

**FACTORS AFFECTING VIOLENCE AGAINST WOMEN IN ELDAS SUB
COUNTY IN WAJIR COUNTY, KENYA: A CASE STUDY OF CENTRE FOR
RIGHTS EDUCATION AND AWARENESS**

UBAH HUSSEIN ALI

**A RESEARCH PROJECT SUBMITTED TO SCHOOL OF MANAGEMENT
AND LEADERSHIP IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF DIPLOMA IN COMMUNITY HEALTH
DEVELOPMENT OF MANAGEMENT UNIVERSITY OF AFRICA**

NOVEMBER 2022

DECLARATION

Declaration by the Student

This project is my original work and has not been presented for a diploma in any other University

Signature.....

Date

Ubah Hussein Ali

DHD/5/00015/1/20

Declaration by the Supervisor

This project has been submitted for examination with my approval as University Supervisor

Signature:

Date

Madam: Ann Mwangi

Management University of Africa

DEDICATION

I dedicate this research to my mother Halima Jimale, siblings and my friends for the moral support and encouragement as I undertook the study.

ACKNOWLEDGEMENT

This research project as result of support from several sources; first I would like to give praise and honor to the almighty God for giving me sufficient grace and power to write this project. I would also like to thank my supervisor madam Ann Mwangi whose comments and advice have been very useful to me. Lastly I would like to acknowledge the entity Management University of Africa or the good and conducive learning environment during my study period thanks a lot and God bless you.

ABSTRACT

This research aimed to identify causes of violence against women in Eldas Sub County, Wajir County, so that appropriate measures might be taken to lessen its incidence. In doing so, it aimed to add to the existing body of information about the causes of violence against women in this area. This research aimed to better understand the causes and consequences of violence against women in Eldas Sub County, Wajir County, Kenya. The following goals served as the basis for this research: The goal of this study is to assess the impact of anti-violence training programs on female victims of violence in Kenya. Examining the connection between women's property rights and domestic violence in Kenya The purpose of this study is to determine the effect of socialization within communities on gender-based violence against women in Kenya. The purpose of this study is to determine the effect of power dynamics on the prevalence of violence against women in Kenya. Hopefully, the study's results will help those with a stake in the issue to zero in on the specific techniques that have been successful in their own countries, therefore giving financial, physical, and emotional agency to victims of violence against women. The government may take heart from this report as well. In light of the study's results, policymakers in Kenya's education system may decide to include coursework on domestic violence prevention and intervention in the national curriculum. The research relied heavily on three theories: Bandura and Weaver's (2016) Social Learning Theory, Kelman and Weaver's (1958) Theory of Social Influence, and Merrill and Weaver's (1992) Feminist Theory (2016) Descriptive methods will be used in this study. Participants consisted of 149 women aged 15 to 49 from Eldas Sub County, Wajir County (149). To guarantee that every demographic is fairly represented in the data set, a stratified random sampling strategy was used. A questionnaire consisting of both structured and unstructured questions was the primary tool for data gathering. Qualitative and quantitative methods were used to examine the data.

TABLE OF CONTENT

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT	v
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
LIST OF ACRONYMS AND ABBREVIATIONS.....	x
OPERATIONAL DEFINITION OF TERMS	xi
CHAPTER ONE	1
INTRODUCTION	1
1.2 Statement of the Problem.....	2
1.3 Objectives of the Study.....	3
1.5 Significance of the Study	4
1.6 Scope of the Study.....	5
CHAPTER TWO	6
LITERATURE REVIEW.....	6
2.0 Introduction	6
2.1 Theoretical Literature Review	6
2.2 Empirical Literature Review	7
2.4 Conceptual Framework.....	16
2.5 Operationalization of Variables.....	16
CHAPTER THREE.....	19
RESEARCH METHODOLOGY.....	19
3.0 Introduction	19
3.1 Research Design	19
3.2 Target Population	19
3.3 Sample Size and Sampling Technique.....	20
3.4 Data Collection Instruments.....	20
3.5 Pilot study.....	20

3.5.1 Validity of research instruments	20
3.5.2 Reliability Test of research instrument and pilot testing	20
3.6 Data collection procedure	21
3.7 Data analysis and presentation	21
3.8 Ethical considerations	21
 CHAPTER FOUR	 23
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS	23
4.0 Introduction	23
4.1 Presentation of Research Findings.....	23
4.2 Limitations of the Study.....	33
4.3 Chapter Summary	33
 CHAPTER FIVE	 34
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	34
5.1 Introduction	34
5.2 Summary of Findings.....	34
5.2 Recommendations.....	35
5.3 Conclusions	36
REFERENCES	36
APPENDIX II:	i
QUESTIONNAIRES.....	i
APPENDIX III: Time Schedule	i
APPENDIX IV: Budget.....	i
APPENDIX V: Plagiarism report.....	ii

LIST OF TABLES

Table 3.1	Target Population	19
Table 3.2	Sample size	19
Table 4.1	Demographic characteristics	26
Table 4.2	Effect of Education interventions	30
Table 4.3	Rating of Education interventions	31
Table 4.4	Effect of Cultural believe	32
Table 4.5	Rating of Cultural believe	33
Table 4.6	Effect of community socialization	34
Table 4.7	Rating of community socialization	35
Table 4.8	Effect of Decision making	36
Table 4.9	Rating of Decision making	37

LIST OF FIGURES

Figure 2.1	Conceptual Framework	Error! Bookmark not defined.	19
Figure 4.1	Demographic characteristics		26
Figure 4.2	Effect of Education interventions		30
Figure 4.3	Rating of Education interventions		31
Figure 4.4	Effect of Cultural believe		32
Figure 4.5	Rating of Cultural believe		33
Figure 4.6	Effect of community socialization.....		34
Figure 4.7	Rating of community socialization		35
Figure 4.8	Effect of Decision making		36
Figure 4.9	Rating of Decision making		37

LIST OF ACRONYMS AND ABBREVIATIONS

AIDS -	Acquired Immune Deficiency Syndrome
CHAG -	Christian Health Association of Ghana
CREAW	Centre of Rehabilitation and Education of Women
FIDA (K),	Federation of Women Lawyers in Kenya
FP -	Family Planning
GBV	Gender based violence
GDHS -	Ghana Demographic and Health Survey
GHS -	Ghana Health Service
GVRG	Gender Violence Recovery Centre
HIV -	Human Immunodeficiency Virus
IPV	Intimate partner violence
IUCD -	Intrauterine Contraceptive Device
KMA -	Kumasi Metropolitan Area
KMHD -	Kumasi Metropolitan Health Directorate
LAM -	Lactation Amenorrhoea Method
MCH -	Maternal and Child Health
NGEC	National Gender and Equality Commission
SDG	Group as well
SOAWR	Solidarity for African Women's Rights
STI -	Sexually Transmitted Infection
UN	United Nations
USAID -	United States Agency for International Development
VAW	Violence against Women
VAWG	Violence against Women and Girls
WHO -	World Health Organization
WIRA -	Women in the Reproductive Age group
WRA	Women

OPERATIONAL DEFINITION OF TERMS

Education Interventions	Educational interventions provide students with the support needed to acquire the skills being taught by the educational system and should address functional skills, academic, cognitive, behavioral, and social skills that directly affect the child's ability access an education.
Culture	Cultural beliefs is the totality of socially transmitted behaviour patterns, arts, beliefs, institutions, and all other products of human work and thought. Culture is learned and shared within social groups and is transmitted by non-genetic means.
Community Socialization	Socialization is the process through which people are taught to be proficient members of a society. It describes the ways that people come to understand societal norms and expectations, to accept society's beliefs, and to be aware of societal values.
Decision Making	Decision making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. Using a step-by-step decision-making process can help you make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives. This approach increases the chances that you will choose the most satisfying alternative possible.
Domestic Violence	Domestic violence has no single definition and might be seen from multiple points of view, for example, spouse battering, kicking, assault, torment, constrained prostitution, marriage and the rest (Human Rights Dialog, 2019). Goldstein (2007), stated domestic violence as an attitude that needs to be controlled. Moreover, it includes threats, stalking, annoyance, sexual intercourse, hitting and thus, all these leading to death.

CHAPTER ONE INTRODUCTION

1.0 Introduction

This chapter comprised the background of the study, statement of the problem which was the main focus of the study and the objectives behind it. It also entails research questions, justification of the study and the scope of the study.

1.1 Background to the Study

This research aimed to identify causes of violence against women in Eldas Sub County, Wajir County, so that appropriate measures might be taken to lessen its incidence. In doing so, it aimed to add to the existing body of information about the causes of violence against women in this area. This research aimed to better understand the causes and consequences of violence against women in Eldas Sub County, Wajir County, Kenya. The following goals served as the basis for this research: The goal of this study is to assess the impact of anti-violence training programs on female victims of violence in Kenya. Examining the connection between women's property rights and domestic violence in Kenya The purpose of this study is to determine the effect of socialization within communities on gender-based violence against women in Kenya. The purpose of this study is to determine the effect of power dynamics on the prevalence of violence against women in Kenya. Hopefully, the study's results will help those with a stake in the issue to zero in on the specific techniques that have been successful in their own countries, therefore giving financial, physical, and emotional agency to victims of violence against women. The government may take heart from this report as well. In light of the study's results, policymakers in Kenya's education system may decide to include coursework on domestic violence prevention and intervention in the national curriculum. The research relied heavily on three theories: Bandura and Weaver's (2016) Social Learning Theory, Kelman and Weaver's (1958) Theory of Social Influence, and Merrill and Weaver's (1992) Feminist Theory (2016) Descriptive methods will be used in this study. Participants consisted of 149 women aged 15 to 49 from Eldas Sub County, Wajir County (149). To guarantee that every demographic is fairly represented in the data set, a stratified random sampling strategy was used. A questionnaire consisting of both structured and unstructured questions was the primary tool for data gathering. Qualitative and quantitative methods were used to examine the data.

1.1.1 Profile of Centre for Rights Education and Awareness

Centre for Rights Education and Awareness is a national feminist women's rights NGO that has been around since 1999. The scope of CREAM's work has grown considerably over the years, but the organization has maintained a central commitment to advancing women's rights in all of its efforts. For the advancement of women's rights, CREAM employs interventions that are both radical and comprehensive. The organization's initiatives have advanced the theory and philosophy of women's empowerment by contesting policies that hinder fairness, equality, and constitutionalism throughout the years. A fair world in which women and girls are afforded equal rights and respect. Objective: To fight for, and work for, gender equality and social justice.

Not only does this group work to prevent, mitigate, and react to violence against women and girls, but it also works to promote the agenda for social change via its advocacy for movement building (VAWG).

The organization's mission comes from human rights principles and protocols at the national, regional, and international levels that acknowledge the importance of a wide range of actors in accelerating the promotion of women's rights. This obligation stems from our own social conscience as an institution and compels us to tirelessly advocate for, promote, and realize women's human rights. Together with other complementing actors and organizations, CREAM works with both men and women who care deeply about the health and safety of women and girls. They include, for example, the National Gender and Equality Commission (NGEC) and the National Women's Steering Committee, which together form the National Gender Based Violence (GBV) working group. In addition to its work on behalf of survivors of sexual violence, CREAM is a co-convenor of the Kenya Chapter of Africa Unite, the UN Secretary General's campaign vehicle to combat GBV. CREAM participates in both the SDG Group and the Solidarity for African Women's Rights (SOAWR).

1.2 Statement of the Problem

The persistent rise in incidences of violence against women in Kenya is the primary focus of this investigation. Although women are more likely to be the victims of domestic abuse than males, any kind of violence against women is unacceptable. Thirty percent of women globally have suffered physical and/or sexual assault from an intimate relationship. As much as 38% of all female homicides occur at the hands of someone they are romantically involved with. Significant health issues are more common among women who have suffered domestic abuse. When compared to women

who have not experienced partner violence, those who have are more likely to have babies with low birth weight (16%), have abortions (32%), suffer from depression (32%), and get HIV (24%). (WHO, 2019)

Stockl et al. (2014) noted that the onset of violence is between the ages of 10 and 19, during the adolescent years, and between the ages of 20 and 24, during the young adult years; Gallagher and Parrott (2011) argued that stress related to gender roles prioritizes the traditional male role, which in turn results in violence against women. 32% of women were victims of physical violence and 16% of contact sexual violence in the last year, whereas just 7% of males were contact sexual violence victims. In Kenya, 45% of women aged 20 and above have suffered sexual or physical abuse at some time in their lives, while 24% of girls aged 15-19 have experienced physical violence at some point in their lives (Kenya Demographic Health Survey, 2019). When considering the onset for women in the Eldas Sub County in Wajir County of Kenya, there is still a dearth of empirical material on violence against women in Kenya.

The counseling facility in Eldas Sub County found some startling discoveries about the tensions, violence, and other issues experienced by women in their relationships. Problems involving violence against women were among those involved. It's important to recognize the many ways in which violence against women may affect a person's physical, emotional, and social health. Sexual, physical, psychological, and reproductive harm, such as infertility, mental health issues, irreversible dysfunctions, chronic diseases, and even death, are all possible outcomes of violence against women (WHO, 2014; Nava, Gilroy, Paulson & Maddoux, 2012; Dokkedahl et al., 2019).

Interventions in education, property ownership, community socialization, and decision making are only few of the aspects that need to be challenged in order to prevent violence against women from developing. This study was motivated by a desire to better understand what contributes to the high rates of domestic violence in Eldas Sub County, Wajir County in order to better target prevention efforts and ultimately reduce the number of victims of violence there.

1.3 Objectives of the Study

1.3.1 Specific Objective of the Study

The purpose of this study was to examine the factors affecting violence against women in Eldas Sub County in Wajir County Kenya.

1.3.2 Specific Objectives

The study was guided by the following objectives;

- i. To determine education interventions affecting violence against women Eldas Sub County in Wajir County.
- ii. To establish influence of cultural believes on gender related violence against women Eldas Sub County in Wajir County
- iii. To establish influence of community socialization on gender related violence against women Eldas Sub County in Wajir County
- iv. To establish influence of decision making on gender related violence against women Eldas Sub County in Wajir County.

1.5 Research Questions

To address the objectives, the study was guided by the following research questions;

- i. How do education interventions affect violence against women Eldas Sub County in Wajir County?
- ii. Does cultural believe influence gender related violence against women Eldas Sub County in Wajir County?
- iii. Does community socialization influence gender related violence against women Eldas Sub County in Wajir County?
- iv. Does decision making influence gender related violence against women Eldas Sub County in Wajir County?

1.5 Significance of the Study

Hopefully, the study's results will help those with a stake in the issue to zero in on the specific techniques that have been successful in their own countries, therefore giving financial, physical, and emotional agency to victims of violence against women.

The findings of this research will hopefully persuade policymakers to do more to protect women from violence, particularly from their intimate partners. It is simple to contact victims of intimate partner abuse in rural regions of every county, making county governments excellent in implementing the advice of this research.

The results of the research will hopefully convince Kenyan educators to include lessons on domestic violence in the curriculum, raising young people's consciousness about the problem from an early age. The students will have a better understanding of how domestic violence impacts both the victim and the perpetrator.

The study's findings will be compiled into a report that may be utilized as a resource for years to come by academics, students, and non-governmental organizations (NGOs) interested in learning more about domestic violence prevention. Even now, this is a major issue that has to be looked at further. Researchers in the future may use the study's findings and suggestions to better comprehend social ties and find solutions to a wide range of societal issues.

1.6 Scope of the Study

The study will focus on factors affecting violence against women in Kenya with reference to Centre for Rights Education and Awareness. The target populations will the study will target a population of one hundred and forty nine (149). The study was conducted within August 2022 to October 2022.

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

This chapter discusses the theoretical review, the empirical literature review, the summary and research gaps to be filled by the study and the conceptual framework.

2.1 Theoretical Literature Review

A number of substantial studies and research has been dealt to theoretically explain the concept of Violence against women Social Learning Theory Feminist Theory

2.1.1 Social Learning Theory by Bandura, (2016)

Everything we do is taught, according to the Social Learning Theory (Bandura, 2016).

Humans learn a great deal through contemplating the outcomes of our own actions and seeing those of others. To a large extent, kids will act like their peers since that's what they've seen their parents do.

As a coping technique, violence may be understood via the lens of social learning theory. Learning aggressive conduct through others' examples is another way in which modeling plays a role (Gentlewarrier, 1991). According to this hypothesis, positive reinforcement increases the probability that abusive conduct will be repeated. A major aspect of the theory of social learning is the idea that violent behavior may be passed down from generation to generation (Coleman, 2019). In this regard, it is argued that children who are exposed to or experience domestic violence are more prone to adopt violent coping mechanisms in later life.

Studies have shown a correlation between children seeing violence and experiencing domestic abuse as an adult. Witnessing or experiencing violence in one's own family has been linked to later experiencing violence in a marriage, according to research by Lie and Gentlewarrier (1991). Participants who reported having observed violence within their own families were also more likely to report experiencing hostility from a current intimate partner, according to the results. Gender-based domestic violence is examined here via the lenses of observational learning, imitation, and the transmission of violent behavior through generations.

2.1.2 Theory of social influence by Kelman (1958)

The theoretical foundation for this research was Kelman's (1958) theory of social impact. Kelman hypothesized in his research that referent persons impact an individual's attitudes, beliefs, and behaviors through compliance, identification, and internalization. Gender roles may be seen of as social conventions established by the

cultural expressions of a certain group of people. Mbiti (2015) argues that a people's culture encompasses not only their intellectual but also their physical and behavioral accomplishments. Remarkably, local customs, taboos, religious beliefs, gender roles, marriage and kinship patterns, and so on are all part of culture in its larger meaning.

Gender-role attitudes, as mentioned above, are embedded in culture and refer to the opinions one person, a group, or a society has about another person because of their gender. Thus, gender roles are readily transmitted from one generation to the next and may be reinforced via each person's interactions with his or her immediate surroundings and the larger community. To be more specific, an individual's actions within a community may be influenced or shaped by the social pressures of belonging to a particular group or a shared set of values. Male dominance, for instance, was taught and reinforced via social interactions and passed down down the generations in a culture where it was highly valued. Thus, an individual's acceptance or rejection of IPV might be influenced by the norms prevalent in his or her group. Therefore, the social approach to gender role views has a significant effect in either decreasing or growing IPV.

2.1.3 Feminist Theory by Merrill, (2016)

The origins of feminism may be traced back to the early 18th century in the United States, specifically to a Social American Women's movement. Feminism as a political ideology may be traced back to Mary Wollstone Crofts' 1792 book, *A Vindication of the Rights of Women*. As a result, the movement in the 19th century started to consider women's rights and search for ways to safeguard them from abuse.

The victim was usually seen as the cause of domestic violence in studies and explanations before to the 1970s (Merrill, 2016). Feminists in the United States have increasingly advocated for women to become more politically active in order to combat the repressive effects of traditional gender norms and socioeconomic class. Gender oppression, as expressed via domestic violence, is seen to encourage stereotypical gender roles in the home and the wider society, which in turn restricts women's access to economic resources. In this investigation, this gender-based theory has served as a framework for examining the causes and consequences of domestic violence.

2.2 Empirical Literature Review

2.2.1 Education Interventions and Domestic Violence

There are interventions designed to assist those who could be the victims of violence in the future avoid becoming victims themselves. In the context of GBV, the design and execution of target-oriented programs may be contentious since victims are often held responsible for their own pain due to a perceived inability to adhere to society standards. In this article, we will go through two distinct forms of preventative interventions that seek to lessen the incidence of or the impact of domestic violence by intervening in the lives of at-risk individuals before they become victims. Interventions to stop rape and sexual assault: Self-defense classes are the most effective preventative measure now available in the United States to lower the prevalence of rape and sexual assault among adult women (Brecklin, 2019). Various impacts on women's "rape avoidance" in the face of attack have been shown in empirical investigations of self-defense training. Attitude outcomes, such as assertiveness and self-esteem, are also studied, although their benefits often fade within six months after a program ends (Brecklin, 2019).

The degree of education of both the victim and the offender of domestic violence has been shown to be a factor in the frequency and incidence of domestic violence in relationships. It is well-established that the likelihood of becoming a victim of domestic abuse increases with decreasing levels of educational attainment. Education is a key factor in the advancement of women's rights. It equips people to acquire and process data, shape and direct the contemporary environment, feel safe in an unsafe world, and defend themselves against any threat (; Kishor and Johnson 2020, 2016).

Kishor and Johnson (2014) proposed the hypothesis that women with higher levels of education are better able to defend themselves in dangerous situations, such as those with a violent spouse. Similarly, it is speculated that the association between a wife's husband's education and her own experience of domestic violence is unfavorable. Nonetheless, this connection may shift and be inconsistent. Among these studies is one from Haiti that found a link between schooling and economic growth. When a man has a greater assigned (based on gender) and accomplished (based on higher educational attainment) status in a relationship than a woman, he is more likely to use his superiority in education to exert unequal and even violent authority over her.

Both genders may benefit from the empowering effects of education (WHO, 1999). Some research suggests that higher levels of education are associated with lower rates of partner abuse. Recent research on the correlation between intimate partner violence and unintended pregnancies in Colombia found that over half of victims (48%) had

completed secondary school, while only 9% had completed postsecondary education (World Bank, 2017). But another research we contacted in India found that the incidence of domestic violence increased along with the participants' educational attainment (WHO, 2019). It was shown in the research that a woman's chance of being beaten, kicked, or struck increased with her degree of education in India, which suggests that both men and women in the country need to improve their attitudes about women.

Crime data including domestic violence were analyzed by Kephart and Jedlika (2018), who also discovered a link between education and domestic violence. The connection between the two varies not just geographically but also according to factors including a person's gender, race, socioeconomic status, and state of mind.

2.2.2 Culture and Domestic Violence

Domestic violence is recognized as a societal problem in Ghana. Among the many scholarly publications that link cultural norms to the prevalence of domestic violence is Browne's (2011) examination of the ways in which women are socialized to assume subservient positions across continents. She leverages the defendant's ethnic background to help lessen the severity of the charges against their client in court. To my disappointment, she does not discuss the victims' perspectives or experiences, both of which are crucial to my research.

Schuler (2019) reported on the issue of domestic violence in the Saban Gari Area in Kano State, Nigeria. According to his research, the concept of domestic violence involves a social practice known as "Kulle," which isolated women and revealed antipathy against them inside the safety of their own homes. Among the group of 160 ladies, every single one had experienced kulle (female seclusion). "Kulle" indicated that women had to remain at home for a certain amount of time, during which she was expected to learn how to be a great housewife. One could speculate whether males are ever restricted and groomed to become into decent spouses.

According to Alhassan's findings, there is a correlation between the cultural practice of "Kulle" and mental disorders such intense anxiousness and terror, mental suffering, and anxiety. Thus, the social implication of this practice is that women who are subjected to it have difficulty forming relationships with people outside of their immediate family.

While Johnson (2016) also detailed Shona culture in Zimbabwe, he focused more on how adolescent girls are socialized and trained to please their prospective husbands than on the girls' own development. She learns to manipulate her sexuality for the sake of her future spouse. Many African women learn to rely heavily on their husbands for financial assistance as a result of these and other cultural practices that foster a dependence syndrome.

Social and cultural mores, including those around gender relations, play a role in the acceptance and promotion of violence, as is shown in cross-cultural anthropological and ethnographic studies of gender violence, such as Levinson's (2019) and a review of 14 cultures by Counts, Brown, and Campbell (2022).

Even while physical punishment of spouses was accepted and even thought essential in most civilizations, Counts et al. observed that the frequency and intensity of wife beating varied greatly from one culture to the next. Cultures where males are praised for their strength, toughness, or honor amongst their peers are more likely to have more violent attitudes toward women.

The media, along with the family, the neighborhood, and the larger social milieu, all have a role in reinforcing or not reinforcing cultural norms concerning violence, gender, and sexual interactions. Dobash and Dobash (2012) demonstrated how societal ideas have traditionally legitimized the dominance of men over wives, including the use of violence.

In many societies, males (and especially husbands) have the socially acceptable role of being violent. Similarly gendered cultural norms and values are reflected in the ways in which boys and girls are socialized. Men are educated to be dominant and sexually active, while women are conditioned to reject sexual advances. Disturbing statistics from a number of different nations demonstrate that first sexual acts are often imposed on or accepted by girls in fear of physical harm (Wood & Jewkes, 2017). This underscores the need of beginning to change the beliefs and practices that perpetuate gender inequality in sexual interactions with young people. In order to create effective interventions against high rates of violence, it is crucial to comprehend the role that societal norms that condone and justify gender violence play.

Traditionally, parents and other family members in Ghanaian culture instill in their children the values and behaviors that society considers to be the norm. In terms of the home, girls and boys are assigned different tasks from an early age. Girls in certain cultures are expected to stay at home and cook while the men go to school. Since it is often believed that males don't cook, it is common in Ghanaian society to see a boy playing football while his sister helps the mother prepare dinner. Some ethnic groups in Ghana and Africa place a higher value on having a male kid than a girl child because of the widespread belief that girls would eventually marry outside of their own families. There is an expectation that the male offspring will remain in the family, find a wife, and have a family, which will perpetuate the surname (Human Rights Monitor, 2017). Due to the fear associated with marriage in various African countries, married women are often accorded special respect in their communities. It's often believed that when men have extramarital relationships or several wives, it's because their wives are shirking their responsibilities. In these cultures, older women often tell younger women that "all men are the same" to make them accept adultery as a normal part of life and as evidence that nothing can be done to prevent it. Contrarily, it is socially unacceptable for married women to have sexual relations with males outside of their marriage. Women who engage in extramarital relationships are sometimes blamed for the breakdown of their marriage and held responsible for their own divorce.

In addition, women are expected to be subservient in sexual relationships, with males taking the lead in making sexual advances and determining the parameters of sexual encounters (Kambarami, 2016).

The sexual relationship is a crucial aspect of this research because it provides the setting in which the vast majority of cases of domestic violence occur, particularly in Ghana, where previous research has shown that male partners are the most prevalent perpetrators of violence against female partners. It's hardly shocking, therefore, that Messer (2016) argues that women should see their marriages as legally binding contracts in which they must submit to the will of their husbands or wives (Leclerc-Madlala, 2020). Having women who are too subservient to ask for or demand safer

sexual partners contributes to the spread of HIV/AIDS.

Religion is also important because it represents a very personal reality for many people. There is a crucial social principle that people may learn from religion. As was previously said, Gyekye (2016) expands on how religion permeates all aspects of African life to the point that it is almost impossible to disentangle and how this has subsequently impacted the cultural norms and customs of the people. Some Christian marriages may still be founded on the idea that the husband is the head of the family and the woman is subordinate to him, an idea that is supported by a number of faiths.

Certain Bible verses have been misconstrued to support the idea that men are superior to women because they appear to condone male dominance over females. It is common for religious institutions to encourage battered women to stay in abusive relationships and try to be a better wife, citing Ephesians 5.22-24 NRSV: "Wives, be subject to your husbands as you are to the Lord. For the husband is the head of the wife just as Christ is the head of the church, the body of which he is the Saviour.

In the Bible, it is written in Genesis 2 and 3, "woman is a creature made from the rib of a man," which is used to symbolize a woman as a submissive version of human. Some men accept Christianity as a means of controlling the lives of their spouses because of this and other misunderstandings of biblical quotes like "For the man is not of the woman, but the woman of the man" and others like it. Using Butler's theory on the performative nature of gender, Carol Smart (2018, as cited in Mikkola, 2018) coined the term "gendering strategies," which is based on the idea that people's actions, both individually and collectively, provide cues about what it means to be a woman or a man and how they should approach the world.

2.2.3 Community Socialization and Domestic Violence

As social statuses reflect one's position in the society or the types of societal divisions based on age, sex, education, income, and so on, it is argued that domestic violence occurs regardless of class category, with victimization occurring in all corners of society, despite the fact that it has been difficult to establish precisely the impact of class on domestic violence.

Using the two famous musicians as examples, Mbiti (2015) reports that "extensive national surveys have found that black women are at a higher risk of being violently abused by their sexual partners than white women, but that the greatest impact of this violence falls on poor women." The study's focus was on socioeconomic status and educational attainment because those were the areas in which my participants were most lacking.

Without a doubt, education is one of the most important contributors to economic growth because it raises people's living standards and opens doors to more opportunities in society. Education also empowers women by giving them the tools they need to gather and understand information, exploit and co-opt resources, and participate fully in decision-making processes.

Compared to women with no education, highly educated women are much less likely to experience higher levels of physical violence. This is not surprising, given that McCloskey et al., (2016) found that highly educated women have more extraordinary potential to defend themselves in difficult times, such as when dealing with a violent partner (Schwart, 2019). For example, a study found a positive correlation between education and violence. Men with a higher level of education are more likely to profess unequal, and even aggressive, authority in the relationship than their female counterparts (Hornung, 2021). This finding contradicts the findings of Kishor & Johnson (2016), who found a negative association between a man's education and abuse (Bates et al. .2015).

Hamberge (2016) noted that many women who experience domestic violence also struggle economically and are overly dependent on men or partners. While employment is often seen as a sign of financial health and stability, studies have found that women who experience domestic violence have no different opinions in their denial of the link between the two.

Women's independence is aided by their ability to provide for themselves financially. According to Garcia (2020), women who are employed are less likely to experience domestic violence because they have more control over the financial and domestic matters of their marriages than their unemployed counterparts.

The prevalence of domestic violence at home profoundly affects the physical, sexual, regenerative, mental, or social strength of women and is a noteworthy reason for deadly results (WHO, 2015); as a result, a great number of women are harmed and a plenitude are murdered every year (Hattery, 2009).

2.2.4 Decision Making and Domestic Violence

Feminist ideas are largely responsible for popularizing the word "patriarchy" and using it to characterize the ongoing effects of male dominance in modern cultures (Hadi, 2017). Women's demands for equal pay and treatment in the workplace, as outlined by Becker (2019), are indicative of the unequal treatment women face in today's society. Becker contends that inequalities based on sex, lineage, status, religion, race, and other factors are created and maintained by community institutions and the individuals who live within them. So, the idea that women should be treated as property and that society expects them to be passive members of society is something that has just recently arisen. We have been conditioned to believe this by our culture and upbringing, and even then, it is more pronounced in African nations and less common in the West.

In addition, the widespread acceptance of domestic violence has had a trickle-down effect, leading to adult victims of childhood witnessing of their dads' abuse of their mothers to face long-lasting psychological effects. Women in Ghana require not only economic but also cultural emancipation at this time. In addition to helping women, this is good for everyone in society. Dobash and Dobash (2019) created the patriarchy hypothesis to account for the pervasiveness of violence against women in the home. They attribute domestic violence, such as husbands hitting their wives, to the patriarchal nature of the family as a social institution. Human Rights Watch argues that patriarchal attitudes reinforce traditional ideals that males employ to control women sexually (Green, 2017).

Although many academics have attempted to explain patriarchy, the Dobash family's key assertion in their theoretical argument is that patriarchy leads to the subjugation of women and creates a historical pattern of systemic abuse aimed at women. According to Kambarami (2016), radical women's activists define patriarchy as any system of authority in which males take on all societal responsibilities and place women in inferior roles based on the assertion of male superiority. The research also found that patriarchal behaviors cause gender inequity, which in turn renders women less likely to

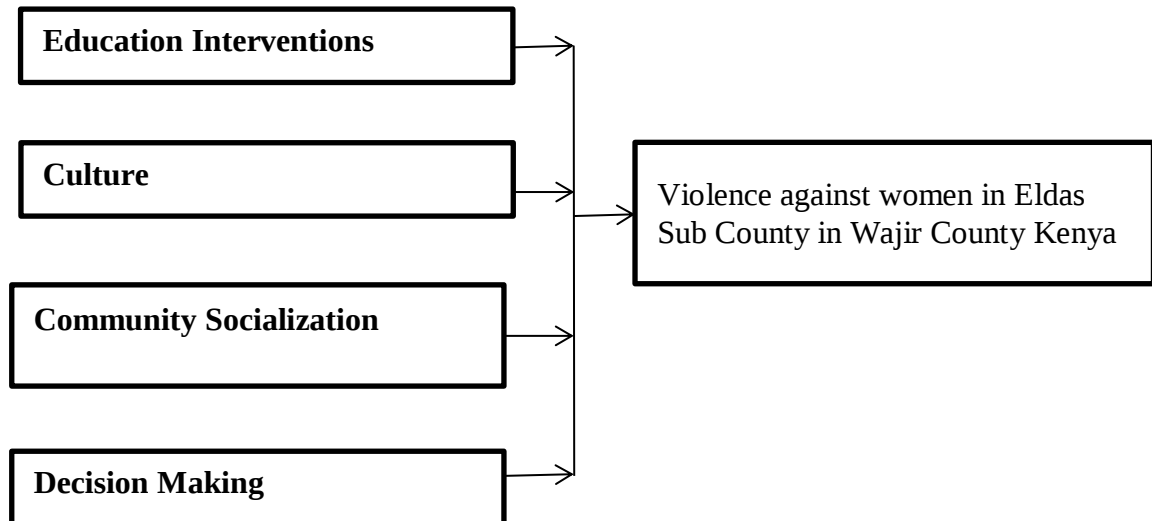
exercise complete control over their sexuality. The feminist perspective on domestic violence argues that patriarchal attitudes are a key contributor to the problem, and that "these values are accepted by a culture in which male control of women is both surreptitiously and clearly strengthened" (Lawson, 2020). This is why the patriarchal worldview is so harmful: it promotes the abuse and oppression of women by treating the idea of male control over women as if it were absolute, both in the larger society and within the context of the household.

Patriarchy is "structural relations and cultural structures that favor the initiative of the male gender in managing the existence of others," as described by Rydstrom (2010, cited by Ajayi & Soyinka-Airewele). Another definition of patriarchy offered by academics is that it is a set of social institutions and networks that provides males with privileges and authority that women are denied. While addressing power, themes like capability and instruments of power become up to debate in the theory of power. The power structures and mechanisms discussed here make this theory particularly relevant to the research at hand, but only under the assumption that there are people exerting control over others through the application of specialized knowledge; in this case, the knowledge that women should be submissive to their husbands. Because the definition of power involves a connection between persons or groups, Foucault's theory is useful for this thesis in demonstrating that patriarchy functions as a system of power wielded over women. In this view, male supremacy over females is shown by the severe type of violence perpetrated against women in the home.

Because of the imbalance of power present in traditional African marriages, Bowman et al. (2019) found that domestic violence is more prevalent in these unions. Tragically, in a culture with a flawed legal system, domestic abuse is a lesser concern for women than the dread of being abandoned by their spouses. "offenders usually are not punished severely as I've seen too many cases that started with a thump," said Amanda Gouws, a political scientist at the University of Stellenbosch and a member of the South African Commission for Gender Equality. "many procedures do not come to a good end because not all witnesses were questioned and evidence was forged or the processes fail because of procedural defects" (Akerman, 2012).

2.4 Conceptual Framework

This analytical instrument provides several alternatives and circumstances for establishing conceptual primacy and arranging concepts. When properly constructed, a conceptual framework will capture true concepts in a way that is memorable and straightforward to use (Dynes, Stephenson, Rubardt & Bartel, 2012).



Source: Author (2022)

2.5 Operationalization of Variables

2.5.1 Education Interventions

Educational interventions academic skills, cognitive skills, behavioral skills, and social skills that directly influence a child's capacity to obtain an education should all be addressed in educational interventions..

2.5.2 Culture

Beliefs in one's cultural tradition include all of the arts, beliefs, institutions, and other manifestations of human ingenuity that have been passed down down the generations. Culture is not passed down genetically, but rather via social interaction and interaction between generations..

2.5.3 Community Socialization

The term "socialization" refers to the method through which individuals acquire the skills necessary to function effectively within a given social group. It explains how individuals learn to recognize and adhere to social norms and expectations, as well as how they internalize and appreciate the views and values of their respective communities..

2.5.4 Decision Making

Determining what has to be decided, acquiring relevant data, and weighing potential answers all constitute decision making. Step-by-step decision-making processes may aid in the creation of well-considered judgments by facilitating the collection and categorization of relevant data and the identification of viable options. This strategy improves your odds of selecting the optimal solution.

2.5.5 Domestic Violence

There is no universally accepted definition of domestic violence; it may include acts as varied as bashing, kicking, assault, torturing, forced prostitution, marriage, and many more (Human Rights Dialog, 2019). A controlling attitude toward domestic violence is what Goldstein (2007) identified as a problem. Violence may take many forms, including threats, stalking, irritation, sexual contact, physical contact, and even murder.

2.3 Summary and Research gaps

As a result, IPV was more common among women from lower socioeconomic origins than among those from higher socioeconomic backgrounds. However, some men would resort to IPV or GBV in an effort to gain control as a consequence of the power imbalance caused by economic women's empowerment. Multiple studies have demonstrated that as a result, IPV victims not only experience emotional, social, and psychological effects, but also often lose economic stability and become functionally homeless. However, there were a few interventions that had been suggested by several reports. It has been suggested that the program be investigated for its potential to intervene effectively in lowering incidents of IPV, in particular early intervening programs at the outset of IPV, particularly among teenagers. Furthermore, dealing with the prospective offenders rather than the victims is essential for successful intervention and particularly prevention of violence. Economic and social policies, such as those pertaining to education, employment, or gender discrimination, are often mentioned as potential avenues for interfering in IPV. Child abuse, alcoholism, and social pressures among peers are additional issues that need to be addressed during interventions aimed at families.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains how the researcher carried out the research. It outlines the research methodology in the collection and analysis of data. The chapter covers the, which includes sampling method, sampling techniques and sampling procedure. It also covered data collection methods and techniques, data collection instruments and procedure. This chapter discussed. It also indicated how the analyzed data was presented.

3.1 Research Design

According to Akhta (2016), "research design" is the method used to carry out a study. It's the process of setting up data collecting and analysis in a way that tries to maximize efficiency while yet maintaining a high level of relevance to the study goal. A credible study is one that can be relied upon as a consequence of the effort put into its creation. The study opted for a descriptive research approach. Designed to precisely and methodically characterize a population or situation, descriptive research employs a wide range of techniques to delve into a single or several variables (Akhta, 2016).

3.2 Target Population

According to Kombo and Tramp (2016), the term "target population" refers to the whole set of people, either real or imagined, about whom a researcher seeks to gather data and draw conclusions or organize a protest. The research population consisted of 149 women aged 15-49 from the Eldas Sub County of Wajir County (149).

Table 3.1 Target Population

Category	Target Population	Percentage
Women between 15 and 24	13	19
Women between 25 and 34	63	42
Women between 35 and 44	26	17
Women between 45 and 50Above Yrs.	47	22
Total	149	100%

Source: Researcher (2022)

3.3 Sample Size and Sampling Technique

To guarantee that every demographic is fairly represented in the data set, a stratified random sampling strategy was used. There was a random selection of respondents from each stratum. This method is suitable because it enables the researcher to segment the population to a sufficient size that yields accurate and comprehensive results. According to Kothari (2012), the use of the stratified random procedure is useful for comparing different methods since it permits the examination of variation both inside and across the available stratifications. As pointed out by (Mugenda, 2003), stratified random sampling guarantees the inclusion of a sub-group in the sample that would be left out totally by any other sampling technique due to their low population density.

Table 3.2 Sample size

CATEGORY	SAMPLE SIZE	PERCENTAGE
Women between 15 and 24	7	8
Women between 25 and 34	28	32
Women between 35 and 44	19	21
Women between 45 and 50Above Yrs.	33	39
Total	87	100%

Source: Researcher (2022)

3.4 Data Collection Instruments

A questionnaire consisting of both structured and unstructured questions was the primary tool for data gathering. The questionnaires employed in this research were chosen because of their efficiency in gathering information from a large population. The anonymity of a questionnaire ensures that respondents are free to reply honestly to even the most personal inquiries (Mulusa, 2020).

3.5 Pilot study

3.5.1 Validity of research instruments

According to Haele and Twycross (2015), the term "validity" describes the degree to which a notion can be reliably quantified in a statistical analysis. As such, the research will use a content validity test to see whether the questionnaire appropriately addresses all relevant topics in relation to the variables being studied. The test-retest method was used to ensure accuracy.

3.5.2 Reliability Test of research instrument and pilot testing

According to Ahmed et al. (2019), reliability is the degree to which a research instrument yields consistent results or data after repeated trials. Mugenda and Mugenda (2019) provide a similar definition of reliability as a measure of the extent to which a research instrument yields consistent results or data after repeated trials. A pilot study was conducted to guarantee the accuracy of the device.

3.6 Data collection procedure

Before beginning the study, the researcher secured an introduction letter from the institution. Before giving the survey to the respondents, it was checked to ensure its validity and trustworthiness. Researchers used a drop-and-pick strategy to distribute surveys to participants. With this strategy, researchers have been able to accurately monitor the level of participation.

3.7 Data analysis and presentation

Both qualitative and quantitative methods were used to examine the data. A rapid impressionist summary and theme analysis were used as the qualitative analytic methods. When the outcome was self-evident and did not need for in-depth examination, a succinct impressionist summary was utilized. Due to the breadth and complexity of the bidding process, it is necessary to conduct a thematic analysis of the many phases and processes involved. We employed statistical methods like percentages and frequency distributions. Information was presented visually in the form of tables and charts.

3.8 Ethical considerations

Ethical concerns in research are made to guarantee that no one will be injured or negatively affected by the study's procedures. Additionally, taking ethical considerations into account in a research study helps to safeguard the rights of the subjects and participants, provide the sponsor with research that was conducted and reported in an ethical manner, ensure the safety of the research team, and adhere to the study's established guidelines (Newman, 2019).

3.8.1 Informed Consent

Research participants are required to provide their "informed consent," or their agreement that they have been given enough information about the study to make an informed decision about whether or not to take part in it. One of the most important parts of doing human subjects research the right way is getting their informed permission. Most consent procedures include presenting potential participants with a

written permission document that contains all of the necessary details.

3.8.2 Voluntary Participation

All study participants make their own decision to take part, with no force or pressure from the researchers. There is no pressure or commitment on the side of the researchers to keep anybody in the study who no longer wishes to participate. When dropping out of the study, participants are not required to provide a reason.

3.8.3 Confidentiality

Confidentiality represents an agreement that is formed between the researcher and participant, via the informed consent process, that ensures the participant's identity, personal information, responses, etc. will not be disclosed to anyone outside of the research team unless otherwise agreed upon

3.8.4 Privacy

Participants' confidentiality must be protected in order for their informed consent to be valid. No participant should be coerced into disclosing any information to the researcher that the participant does not voluntarily provide, since "persons and to their interest in regulating the access of others to themselves" is the definition of privacy. No identifying information, such as names, addresses, or dates of birth, will be gathered for this study.

3.8.5 Anonymity

In order to protect the privacy of study participants, anonymity requires either that no personally identifiable information (including names, addresses, email addresses, etc.) be gathered or that the obtained data cannot be directly associated with the individuals who provided them. Participant identifiers should only be collected if absolutely necessary for the conduct of the study. If personally identifiable information (PII) was gathered, anonymity cannot be ensured.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the data analysis and presentation of the research data from the respondents who filled the questionnaires. In this regard, the investigation on factors affecting violence against women in Eldas Sub County in Wajir County Kenya.

4.1 Presentation of Research Findings

4.1.1 Religion of the Respondents

From the research findings show the religion of respondents, majority of the respondents were traditionalist represented by 56.31%, 21.5 % were Christians, 09.79% were Islamic and those respondents that were not part any religions were represented by 12.40%.

4.1.2 Level of Education

Results from this study reveal the typical educational background of the population. 71.43 percent of the respondents having never been to school, followed by 27.26 percent with a basic school education, 1.31 percent with a secondary education, and 0% with a college degree or above. This indicates that illiteracy is rampant in this particular sub county.

4.1.3 Employment status:

The results of this study provide a statistical breakdown of the labor force participation rate. The results show that 41.29 percent of those surveyed are jobless, 32.83 percent are self-employed, 2.49 percent work in the public sector, and the remaining 1.20 percent are engaged in the private sector, mostly as security guards and lone males.

4.1.4 Marital Status Analysis

From the research findings shows the response of marital status analysis of the respondents' majority of the respondents were married represented by 61.59%, 22.57% of the respondents stated they were cohabiting, 11.21% state were single, 3.01% stated they separated and the minority 2.02% stated they divorced.

Table 4.1 Demographic characteristics

Category	Frequency	Percentage
Religion		
Christianity	23	21.5
Islam	11	09.79
Traditionalism	60	56.31
No religion	13	12.40
Level of education	Numbers	Percentage
Never attended school	76	71.43
Primary level	29	27.26
Secondary level	3	1.31
College and above		0
Education		
Employed (public sector)	1	2.49
Employed (private sector)	14	23.39
Self- employed	16	32.83
Unemployed	21	41.29
Marital Status Analysis		
Married	37	61.59
Cohabiting	13	22.17
Single	7	11.21
Separated	2	3.01
Divorced	1	2.02

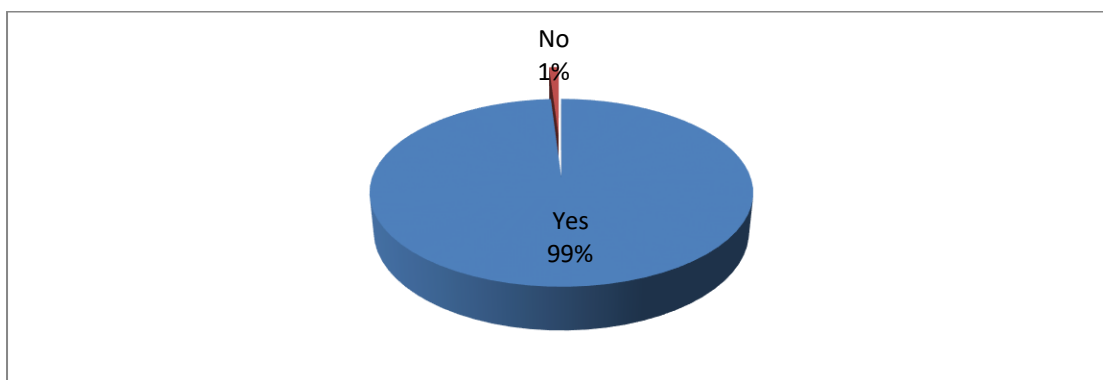
4.2.6 Education interventions

Table 4.6 to Establish If Education interventions affects the Violence against women in Kenya

Response	Frequency	Percentage
Yes	75	99
No	1	1
Total	76	100

Source: Author (2022)

Figure 4.6 to Establish If Education interventions affects the Violence against women in Kenya



Source: Author (2022)

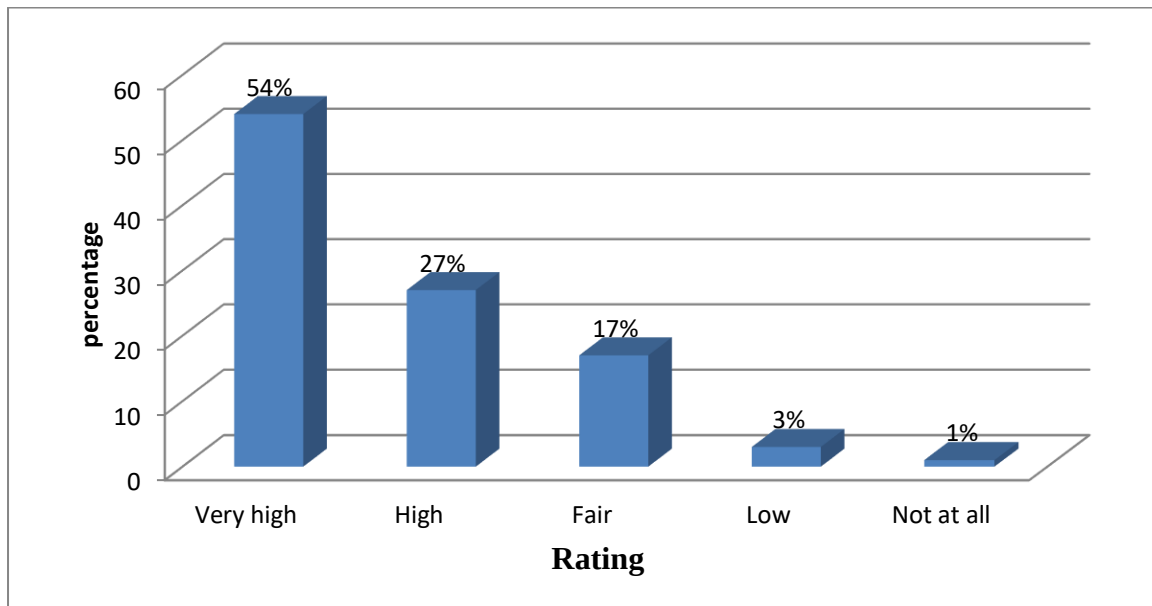
Table 4.6 and bar 4.6 tried using statistical methods to determine whether efforts to reduce violence against women in Kenya also reduce violence against women. Nearly all of those polled (99%) agreed that anti-violence training programs may reduce violence against women in Kenya. However, just 1% of those polled said that efforts to improve education had no impact on the prevalence of violence against women in Kenya. The data above supports the conclusion that efforts to reduce violence against women in Kenya may benefit greatly from educational programs.

Table 4.7 to what extent does Education interventions affect the Violence against women in Kenya

Category	Frequency	Percentage %
Very High Extent	41	54
High Extent	21	27
Fair Extent	13	17
Low Extent	3	3
None at all Extent	1	1
Total	76	100

Source: Author (2022)

Figure 4.7 to what extent does Education interventions affects the Violence against women in Kenya



Source: Author (2022)

From table 4.7 and figure 4.7 A majority of Kenyans (54%) agreed that educational programs do have an effect on violence against women in the country. Twenty-seven percent gave a positive response, seventeen percent gave a neutral response, three percent gave a negative response, and one percent said that education efforts had no effect on violence against women in Kenya.

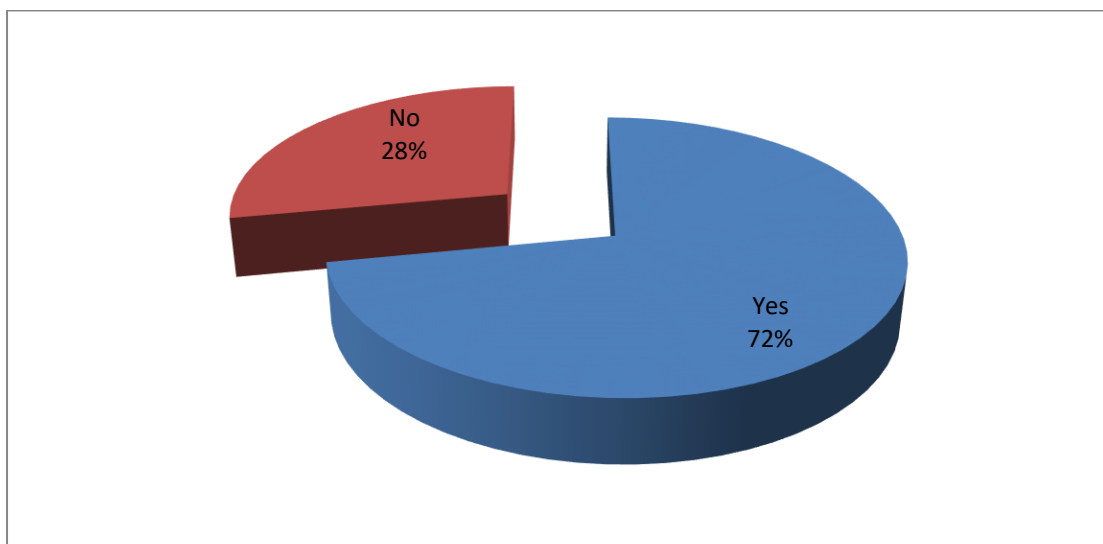
4.2.7 Property ownership

Table 4.8 Whether Property ownership does affect the Violence against women in Kenya

Category	Frequency	Percentage
Yes	55	72
No	21	28
Total	76	100

Source: Author (2022)

Figure 4.8 Whether Property ownership affects the Violence against women in Kenya



Source: Author (2022)

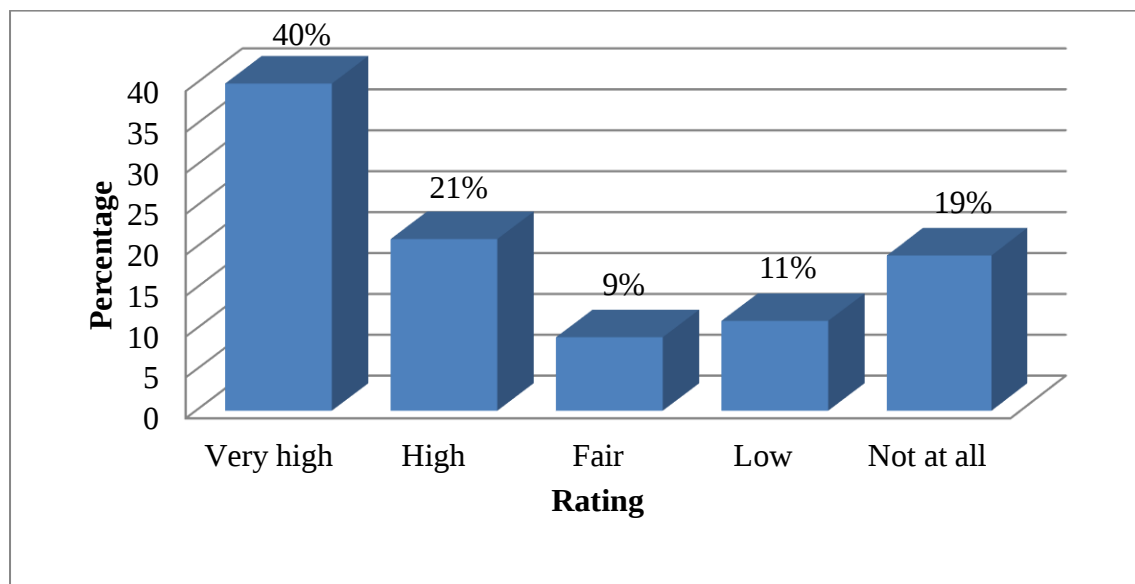
From the above table 4.8 and figure 4.8 finds that 72% of respondents believe that property ownership has an impact on violence against women in Kenya, while 28% believe that it does not. This indicates that the vast majority of respondents in Kenya believed that property ownership is related to the rate of violence against women.

Table 4.9 Extent to which Property ownership affects the Violence against women in Kenya

Category	Frequency	Percentage
Very High Extent	30	40
High Extent	16	21
Fair Extent	7	9
Low Extent	8	11
None at all Extent	14	19
Total	76	100

Source: Author (2022)

Figure 4.9 Extent to which Property ownership affects the Violence against women in Kenya



Source: Author (2022)

From the findings in table 4.9 and figure 4.9 Four in ten respondents said the issue was important to a great degree, 21 percent said it was somewhat important, 9 percent said it was not, and 11 and 19 percent said property ownership did not effect violence against women in Kenya, respectively. Most of the women surveyed in this research agreed that having property did have a role in reducing violence against women in Kenya.

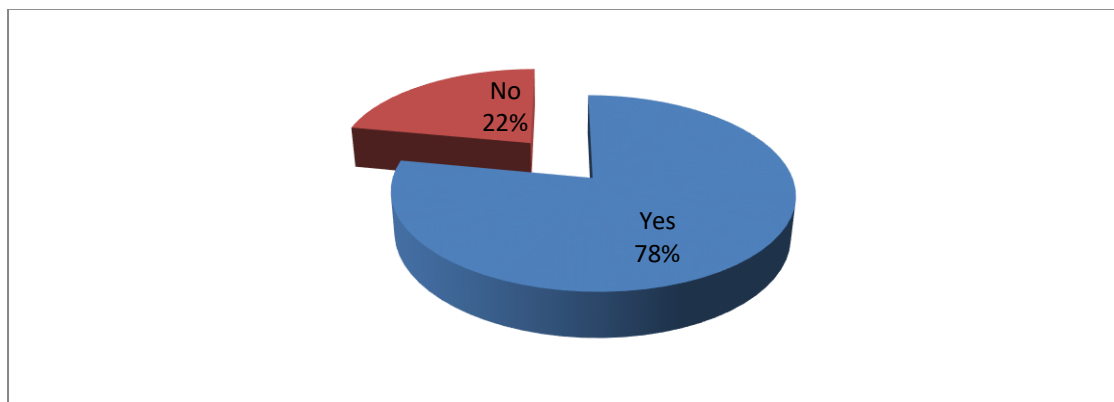
4.2.8 Community socialization

Table 4.10 affects of community socialization the Violence against women in Kenya

Category	Frequency	Percentage
Yes	59	78
No	16	22
Total	76	100

Source: Author (2022)

Figure 4.10 Effects of community socialization the Violence against women in Kenya



Source: Author (2022)

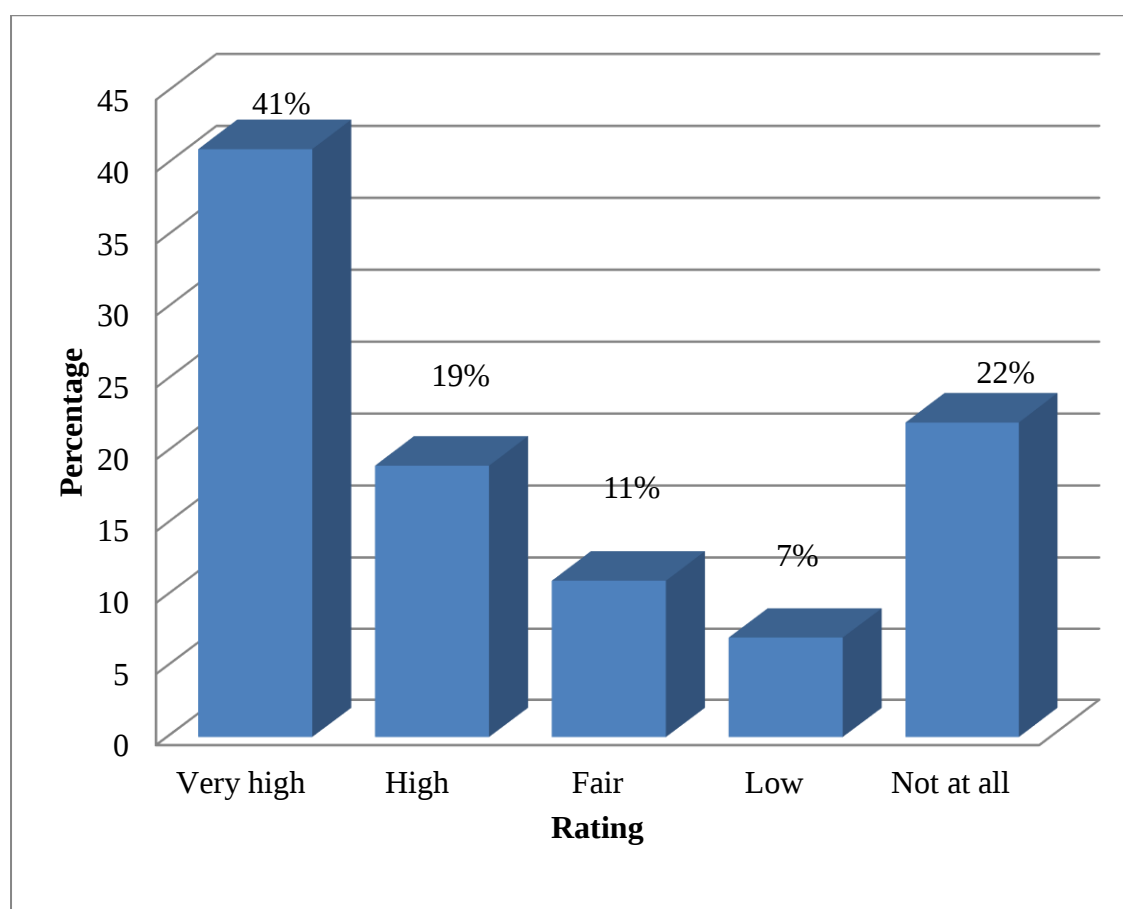
Table 4.10 and figure 4.10 indicate the effects of community socialization on the Violence against women in Kenya. Based on the data, 68% of respondents agreed that community socialization had a role in influencing the rate of violence against women in Kenya, whereas 32% disagreed. Most respondents agreed that the way people interact in their communities is an important consideration when studying the causes of violence against women in Kenya.

Table 4.11 Rating of Effects of community socialization the Violence against women in Kenya

Category	Frequency	Percentage
Very High Extent	31	41
High Extent	14	19
Fair Extent	8	11
Low Extent	5	7
None at all Extent	16	22
Total	76	100

Source: Author (2022)

Figure 4.11 Rating of Effects of community socialization the Violence against women in Kenya



Source: Author (2022)

Table 4.11 and figure 4.11 shows how the community's influence on the issue of violence against women in Kenya was evaluated. 41% gave it a perfect score, 19% gave it an excellent score, 11% gave it a good score, 7% gave it a poor score, and 22% gave it a very poor score. From these data, 41% of respondents draw the conclusion that community socialization has a significant role in the high prevalence of violence against women in Kenya.

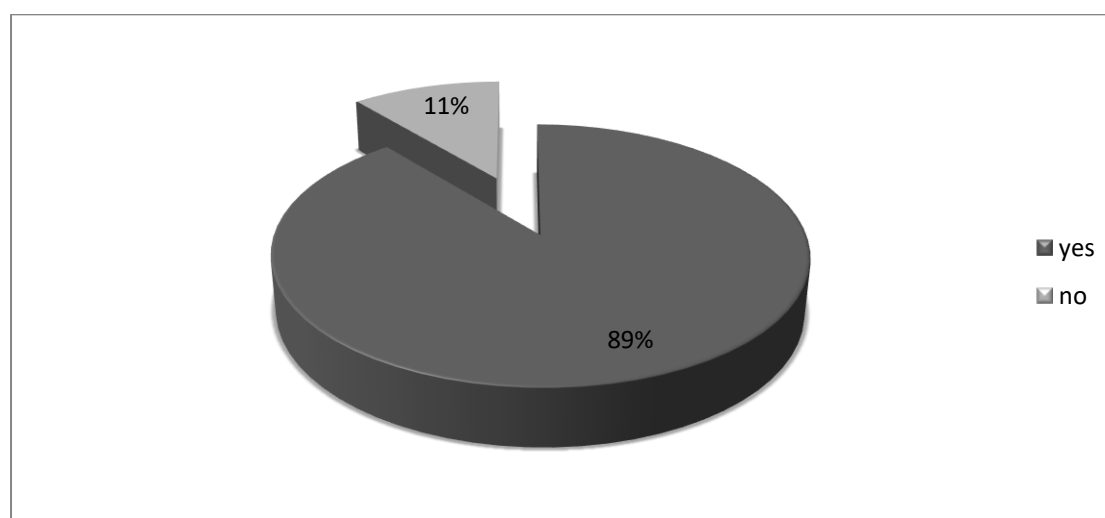
4.2.9 Decision making

Table 4.12 whether decision making affects the Violence against women in Kenya

Category	Frequency	Percentage
Yes	68	89
No	8	11
Total	76	100

Source: Author (2022)

Figure 4.12 whether decision making affects the Violence against women in Kenya



Source: Author (2022)

Analysis from the table 4.12 and figure 4.12 indicates that 89% of the respondents agreed that decision making affect the Violence against women in Kenya whereas 11% of the respondents disagreed. This shows that decision making do affect the Violence against women in Kenya.

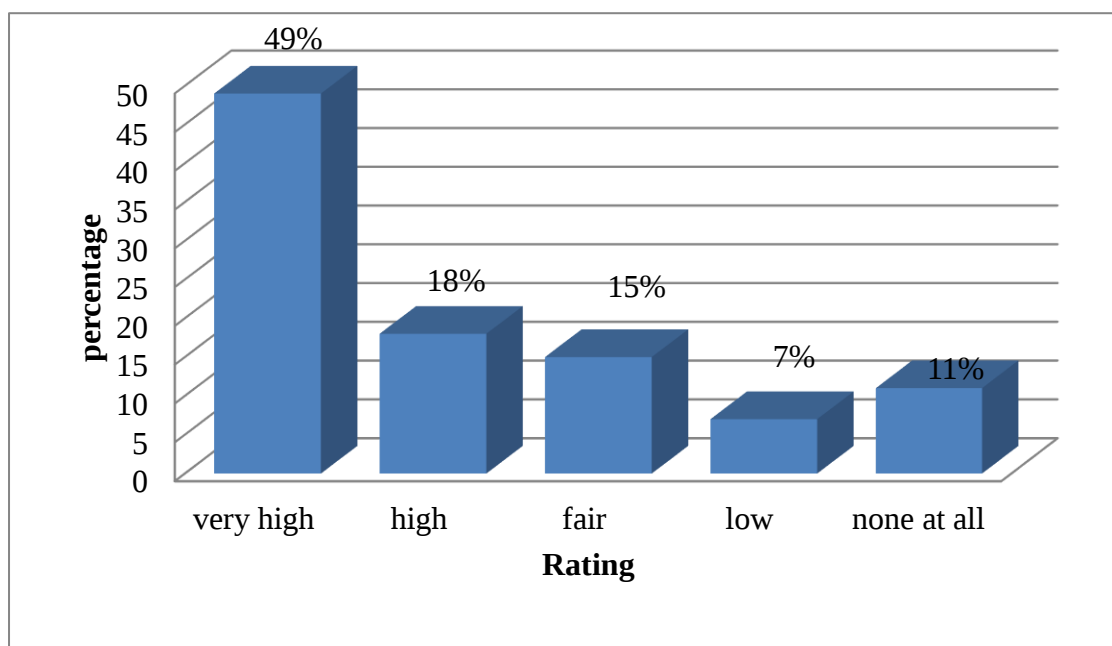
Table 4.13 Extent that Decision making affects the Violence against women in

Kenya

Category	Frequency	Percentage
Very High Extent	16	49
High Extent	6	18
Fair Extent	5	15
Low Extent	3	7
None at all Extent	4	11
Total	76	100

Source: Author (2022)

Figure 4.13 Extent that decision making affect the Violence against women in Kenya



Source: Author (2022)

Analysis from the above table 4.13 and figure 4.13 indicates that 49% of the respondents agreed that decision making affects the Violence against women in Kenya at Very high, 18% high, 15% fair and 7% low and 11% stated it does not affect. From the analysis it can be concluded that decision making does affect the Violence against women in Kenya.

4.2 Limitations of the Study

4.2.1 Bureaucracy

The entry and exit of personnel are governed by a set of policies established by each organization. Many procedures are despised by the guests/scientists because they take too long and are tedious. In order to complete the task, certain protocols and procedures have to be adhered to. Despite these challenges, the researcher was prepared to adhere to all guidelines and provide reliable results.

4.2.2 Inaccessibility to the community

Initial access was restricted due to severe regulations on independent researchers, in particular with regard to private research initiatives. Over the span of recorded history, many ineffective institutions have been scrutinized and revealed. The researcher utilized an introduction letter from Management University of Africa that detailed the research project's aims to get access to the database.

4.2.3 Lack of Cooperation

The researcher nevertheless ran across roadblocks as a result of people's reluctance to help. A small number of the organization's staff declined to take part in the research, giving various reasons for doing so. Many respondents could have been hesitant to provide the data for this reason. However, the researcher had to reassure the participants that the survey was conducted for scholarly reasons alone.

4.3 Chapter Summary

Analyzing data was the focus of this chapter. Gender of Respondents, Years of Work Experience of Respondents and Education Level of Respondents are among the facts presented in this chapter. Accordingly, the chapter was further subdivided into quantitative analysis, which focused on the study's aims and the study's limits.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes, discusses and makes conclusions on the findings of this study in relation to the objectives put forward in chapter one. It also discusses the recommendations for further research as well as recommendations for policy and practice.

5.2 Summary of Findings

5.2.1 How do education interventions affect Violence against women in Kenya?

Fifty-four percent of respondents thought, qualitatively, that educational programs do influence Violence against women in Kenya. Twenty-seven percent gave a positive response, seventeen percent gave a neutral response, three percent gave a negative response, and one percent said that education efforts had no effect on violence against women in Kenya.

5.2.2 To what extent does property ownership affect Violence against women in Kenya?

Four in ten respondents said the issue was important to a great degree, 21 percent said it was somewhat important, 9 percent said it was not, and 11 and 19 percent said property ownership did not effect violence against women in Kenya, respectively. Given that the vast majority of respondents to this research cited property ownership as a factor in violence against women in Kenya, it is reasonable to assume that this is a critical problem in the region.

5.2.3 To what extent does community socialization affect Violence against women in Kenya?

The rating the effects of community socialization on Violence against women in Kenya From the analysis 41% rated very high, 19% 11%, 7% and 22% rated high, fair, low and not at all respectively. Based on the analysis it can be concluded that community socialization affects the Violence against women in Kenya at a very high rate as inferred by 41% of the total respondents.

5.2.4 How does decision making affect Violence against women in Kenya?

The results of this study show that 49% of respondents rate the level of influence decision-makers have on the issue of violence against women in Kenya as "Very high," 18% rate it as "high," 15% rate it as "fair," 7% rate it as "low," and 11% rate it as "not

at all." From the data, we can infer that the rate of violence against women in Kenya is influenced by policy choices.

5.2 Recommendations

The prevalence of intimate relationship violence may and should be reduced with the use of educational interventions. In light of the findings of this research, the government of Kenya is urged to launch a statewide effort to raise public awareness about domestic abuse. Because county governments have access to transportation networks that extend into rural areas, they are well-suited to carry out such awareness efforts. Raising people's awareness of IPV and its risks can help lessen widespread misunderstanding of the issue and its impact on victims.

Male perpetration of domestic violence against females may be avoided. The societal perspective is crucial in the fight against violence and abuse. Preventing violence requires collective effort from societies through government initiatives, legal frameworks, the media, official and volunteer groups, educational institutions, etc. Local authorities, governmental and non-governmental groups, educational institutions, and academics in the field of violence against women are all expected to benefit from the study's findings.

The research suggests constant media initiatives across all platforms. The Department of Labor, Social Security, and Services may provide funding for these advertisements. Violence against intimate partners is often brought up in the media.

The research calls for gender-based violence education to be included into elementary and secondary school curriculum.

The report also suggests that the government place attorneys at every police station to help victims who cannot afford to pay for representation. When victims go to the police with their reports, it would be helpful if they were met by guidance and counseling professionals. Study results showed that victims who had access to free legal assistance had an easier difficulty breaking up with their abusers. Lawyers and legal companies should prioritize pro bono representation of victims of domestic violence as a means of

combating IPV and keeping perpetrators from going free.

5.3 Conclusions

All of this might be interpreted to suggest that efforts to improve education have a significant impact on efforts to reduce violence against women in Kenya. The vast majority of qualitative respondents in a study on violence against women in Kenya agreed that educational initiatives do have an impact.

This indicates that the vast majority of respondents in Kenya believed that property ownership is related to the rate of violence against women. Thus, it seems that the ownership of property is a major factor in regards to violence against women in Kenya. Most respondents agreed that the way people interact in their communities is an important consideration when studying the causes of violence against women in Kenya. Inferred by the vast majority of respondents, community socialization has a significant impact on the prevalence of violence against women in Kenya.

This demonstrates that the rate of violence against women in Kenya is influenced by policy choices. From the data, we can infer that the rate of violence against women in Kenya is influenced by policy choices.

REFERENCES

Abrahams, H. (2017). *Supporting women after domestic violence: Loss, trauma and recovery*. Jessica Kingsley Publishers.

- Alhamdu, H. &. (2011). Using Role Model Mothers in Rural Communities to increase uptake of IUCDs among Muslim women in Northwest, Nigeria. *International Family Planning* , 64-694.
- Aluko J, N. P. (2013). Progress towards attainment of Education for All. Do Home-based Variables make a Difference in Kenya , 102–15. 1991. .
- Ann, w. (2002). The unmet need for contraception among Nigerian women in the first year post-partum. *European Journal of Contraception and Reproductive Health Care* , , 10(4):229-234.
- Bank, W. (2015). *World Population Report 2015*.
- Bertrand., Hardee, K., & Angle, M. a. (2017). “Access, Quality of Care and Medical Barriers in Family Planning Programs. *International Family Planning Perspectives* , pp 77-86.
- Bongaarts, J. a. (2012). The causes of unmet need for contraception and the social content of services. *Studies in Family Planning* , 57-75.
- Brou H, V. I. (2009). The influences of spouses over each other's contraceptive attitude in Ghana. *Studies in Family Planning* , 163- 174.
- Castadot, R. G. (2020). The international postpartum family planning program. *Reports on Population/Family Planning* , No. 18.
- Central intelligence agency (2013) *fertility rate in the world*
- Chipeta K E, C. W.-P. (2010). Contraceptive knowledge, beliefs and attitudes in Rural Malawi: Misinformation, Misbeliefs and Misperceptions. *Centre for reproductive health, college of Medicine, University of Malawi* , 75-82.
- Daniele. (2014). *Postpartum Family Planning in Burkina Faso,” STEP UP Research Report*. london: London School of Hygiene and Tropical Medicine.
- Drennan M. (2019). *Reproductive Health: New perspectives on men's participation. Population Reports*. Baltimore, Maryland USA: Johns Hopkins University School of Public Health, Population Information Program , 102–115.
- Drennan. (2013). *New perspectives on men's participation. Population Reports (Vols. series J, Number 46.)*. Maryland USA: Johns Hopkins University School of Public Health.
- Duodo. (1998). Contraceptive use among women in Kenya's city slums. *International Journal of Business and Social* , 1-2.
- Farzaneh, R. A. (2009). Women’s need for family planning . *World health statistics*

- quarterly , 50-63.
- FIDA, S. (2014). GENDER BASED VIOLENCE (GBV) IS A DEVELOPMENT ISSUE.
- Gelle, P., Crepin, G., & Delahousse, G. (1972). Varices in pregnancy. Use of Daflon. *Lille Medical: Journal de la Faculte de Medecine et de Pharmacie de L'universite de Lille*, 17, Suppl-7.
- Goldscheider C, M. W. (2012). Patterns of contraceptive use in the United States . importance of religious factors. *Stud Fam Plann* , 22(2):102–15. 1991. .
- Gulati, G., & Kelly, B. D. (2020). Domestic violence against women and the COVID-19 pandemic: What is the role of psychiatry?. *International Journal of Law and Psychiatry*, 71, 101594.
- GVRC, (2010)*Annual Report on domestic violence*. kenya Police Service.
- Hassan, I. a. ((1995)). The causes of unmet need for contraception and the social content of services. *Studies in Family Planning* , 26(2): 57-75.
- Haub & Yangishila, 1., Makinwa-Adebusuyi, 2., Population Reference Bureau, 2., & UNFPA, 2. (14 February 2013). Empirical Analysis of determinants of demand for family planning services in Kenya's city slums. *International Nursing Review*; , 187-203.
- Huong, T. a. (2010). Assessing the Impact of the Quality of FamilyPlanning Services on Contraceptive Use in Peru: A Case Study Linking Situation Analysis. The Population Council Programs Division Working Papers, No. 67 .
- Jones RK, D. J. (2011). Countering conventional wisdom: New evidence on religion and contraceptive use. New York: Guttmacher Institute.
- Khan, K. a. ((2010)). The influences of spouses over each other's contraceptive attitude in Ghana. *Studies in Family Planning* , 24(3): 163- 174.
- Khurfeld. (2010). Attitudes towards family planning , and reasons for nonuse among women with unmet need for family planning in kenya. Calverton, Maryland USA: ORC Macro.
- Kibiti, L. K. (2015). Influence of socio-cultural factors on gender related violence against women in Ongata Rongai Location Kajiado County, Kenya.
- Link, 2., & Wang & Chiou, 2. (2015). Spousal communication and family planning. *Maternal Mortality in 2015* , 100, 7: 1,028-1.
- Mishra. (2016). The quality of family planning programs: concepts, measurements,

- interventions, and effects. *Studies in Family Planning*, , 34(4):227–248.
- Mohamood. ((1998)). Postpartum care: Levels and determinants in developing countries. Calverton, Maryland: Comparative Reports No. 15.
- Montserrat, C., Garcia-Molsosa, M., Planas-Lladó, A., & Soler-Masó, P. (2022). Children’s understandings of gender-based violence at home: The role school can play in child disclosure. *Children and Youth Services Review*, 136, 106431.
- Morgan. (2002). The link between quality of care and contraceptive use. *International Family planning perspectives* , 29(2):76- 83.
- Mugenda, M. &. ((2012)). research methods. nairobi kenya : longhorn publishers .
- Mugenda, M. &. (2019). research methods. nairobi kenya: longhorn publishers.
- Naanyu V., B. J. (2013). An examination of postpartum family planning in western Kenya. *frican Journal of Reproductive Health* , 17[3]: 44-53.
- oburu, A. (2011). Family Planning Advice and Postpartum Contraceptive Use Among Low-Income Women in kenyan slums. *international Family Planning Perspectives* , 6–12.
- Okech TC, W. N. (2010). Return to Sexual Activity and Modern Family Planning Use in the Extended Postpartum Period: An Analysis of Findings from Seventeen Countries. *African Journal of Reproductive Health* , 14(4):75-82.
- Rivera R, Y. I. (2019). The mechanism of action of hormonal contraceptives and. *Studies in Family Planning* , 57-75.
- Roberts et al. (2013). Understanding operational barriers to family planning services in conflict-affected countries:. Experiences from Sierra Leone , pp.158-164.
- Ross J.A. and Winfrey W. ((2017)). Contraceptive use, intention to use and unmet needs during the extended postpartum period. *International Family Planning Perspectives* , 27 (1): 20–27.
- Samandari. (2009). The Costs and Benefits of Investing in Family Planning and Maternal and Newborn Health,. *Guttmacher Institute and United Nations Population Fund* , 27 (1): 20–27.
- Sedgh. (2010). Cultural influences on health care use. *Health policy and planning* , 14(1),pp.38-48.
- Senarath & Gunawardena. (2009). pousal communication and family planning

- adoption. *International Family Planning Perspectives* , pp.16-25.
- Statistics, K. N. (2010). *Kenya Demographic and Health Survey. 2013-2014.* , pp. 10-125.
- Thorvaldsen, I. a. (2020). What do Family Planning Clients and University Students in Nairobi, Kenya. *African Journal of Reproductive Health* , (4) 1: 77-87.
- UN. (2015). *Why gender matters in understanding September 11: Women, militarism, and violence* (pp. 1-6). Institute for Women's Policy Research.
- WHO. (2007). *Unsafe Abortion: Global and Regional Estimates of the Incidence of Unsafe Abortion and Associated Mortality in 2019* fifth ed.,. califonia: Geneva: WHO.
- WHO. (2010). *World health statistics 2010. Studies in Family Planning* , 15.1-177.
- Zatuchni, G. I. (2015). International postpartum family planning program: A report on action-research demonstration study. *American Journal of Obstetrics and Gynaecology* , 100, 7: 1,028-1.

APPENDIX II: QUESTIONNAIRES

Please fill in the questionnaire as diligently as you can. Tick in the appropriate box where the question requires you to do so, where the space is provided. Please fill in your answer.

SECTION A: GENERAL INFORMATION

1. What is your religious denomination?

Christianity { }

Islam { }

Traditionalism { }

No religion { }

Other { }

2. What is your highest level of education?

No education { }

Primary { }

Secondary { }

Tertiary { }

3. What is your employment status?

Unemployed { }

Self- employed { }

Employed (public sector) { }

Employed (private sector) { }

4. What is your marital status?

Single { }

Married { }

Cohabiting { }

Separated { }

Divorced { }

SECTION B: EDUCATION INTERVENTIONS

1. Do education interventions affect Violence against women in Kenya?

Yes

☐

No ☐

Give reasons to your answer above.

.....
.....
.....
.....

2. To what extent do Education interventions affect Violence against women in Kenya?

Very high extent ☐

High extent ☐

Low extent ☐

Very low extent ☐

None at all ☐

Give reasons to your answer above.

.....
.....
.....
.....

SECTION C: PROPERTY OWNERSHIP

3. Does property ownership influence gender related violence against women in Kenya?

Yes ☐

No ☐

Explain

.....
.....
.....
.....

4. In what ways does property ownership influence violence against women in Kenya?

Very high extent ☐

High extent ☐

Low extent ☐

Very low extent ☐

None at all ☐

Give reasons to your answer above.

.....
.....
.....

SECTION D: community socialization

Does community socialization influence gender related violence against women in Kenya?

Yes ☐

No ☐

Explain

.....
.....

5. How does community socialization influence gender related violence against women in Kenya?

Very high extent ☐

High extent ☐

Low extent ☐

Very low extent ☐

None at all ☐

Give reasons to your answer above.

.....
.....

SECTION E: DECISION MAKING

6. Does decision making influence gender related violence against women in Kenya?

Yes ☐

No ☐

Explain

.....
.....

7. In what ways does decision making influence gender related violence against women in Kenya?

- | | |
|------------------|--------------------------|
| Very high extent | ☐ |
| High extent | ☐ |
| Low extent | ☐ |
| Very low extent | ☐ |
| None at all | ☐ |

Give reasons to your answer above.

.....
.....

THANK YOU FOR YOUR COOPERATION. GOD BLESS YOU

APPENDIX III: Time Schedule

	August				September				October			
ACTIVITIES	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
Project writing												
Questionnaire pre-testing												
Getting authorization												
Data collection												
Data Analysis												
Report writing												
Defense and submission of project.												

Source: Author (2022)

APPENDIX IV: Budget

NO	ACTIVITY	BUDGET (IN KSH)
1	Purchase of Stationery	490.00
2	Travelling Expenses	1900.00
3	Communication Expenses	500.00
4	Analysis of Report	500.00
5	Miscellaneous	800.00
6	Printing of The Three copies of The Report	900.00
7	Printing & of the two copies and CD	1500.00
8	Hardcover bidding and CD	2020
	TOTALS	8590.00

Source: Author (2022)

APPENDIX V: Plagiarism report



User name:
Library MUA

Check ID:
77022199

Check date:
02.11.2022 13:00:52 EAT

Check type:
Doc vs Internet

Report date:
02.11.2022 13:12:10 EAT

User ID:
109540

File name: **ubah all test plag**

Page count: **47** Word count: **11017** Character count: **81504** File size: **199.68 KB** File ID: **88099817**

8.88% Matches

Highest match: **2.58%** with Internet source (<http://repository.mua.ac.ke/bitstream/handle/67.2020.89/2569/MWANGI%20JUSTINA>).

8.88% Internet sources

605

Page 49

No Library search was conducted

0% Quotes

Exclusion of quotes is off

Exclusion of references is off

0% Exclusions

No exclusions