents in boys' schools as 76.1% were in disagreement. In urban schools 22.1% were in agreement with the statement as 60.3% were in disagreement. Having a single parent was supported by 13.3% of the respondents in rural schools as 76.1% were in disagreement. The statement was also supported by 22.1% respondents in urban schools as 60.3% were in disagreement. Fear of being overtaken by their siblings was supported by 29.8% and 24.2% of the respondents in rural schools and urban schools respectively whereas 53.8% and 52.3% of the respondents in rural schools and urban schools respectively were in disagreement. In order to test if there was any significant difference of perceptions of home factors that contribute violent behaviour between students in rural schools and urban schools, a t-test statistics was used. The t-test statistics under the assumption of equal variances had a value of -1.580 and the degree of freedom had a value of 760 with an associated two tail significance level of .114. Since the significance value of .114 was greater than $\alpha=0.05$, it implied that students in rural schools did not differ significantly from students in urban schools in their perceptions of home factors contributing to violent behaviour.

The findings in table 3 below, show that 90.5% of the male teachers perceived low level of home supervision as one of the home factors that contribute to violent behaviour among students while 5.2% disagreed with the statement. On the other hand 92.8% of the female teachers agreed with the

statement as 6.2% were in disapproval. In addition 93.9% of the male teachers agreed that poor relationship between parents and their children led to violence as 6.2% objected that idea. As pertains to the female teachers 86.1% were in agreement as 2.1% were in disagreement with the statement. Manner of disciplining children at home was supported by 91.4% of the male teachers as 3.4% were opposed. On the other hand 91.7% of the female teachers agreed with the statement as 23.1% were in disagreement. Male respondents who supported the idea of parents being violent themselves formed 81.9% as 12.1% were not in support. Similarly 76.3% of the female agreed with the statement as 19.6% were in disagreement. With regard to coming from broken families it was supported by 76.7% of the male teachers as 8.5% were in disagreement. On the other hand 73.2% of the female teachers were in agreement as 18.6% were in disagreement. Exposure to violent films and movies was identified by 87.5% of the male students as 8.6% were in disapproval. Likewise, 77.3% of the female students concurred with the statement as 14.4% were in disagreement. Coming from wealthy home backgrounds was supported by 44% of the male students as 38.7% was opposed to the statement. On the other hand 42.3% of the female teachers agreed with the statement as 48.4% rejected it. Gossiping of teachers by students' parents was supported by 63.8% of the male teachers as 20.7% were not in agreement. Female teachers who supported the statement on gossiping accounted for 63.9% as 17.6% were in disagreement. General breakdown of morals in society was supported by 94% of the male teachers as 2.6% were opposed to the statement. On the other hand 88.7% of the female teachers supported that statement while 52% were in disagreement. With reference to overprotection and dependency on the family 62.1% of the male teachers supported it as 16.4% disagreed with it. As 75.3% of the female teachers agreed with the statement 17.5% disagreed with it. Inability to meet parental expectations was supported by 55.6% of the male teachers as 38.8% disagreed with it. In addition 57% of the respondents supported the statement as 33% disagreed with it. Coming from poor home backgrounds was supported by 24.1% of the male teachers as 66.4% were in disagreement. In addition 32.9% of the female respondents were in agreement with the statement while 57.7% were in disagreement. Being orphans was approved by 17% of the male teachers as 61.6% were in disagreement. In addition 17.5% of the female teachers agreed with the statement as 70.1% were in disagreement. Being first borns was supported by 12.9% of the male respondents as 76.7% were in disagreement. In addition 12.4% of the female teachers were in agreement with the statement as 77.3% were in disagreement. Having a single parent was supported by 44.8% of the male students as 46.5% were in disagreement. The statement was also supported by

Table 3: Perceptions of Home Factors That Contribute to Violent Behaviour between Male and Female Teachers

Statement	Gender	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		F	%	F	%	f	%	f	%	F	%	f	%
Low level of home supervision	Male	58	50.0	47	40.5	5	4.3	6	5.2	0	0.0	116	100
	Female	55	56.7	35	36.1	1	1.0	4	4.1	2	2.1	97	100
Poor relationship between parents and children	Male	65	56.0	44	37.9	1	0.9	5	4.3	1	0.9	116	100
	Female	48	49.5	45	46.6	2	1.8	2	2.1	0	0.0	79	100
Manner of disciplining children at home	Male	47	40.5	59	50.9	6	5.2	2	1.7	2	1.7	116	100
	Female	43	44.3	46	47.4	3	5.2	3	3.1	2	20.0	97	100
Parents being violent themselves	Male	56	48.3	39	33.6	7	6.0	11	9.5	3	2.6	116	100
	Female	41	42.3	33	34.0	4	4.1	17	17.5	2	2.1	97	100
Coming from broken families	Male	31	26.7	58	50.0	16	13.8	8	6.9	3	2.6	116	100
	Female	29	29.9	42	43.3	8	8.3	13	13.4	5	5.2	97	100
Exposure to violent films and movies	Male	39	36.6	59	50.9	8	6.9	7	6.0	3	2.6	116	100
	Female	45	46.4	30	30.9	8	8.2	13	13.4	1	1.0	97	100
Coming from wealthy home backgrounds	Male	6	5.2	45	38.8	19	16.3	38	32.8	8	6.9	116	100
	Female	12	12.4	29	29.9	9	9.3	36	37.1	11	11.3	97	100
Gossiping of teachers by students parents	Male	22	19.0	52	44.8	18	15.5	22	19.0	2	1.7	116	100
	Female	20	20.6	42	43.3	18	18.5	12	12.4	5	5.2	97	100
General breakdown of morals in society	Male	55	47.4	54	46.6	3	3.4	3	2.6	1	0.0	116	100
	Female	51	52.6	35	36.1	6	6.2	5	52.0	0	0.0	97	100
Overprotection and dependency on the family	Male	19	16.4	53	45.7	25	21.5	18	15.5	1	0.9	116	100
	Female	28	28.9	45	46.4	7	7.2	14	14.4	3	3.1	97	100
Inability to meet parental expectations	Male	17	14.7	59	50.9	14	12.1	25	21.6	1	0.9	116	100
	Female	12	12.4	41	42.3	11	11.1	28	28.9	5	5.2	97	100
Coming from poor home backgrounds	Male	4	3.4	24	20.7	11	9.5	58	50.0	19	16.4	116	100
	Female	11	11.3	21	21.6	9	9.4	36	37.1	20	20.6	97	100
Being orphans	Male	3	2.6	19	16.4	11	9.4	54	46.6	29	25.0	116	100
	Female	7	7.2	10	10.3	12	12.4	43	44.3	25	25.8	97	100
Being a first born	Male	2	1.7	13	11.2	12	10.4	52	44.8	37	31.9	116	100
	Female	3	3.1	9	9.3	10	10.3	46	47.4	29	29.9	97	100
Having a single parent	Male	7	6.0	45	38.8	10	8.7	42	36.2	12	10.3	116	100
	Female	11	11.3	18	18.6	7	7.3	50	51.5	11	11.3	97	100
Fear of being overtaken by siblings	Male	2	1.7	30	25.9	16	14.2	48	41.4	20	17.2	116	100
	Female	4	4.1	22	22.7	21	20.7	29	29.9	21	12.6	97	100

27.6% and 58.6% of the male teachers and female teachers respectively whereas 26.8% and 43.5% of the male teachers and female teachers respectively were in disagreement.

In order to test if there was any significant difference of perceptions of home factors that contribute to violent behaviour between male and female teachers a t-test statistics was employed. The t-test statistics under the assumption of equal variances had a value of .183 and the degree of freedom had a value of 211 with an associated two-tail significance level of

0.855. Since the significance, value of 0.855 was greater than $\alpha=0.05$, it implied that male teachers did not differ significantly from female teachers in their perceptions of home factors that contribute to violent behaviour.

Table 4: Perceptions of Home Factors That Contribute to Violent Behaviour between Teachers in Rural Schools and Teachers in Urban Schools

Statement	Location of schools	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		F	%	f	%	f	%	f	%	F	%	f	%
Low level of home supervision	Rural schools	58	50.0	47	40.5	5	4.3	6	5.2	0	0.0	116	100
	Urban schools	55	56.7	35	36.1	1	1.0	4	4.1	2	2.1	97	100
Poor relationship between parents and children	Rural schools	65	56.0	44	37.9	1	0.9	5	4.3	1	0.9	116	100
	Urban schools	48	49.5	45	46.6	2	1.8	2	2.1	0	0.0	79	100
Manner of disciplining children at home	Rural schools	47	40.5	59	50.9	6	5.2	2	1.7	2	1.7	116	100
	Urban schools	43	44.3	46	47.4	3	5.2	3	3.1	2	20.0	97	100
Parents being violent themselves	Rural schools	56	48.3	39	33.6	7	6.0	11	9.5	3	2.6	116	100
	Urban schools	41	42.3	33	34.0	4	4.1	17	17.5	2	2.1	97	100
Coming from broken families	Rural schools	31	26.7	58	50.0	16	13.8	8	6.9	3	2.6	116	100
	Urban schools	29	29.9	42	43.3	8	8.3	13	13.4	5	5.2	97	100
Exposure to violent films and movies	Rural schools	39	36.6	59	50.9	8	6.9	7	6.0	3	2.6	116	100
	Urban schools	45	46.4	30	30.9	8	8.2	13	13.4	1	1.0	97	100
Coming from wealthy home backgrounds	Rural schools	6	5.2	45	38.8	19	16.3	38	32.8	8	6.9	116	100
	Urban schools	12	12.4	29	29.9	9	9.3	36	37.1	11	11.3	97	100
Gossiping of teachers by students parents	Rural schools	22	19.0	52	44.8	18	15.5	22	19.0	2	1.7	116	100
	Urban schools	20	20.6	42	43.3	18	18.5	12	12.4	5	5.2	97	100
General breakdown of morals in society	Rural schools	55	47.4	54	46.6	3	3.4	3	2.6	1	0.0	116	100
	Urban schools	51	52.6	35	36.1	6	6.2	5	52.0	0	0.0	97	100
Overprotection and dependency on the family	Rural schools	19	16.4	53	45.7	25	21.5	18	15.5	1	0.9	116	100
	Urban schools	28	28.9	45	46.4	7	7.2	14	14.4	3	3.1	97	100
Inability to meet parental expectations	Rural schools	17	14.7	59	50.9	14	12.1	25	21.6	1	0.9	116	100
	Urban schools	12	12.4	41	42.3	11	11.1	28	28.9	5	5.2	97	100
Coming from poor home backgrounds	Rural schools	4	3.4	24	20.7	11	9.5	58	50.0	19	16.4	116	100
	Urban schools	11	11.3	21	21.6	9	9.4	36	37.1	20	20.6	97	100
Being orphans	Rural schools	3	2.6	19	16.4	11	9.4	54	46.6	29	25.0	116	100
	Urban schools	7	7.2	10	10.3	12	12.4	43	44.3	25	25.8	97	100
Being a first born	Rural schools	2	1.7	13	11.2	12	10.4	52	44.8	37	31.9	116	100
	Urban schools	3	3.1	9	9.3	10	10.3	46	47.4	29	29.9	97	100
Having a single parent	Rural schools	7	6.0	45	38.8	10	8.7	42	36.2	12	10.3	116	100
	Urban schools	11	11.3	18	18.6	7	7.3	50	51.5	11	11.3	97	100
Fear of being overtaken by siblings	Rural schools	2	1.7	30	25.9	16	14.2	48	41.4	20	17.2	116	100
	Urban schools	4	4.1	22	22.7	21	20.7	29	29.9	21	12.6	97	100

In relation to table 4, 90.5% of the teachers in rural schools perceived low level of home supervision as one of the home factors that contribute to violent behaviour among students while 5.2% disagreed with the statement. On the other hand 92.8% of the teachers in urban schools agreed with the statement as 6.2% were in disapproval. In addition 93.9% of the male teachers in rural schools agreed that poor relationship between parents and their children led to violence as 6.2% objected that idea. As pertains to the female teachers 86.1% were in agreement as 2.1% were in disagreement with the statement. Manner of disciplining children at home was supported by

91.4% of the male teachers as 3.4% were opposed. On the other hand 91.7% of the female teachers agreed with the statement as 23.1% were in disagreement. Male respondents who supported the idea of parents being violent themselves formed 81.9% as 12.1% were not in support. Similarly 76.3% of the female agreed with the statement as 19.6% were in disagreement. With regard to coming from broken families it was supported by 76.7% of the male teachers as 8.5% were in disagreement. On the other hand 73.2% of the female teachers were in agreement as 18.6% were in disagreement. Exposure to violent films and movies was identified by 87.5%

of the male students as 8.6% were in disapproval. Likewise, 77.3% of the female students concurred with the statement as 14.4% were in disagreement. Coming from wealthy home backgrounds was supported by 44% of the male students as 38.7% was opposed to the statement. On the other hand 42.3% of the female teachers agreed with the statement as 48.4% rejected it. Gossiping of teachers by students' parents was supported by 63.8% of the male teachers as 20.7% were not in agreement. Female teachers who supported the statement on gossiping accounted for 63.9% as 17.6% were in disagreement. General breakdown of morals in society was supported by 94% of the male teachers as 2.6% were opposed to the statement. On the other hand 88.7% of the female teachers supported that statement while 52% were in disagreement. With reference to overprotection and dependency on the family 62.1% of the male teachers supported it as 16.4% disagreed with it. As 75.3% of the female teachers agreed with the statement 17.5% disagreed with it. Inability to meet parental expectations was supported by 55.6% of the male teachers as 38.8% disagreed with it. In addition 57% of the respondents supported the statement as 33% disagreed with it. Coming from poor home backgrounds was supported by 24.1% of the male teachers as 66.4% were in disagreement. In addition 32.9% of the female respondents were in agreement with the statement while 57.7% were in disagreement. Being orphans was approved by 17% of the male teachers as 61.6% were in disagreement. In addition 17.5% of the female teachers agreed with the statement as 70.1% were in disagreement. Being first borns was supported by 12.9% of the male respondents as 76.7% were in disagreement. In addition 12.4% of the female teachers were in agreement with the statement as 77.3% were in disagreement. Having a single parent was supported by 44.8% of the male students as 46.5% were in disagreement. The statement was also supported by 29.9% of the female teachers as 62.8% were in disagreement. Fear of being overtaken by their siblings was supported by 27.6% and 58.6% of the male teachers and female teachers respectively whereas 26.8% and 43.5% of the male teachers and female teachers respectively were in disagreement. In order to test if there was any significant difference of perceptions of home factors that contribute to violent behaviour between male and female teachers a t-test statistics was employed. The t-test statistics under the assumption of equal variances had a value of .183 and the degree of freedom had a value of 211 with an associated two tail significance level of .855. Since the significance value of .855 was greater than $\alpha=0.05$, it implied that male teachers did not differ significantly from female teachers in their perceptions of home factors that contribute to violent behaviour.

DISCUSSION

In relation to the summary of the findings of the study, the main home factors that were identified by the respondents in were as follows: poor relationship between parents and children; manner of disciplining children at home; parents being violent; exposure to violent films and movies; and low level of home supervision. Others included coming from broken families; general breakdown of morals of society; coming from wealthy home background; gossiping of teachers by students' parents; overprotection and dependency on the family; inability to meet parental expectations; fear of being overtaken by their siblings; being orphans; being first borns; and having a single parent.

This is agreement with the findings of Strauss (1980) who asserted that an over punitive authoritarian, rather than unauthoritative style of family discipline could result in the child becoming hostile and aggressive. He observed that children who grew up in a coercive environment commonly developed into coercive young people who in turn rear children likely to repeat the behavior pattern. The reverse is also possible in that a hostile and punitive parent could sap the young child's confidence so that he or she becomes anxious and fearful. The findings of the current study also agree with Ohsako's (2007) assertion that violence in schools in United States of America was caused by: disintegration of the family; increased depiction of violence in the media and popular music; and poverty. Wubs et al. (2009) studied on dating violence among school students in Cape Town and Mankweng (South Africa) and Dar es Salaam (Tanzania). Data were derived from the baseline data collection of a multi-site randomized controlled trial of an HIV prevention intervention among young adolescents. The results were confined to students who reported previously or currently being in a relationship. Multiple logistic regression analysis with demographic predictors was employed, controlled for cluster effect. Findings of the study revealed that 10.2% - 37.8% of the respondents had been victims, 3.1% - 21.8% had been perpetrators, and 8.6% - 42.8% had been both. Before controlling for other factors, religion was a protective factor against violence in Cape Town. After controlling for other factors, a higher age and lower socio-economic status were associated with belonging to any of the three groups of violence. Being male in all sites was associated with perpetration whereas being female was as associated with victimization. Higher parental education in Cape Town was protective against all types of violence. Ethnicity and living with biological parents were not associated with violence. These findings do not concur with the findings of the current study that identified other factors contributing to violent behaviour experienced among students in secondary schools as perceived by teachers and students. In addition, the present study used a t-test

statistics whereas Wubs et al. adopted a multiple logistic regression analysis.

CONCLUSION

With regard to the findings of the study, it is concluded that violent behavior is still a challenge in secondary schools. Respondents were able to identify forms, home and factors contributing to violent behavior in secondary schools. The main perceived home factors that were: poor relationship between parents and children; manner of disciplining children at home; parents being violent; exposure to violent films and movies; and low level of home supervision. Since violence is probably the greatest source of distress among secondary school students today, a concerted effort from teachers and parents is highly needed to control or stamp it out of schools. Victims of violence ought to be counseled. If they are hurt, then they should be referred to medical doctors for treatment. Importantly, they should be referred to psychiatrists, school counselors, if any mental and psychological disorders were detected. In addition, the paper also recommends; improvement of law enforcement related to sexual violence or harassment and awareness promotion of the problem and women's rights; consistent control and discipline be enhanced at homes; preventive action to help in child rearing practices be established at the family level.

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