

Gender Differences in Students-Staff Violence in Urban and Rural Secondary Schools of Osun State, South Western Nigeria.

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ABSTRACT

Background

School violence is of public health importance. One important but often overlooked dimension is student-staff violence. The aim of the study was to assess the gender differences in the pattern of students-staff violence in urban and rural areas of Osun state with the hypothesis that male students and staff perpetrate violence more than female students and staff respectively.

Methodology

A cross sectional study conducted among 800 secondary school students from JSS 2 to SSS 3 (400 in urban and 400 in rural areas) selected by multi-stage sampling technique.

Results

The mean age for all the respondents was 14.3 years \pm 2.0, with the mean age for males as 14.2 \pm 2.0 and females as 14.3 \pm 2.0. Male respondents were 51.5% in urban schools and 51% in rural schools. Males were the main perpetrators in both urban and rural areas but more females in the rural areas perpetrated violence than their urban counterparts. Out of those who verbally abused school staff in urban areas, males constituted 61.5% compared to 38.5% of females. Respondents also experienced violence in the hands of academic staff (male and female).

Conclusion

All forms of violence were perpetrated against school staff with prevalence higher in rural than urban areas. Males perpetrated most forms of violence than females in both urban and rural schools, though this was marked in urban schools. Female respondents in rural areas experienced significantly higher perpetration of most forms of school-related violence than urban females.

INTRODUCTION

School violence is of public health importance¹ and it is increasingly becoming a major problem in developing countries such as Nigeria. It has been defined as “aggressive and violent behaviours committed in schools and during school-based activities and institutional violence perpetrated by iatrogenic policies and practices.”² Violence is considered “school-associated or school-related” if such behaviour occurs on school grounds, while travelling to or from school, or during school-sponsored events³. School violence and school related

violence are often used interchangeably. School violence “includes all nature of intentional harm or discomfort inflicted on learners, including incidents such as schoolyard fights, bullying and drug abuse”.⁴ However, school violence is not just among students but it may also involve teachers, parents and entire communities. Dimensions of violence that have been recognised in Nigerian schools include: student to student; student to school authority; student to teacher and vice versa; teacher to teacher; teacher to school-head and vice versa⁵.

School violence takes various forms; it has been broadly classified into physical and psychological.⁶ Specific types or forms of violence that have been recognised in literature include verbal abuse, such as calling names, racial slurs, and cursing; social violence, such as isolating a student or a group of students; indirect violence, including media-related victimization (e.g. showing private pictures over the internet and spreading rumours through cell phones{cyber-bullying}); physical assault, both moderate physical violence, such as pushing and shoving, and more severe types of physical violence such as serious beating; property related violence, including vandalism, theft, and damages to students and staff property; sexual violence, including verbal harassment and physical forms of unwanted sexual behaviours; as well as weapon-related violence, including the possession and use of a range of weapons, such as pocket knives and guns.⁷ Other well recognised forms of violence include fighting, bullying and corporal punishment.⁶

The effects of school violence include not only physical consequences but also deep psychological and social effects not just on affected individuals but on the society as a whole. For every assault, there is a victim and countless witnesses who may experience physical injury, psychological effects, and social, emotional and behavioural problems. The consequences are serious and may include post-traumatic stress disorder (PTSD), failure to acquire competence in peer relations, adoption of or highly aggressive behaviour, use of psychoactive substances and incurring of dissociation⁸. Violence impact on the ability of students to get to and from school, to learn effectively while in school, and to remain in school long enough to reap the benefits of education.^{9,10} School violence may also result in death as revealed in the killing of a secondary school teacher and mother of two by her students accompanied with destruction

of school buildings and properties at Gandu Secondary School in Tudun Wada district, Gombe state in March 2007¹¹.

In terms of gender, males appear to be much more likely to engage in serious violence than females, possibly because boys are socialized into roles that encourage higher levels of physical aggression. Females more often express hostility through indirect and verbal forms of aggression, such as alienation, ostracism, and character defamation. Females also often display relational aggression vis-a-vis exclusion of peers, gossip, and collusion directed at relational bonds between friends.¹² In a Nigerian study, females experienced a higher degree of social and verbal bullying when compared to males¹³. There is wide consensus that males are both perpetrating physical violence and being victimized in school more than females.⁷ However, a few studies showed that though males generally perpetrate more violence than females in schools there is no difference when it comes to being at the receiving end of violence.¹² In a multinational "Health Behaviour in School-Aged Children" (HBSC) survey, it was found that males tended to bully others more than females in most counties but gender differences in victimization to bullying are far less consistent.⁷

Studies from developed countries have reported rural-urban disparity in the rate and pattern of school violence with rates being higher in urban slums in many countries though in recent times it has also been on the increase in rural areas.¹⁴ Because of the different characteristics of urban and rural areas in terms of population, family values, social amenities including exposure to mass media and other forms of modern technology, the pattern of violence is expected to be different between the areas. Thus, it is expected that the prevalence and pattern of school violence may differ between rural and urban areas, hence the comparative nature of

this study. Although, school violence is increasingly being recognised as a problem in Nigeria, not much attention has been given in particular to student to staff or staff to student violence. This study was done to assess the prevalence and gender differences in the pattern of violence among school staff and students in Osun state which has a total net attendance ratio (NAR) percentage of the secondary-school age (13-17 years) population that is attending secondary school of 75.1% compared to the South-West zone and the national figures of 68.7% and 49.1% respectively¹⁵.

METHODOLOGY

This study was a comparative cross-sectional study conducted among junior and senior secondary students of Osun State, Nigeria. Osun State has three senatorial districts and 10 Local Government Areas (LGAs). Sample size was determined using the formula for comparing independent proportions. *Prevalence estimates for sample size calculation were based on the findings of a national study that reported prevalence estimates of 80% and 90% for physical violence in urban and rural areas respectively.*¹⁶ *Using a power of 90%, a minimum sample of 266 respondents per group was determined. This was however increased to 400 per group.*

Selection of respondents was by multi-stage sampling technique. In the first stage, all the LGAs in the State were stratified into urban or rural LGAs based on the 1991 National Population Commission's census definition (Such a definition is yet to be published for the 2006 census).¹⁷ From each of the three senatorial districts, one urban and one rural LGA were selected using simple random sampling method (SRS) to make a total of six LGAs three rural and three urban. All the secondary schools in the selected LGAs were then stratified into public (government) or private. One public and one private school were also selected from each selected LGA using SRS technique. Sample quotas were then allotted to each selected school proportionately to the size of students'

enrolment to achieve the desired total sample size of 800 respondents, that is, 400 for the urban and 400 for the rural secondary schools. *Excluding the junior secondary school one (JSS1) class from the study because the students had spent less than the study's recall time period of one year in school; respondents were drawn from the remaining five class sets - JSS2 to SSS3 of each school by proportional allotment and ensuring male and female are selected at the rate of 51% for males and 49% for girls based on the 2005 enrolment figures for boys and girls in Osun state*¹⁸.

Quantitative data was collected from students using a facilitated self-administered questionnaire with trained assistants at hand to provide help.¹⁹ Most of the questions were adopted from the "Experiences of violence questionnaire" from a non-profit organisation known as RIVA (Research Into Violence and Aggression)²⁰ and the "Health Behaviour in School-Aged Children (HBSC)" Questionnaire by WHO²¹ while a few others were developed for the study. The questions were suitably modified where necessary to fit Nigeria's socio-cultural context. The questionnaire was translated to the Yoruba language (the language spoken in the western part of the country) and back-translated into English. The Yoruba translation was quite useful in some rural schools. *The data was analysed using SPSS 16.0 and appropriate univariate, and bivariate analyses were done. The outcome measures and their definitions are as follows:*

Verbal abuse- Insults, threats, shouting, intimidating language, etc.

Physical assault/Fighting- Slaps, punches, kicks, chokes, head butts etc where the aggressor is attempting to cause physical harm and injury without using a weapon.

Injured in a physical assault- Refers to bruises, cuts, lacerations, swellings, fractures etc sustained as a result of physical assault.

Threat with a weapon- Use of a knife, club or other available sharp or pointed objects in a threatening manner which in itself is not causing physical harm.

Assault with a weapon- Use of a knife, stick (dub), bottle or other available sharp or pointed objects to cause

actual harm e.g. being clubbed or stabbed. Sexual harassment- Verbal sexual comments, offensive jokes or gestures, unwanted sexual touching, kissing, forced sexual intercourse with or without penetration etc.

School staff was defined for the respondents as academic staff (male and female) and non-academic staff.

Ethical clearance was obtained from the Research and Ethics Committee of the Obafemi Awolowo University Teaching Hospitals' Complex, Ile-Ife. Permission to carry out the study was taken from the Osun State Ministry of Education, the Local Inspectorate of Education in each LGA and the relevant school authority. Furthermore, general consent was obtained from the Parent Teachers Association (PTA) of each but participation by the individual student completely voluntary. The purpose of the study was explained to the students but consent was sought and obtained individually. They were also assured of confidentiality. As with studies based on self-reports, a major limitation is inadvertent and deliberate misreporting. However, anonymous data collection and reassurances about confidentiality should minimise such.

RESULTS

About 50% of the respondents in both urban and rural schools were in the age group 14-16 years while about a third of them (35.8% in urban schools and 34.3% in rural schools) were in the age group 10-13 years; 51.5% and 51% of the respondents from urban and rural schools were males. About three quarters of the respondents were from public schools in

both urban (73.2%) and rural (76.5%) areas. Nearly three quarters (73.0%) of the respondents were in senior secondary schools in urban areas and 52.8% in rural areas as shown in table 1.

Table 2 shows respondents' experience as perpetrators of school related violence against school staff in both urban and rural areas. The respondents in the rural areas perpetrated all forms of violence against school staff more than those in urban areas except for verbal abuse (55.2% of cases for urban and 44.8% for rural). Of those who sexually harassed school staff 68.8% were from rural schools while 31.2% were from urban schools. Similarly 73.2% of respondents who assaulted staff with a weapon were from rural schools compared to 26.8% from urban schools. The differences were statistically significant for all the forms of violence assessed except verbal abuse.

When the gender of respondents was taken into consideration, urban males perpetrated in a greater dimension all the forms of school related violence against school staff compared to their female counterparts. Of the 117 urban respondents who verbally abused school staff, 61.5% of them were males and 38.5% were females. Similarly, of the 29 respondents who sexually harassed staff in urban schools, 79.3% were males while 20.7% were females. There was a statistically significant difference between proportions of male and female respondents who verbally abused or sexually harassed school staff. (See table 3).

Male respondents in rural schools perpetrated all the forms of violence against school staff more than their counterparts in urban schools except for verbal abuse. Out of the 41 males

Table 1: Socio-demographic characteristics of the respondents

| Variable | LGA Designation | | | | Total, n= 800. | | Remark ² (p value) |
|-------------------------|-----------------|------|---------------|------|----------------|------|----------------------------------|
| | Urban, n= 400 | | Rural, n= 400 | | Number | % | |
| | Number | % | Number | % | Number | % | |
| Age (years) | | | | | | | |
| 10-13 | 143 | 35.8 | 137 | 34.3 | 280 | 35.0 | 6.95 (0.03) |
| 14- 16 | 217 | 54.2 | 198 | 49.5 | 415 | 51.9 | |
| > 17 | 40 | 10.0 | 65 | 16.2 | 105 | 13.1 | |
| Sex | | | | | | | |
| Male | 206 | 51.5 | 204 | 51.0 | 410 | 51.2 | 0.02 (0.88) |
| Female | 194 | 48.5 | 196 | 49.0 | 390 | 48.8 | |
| Type of school. | | | | | | | |
| Public. | 293 | 73.2 | 306 | 76.5 | 599 | 74.9 | 1.12 (0.28) |
| Private. | 107 | 26.8 | 94 | 23.5 | 201 | 24.1 | |
| School stratum | | | | | | | |
| Junior Secondary School | 108 | 27.0 | 189 | 47.2 | 297 | 37.1 | 35.13 |
| Senior Secondary School | 292 | 73.0 | 211 | 52.8 | 503 | 22.5 | (< 0.001) |

Table 2: Respondents' experience as perpetrators of school related violence (SRV) carried out against school staff by ruralurban location in the last one year.

| SRV | Urban students n= 400 | | Rural students | ² , (p value) | |
|-------------------------------|------------------------------------|--------|------------------------------------|--------------------------|--------------------|
| | Perpetrated violence against staff | | Perpetrated violence against staff | | |
| | No | (%). | No | (%). | |
| Verbal abuse | 117 | (55.2) | 95 | (44.8) | 3.106, (0.078) |
| Physical assault/ fighting | 34 | (33.0) | 69 | (67.0) | 13.651, (0.001)* |
| Injured in a physical assault | 20 | (25.3) | 59 | (74.7) | 21.363, (< 0.001)* |
| Threat with weapon | 23 | (24.7) | 70 | (75.3) | 26.877, (< 0.001)* |
| Assault with a weapon | 19 | (26.8) | 52 | (73.2) | 16.832, (< 0.001)* |
| Sexual harassment | 2 | (1.2) | 64 | (68.80) | 14.905, (< 0.001)* |

*Statistically significant at p < 0.05. No = Number

Table 3: School-related violence (SRV) perpetrated against school staff by male and female respondents in the last one year in rural and urban schools.

| SRV | Urban students: Violence perpetrated by | | | ² (p value) | Rural students: Violence perpetrated by- | | | ² (p value) |
|-------------------------------|--|------------|-------------|---------------------------|---|------------|------------|------------------------|
| | Male (%) | Female (%) | Total (%) | | Male (%) | Female (%) | Total (%) | |
| Verbal abuse | 72 (61.5) | 45 (38.5) | 117 (100.0) | 6.672, (0.010*) | 48 (50.5) | 47 (49.5) | 95 (100.0) | 0.011, (0.916) |
| Physical assault/ fighting | 22 (64.7) | 12 (35.3) | 34 (100.0) | 2.594, (0.107) | 34 (49.3) | 35 (50.7) | 69 (100.0) | 0.099, (0.753) |
| Injured in a physical assault | 12 (60.0) | 8 (40.0) | 20 (100.0) | 0.609, (0.435) | 32 (54.2) | 27 (45.8) | 59 (100.0) | 0.290 (0.590) |
| Threat with weapon | 14 (60.9) | 9 (39.1) | 23 (100.0) | 0.858, (0.354) | 35 (50.0) | 35 (50.0) | 70 (100.0) | 0.034, (0.854) |
| Assault with a weapon | 13 (68.4) | 6 (31.6) | 19 (100.0) | 2.287, (0.130) | 28 (53.8) | 24 (46.2) | 52 (100.0) | 0.194, (0.660) |
| Sexual harrassment | 23 (79.3) | 6 (20.7) | 29 (100.0) | 9.682, (0.002*) | 27 (42.2) | 37 (57.8) | 64 (100.0) | 2.368, (0.124) |

Table 4: School-related violence (SRV) perpetrated against school staff by respondents of the same sex in the last one year in rural and urban schools.

| SRV | Male Students: Violence perpetrated in | | | ² (p value) | Female Students: Violence perpetrated in | | | ² (p value) |
|-------------------------------|---|-----------|-------------|------------------------|---|-----------|------------|------------------------|
| | Urban (%) | Rural (%) | Total (%) | | Urban (%) | Rural (%) | Total (%) | |
| Verbal abuse | 72(60.0) | 48(40.0) | 120 (100.0) | 6.459 (0.011*) | 45 (48.9) | 47 (51.1) | 92 (100.0) | 0.033, (0.855) |
| Physical assault/ fighting | 22(39.3) | 34(60.7) | 56 (100.0) | 3.115 (0.078) | 12 (25.5) | 35 (74.5) | 47 (100.0) | 12.531, (< 0.001) |
| Injured in a physical assault | 12(27.3) | 32(72.7) | 44 (100.0) | 10.404 (0.001*) | 8 (22.9) | 27 (77.1) | 35 (100.0) | 11.118, (0.001*) |
| Threat with weapon | 14(28.6) | 35(71.4) | 49 (100.0) | 10.456 (0.001*) | 9 (20.5) | 35 (79.5) | 44 (100.0) | 17.019 (< 0.001) |
| Assault with a weapon | 13(31.7) | 28(68.3) | 41 (100.0) | 6.261 (0.012*) | 6 (20.0) | 24 (80.0) | 30 (100.0) | 11.501 (0.001*) |
| Sexual harrassment | 23(46.0) | 27(54.0) | 50 (100.0) | 0.410, (0.522) | 6 (14.0) | 37 (86.0) | 43 (100.0) | 24.763 (< 0.001) |

*- Statistically significant relationships at p< 0.05 using chi- square test.

Table 5: Respondents affected by school related violence (SRV) perpetrated by male and female academic staff in urban and rural schools in the last one year.

| SRV. | Students affected by violence perpetrated by male academic staff | | | Students affected by violence perpetrated by female academic staff | | |
|----------------------------------|--|----------------------|--------------------------|--|----------------------|--------------------------|
| | Urban n= 400. (%) | Rural n= 400. (%) | ² , (p value) | Urban n= 400. (%) | Rural n= 400. (%) | ² , (p value) |
| Verbal abuse | 179 (44.8) | 163 (40.8) | 1.307 (0.253) | 173 (43.2) | 129 (32.2) | 10.298 (0.001*) |
| Physical assault/ fighting | 96 (24.0) | 123 (30.8) | 4.584 (0.032*) | 84 (21.0) | 117 (29.2) | 7.236 (0.007*) |
| Injured in a physical assault | 68 (17.0) | 106 (26.5) | 10.606 (0.001*) | 71 (17.8) | 102 (25.5) | 7.088 (0.008*) |
| Threat with weapon | 59 (14.8) | 90 (22.5) | 7.926 (0.005*) | 61 (15.2) | 95 (23.8) | 9.205 (0.002*) |
| Assault with a weapon | 62 (15.5) | 82 (20.5) | 3.388 (0.066) | 53 (13.2) | 94 (23.5) | 14.010 (< 0.001*) |
| Sexual harrassment | 48 (12.0) | 88 (22.0) | 14.174 (< 0.001*) | 47 (11.8) | 87 (21.8) | 14.343 (< 0.001*) |

*Statistically significant at p< 0.05.

DISCUSSION

School violence is a global phenomenon and even within countries it cuts across the various strata of the society. In the school setting, the perpetration and/or experience of violent-related behaviours are not confined to students but have been found to affect school staff and everybody connected with the school system. Schools are meant to be safe and conducive places for learning but school violence could threaten this. In this study, 29.2 % of urban students and 23.8% of rural students admitted that they verbally abused school staff, figures for those who assaulted staff with a weapon in the last one year were 4.8% and 13% respectively. These rates are quite high and disturbing. One author commented that school violence appear to be on the increase in Africa.²²

Violence is not limited by either school location (e.g. urban, semi-urban, or rural) or school type since schools of all types and in

virtually all locations are affected by violence in various ways²³. Worldwide the prevalence of school violence is increasing in rural areas although it is traditionally held to be commoner in urban slums. The findings of this study corroborated emerging facts from many parts of the world that the perpetration and/or experience of violence in schools especially between students and staff were commoner in rural areas than urban areas. Of the six outcomes variables on school related violence carried out against school staff by the respondents in this study, five occurred more in rural schools than urban schools. Students physically assaulted, caused injury, threatened and assaulted staff with weapons as well as sexually harassed staff more in rural areas than in urban areas. In a South African study, it was found that rural schools were more prone to both learner and educator violence and violence related behaviour.²⁴ In Nigeria, a recent national study showed a higher

prevalence of physical violence in rural areas compared to urban areas.¹⁶

One reason that has been given for the increased pattern of violence in rural areas is the apparent neglect of rural societies compared to urban ones. "Research on rural crime remains sparse; more research efforts have been focused on trying to understand urban patterns of crime as well as the economic, social, and cultural forces associated with rising levels of crime, violence and delinquency. Perhaps because rural communities often lag behind the cities on crime and other social problems, policymakers have often left rural communities out of resource allocation decisions."²⁵ Another plausible reason for increased violence in rural areas is the unwillingness of school staff to stay in rural areas compared to urban; school teachers have a major role to play in violence prevention and control, thus inadequacy of teachers in rural areas may be contributing significantly to the observed pattern of violence in this study as well as others. It is of public health significance that more violence occur in rural areas compared to urban areas since Nigeria's rural population is greater than its urban population;¹⁷ consequently a greater percentage of Nigerians are exposed to the dangerous effect of school violence. Furthermore, the usual pattern of migration in Nigeria is rural-urban, thus it is likely that failure to control violent tendencies in schools located in rural areas will ultimately manifest in urban areas. Thus, there is a great need to pay attention to the apparently rising levels of school violence in rural areas.

Male respondents in this study perpetrated virtually all forms of school violence against school staff than their female counterparts in both urban and rural schools, but this observation was stronger in urban schools than rural schools. Violence in schools has been shown to be commoner among males

than in females from previous studies^{7,12}, but, it perpetration and/or experience of violence by females is also on the increase²⁶. Despite the observed increase in violence among young females in recent years, young males are responsible for far more violent acts than females^{27,28,29}. This may be reflective of the male-female distribution of violent crime, abuse, and incarceration in the larger society. According to a Canadian report, "Sex differences in rates of violence by men and women are consistent, with men outnumbering women by a very large margin. This is so across countries, over time, at all ages, and in relation to different types of violence. This assertion holds true in all types of violent or aggressive behaviour, including bullying in schools, in sports, on the street, in the home, among hospital patients or prison populations"³⁰. One common reason given by researchers for male predominance on violence related issue compared to females is that many cultures promote male dominance and teach boys to behave like men and not to be timid¹². Thus, violent tendencies in males are seen as manliness and are often subtly encouraged. Another reason for male 'dominance' in school violence that may be related to this is the influence of violent peers on non-violent males who otherwise would have been non-violent, but, for the influence of negative peer pressure.

There were significant gender differences in the rates of perpetration of violence against school staff by respondents in urban schools with more males perpetrating violence compared to females. In rural schools however, there was little or no difference in terms of gender. The findings in urban schools are congruent with literatures on school violence which have shown that males perpetrate violence more than females. The findings in rural schools are however not in agreement with most studies that have examined gender patterns in violence. It may be difficult to attribute the almost equal rates

of perpetration of violence in rural schools by both males and females respondents to one particular factor, but one probable reason that can account for this is the increased rate of violence in rural areas. It may be that females in rural areas interact more with their male counterparts within and outside of the school setting and therefore are able to learn and adopt violent tendencies from their male counterparts.

Apart from the near equal rates of violence between males and females in rural schools, a related finding in this study that will require greater attention from researchers is the observation that rural females had higher frequency of virtually all forms of school related violence compared to urban females. This may be due to the higher incidence of violent related behaviours in rural areas as stated earlier, but, this explanation may not be sufficient because there are no corresponding differences between urban and rural males. It is plausible that this is a sort of synergism between two emerging facts in violent related studies; firstly, that violence is increasing in rural areas and secondly, that violence is increasing among females as well²⁶. Although, not much has been done on gender differences in school violence in Nigeria, the trend of school violence generally in Nigeria actually showed there has been a consistent increase in violence in Nigeria. In a study carried out in Osun State, Nigeria in 2004, 70.6 % of respondents had experienced bullying¹³. In another study conducted in the same year among school teachers in Anambra State, the rate of bullying among students was estimated at 75%³¹. Similarly, a study conducted in Benin City in 2007 reported that 78% of the students experienced bullying and 85% bullied others³² while a national study conducted in the same year reported a rate of 85% for physical violence among students at basic education level.¹⁶

With regards to violence perpetrated by male

and female academic staffs against students, students who reported that male academic staffs had perpetrated violence against them were slightly more than those reporting for female academic staffs. Perhaps, the same reasons adduced for violence perpetration by male students may suffice to explain the higher number reporting violence perpetration by male academic staffs against students. The hypothesis of the study that more males (students and staff) perpetrate violence than their female counterparts is thus upheld. It is also noteworthy that the number reporting female academic staffs as perpetrators of school violence like that of female students were more in rural than in urban areas.

C O N C L U S I O N A N D R E C O M M E N D A T I O N S

School violence is prevalent among students and staff and there is a need to explore its determinants so as to be able to achieve effective control. Respondents in rural areas perpetrated most forms of school violence against school staff than those in urban areas. Males perpetrated most forms of violence more than females in both urban and rural schools, though this was marked in urban schools. Female respondents in rural areas experienced significantly higher perpetration of most forms of school-related violence than urban females. In the light of the above findings, it is recommended that violence prevention should be given topmost priority and proactive measures such as development of pertinent school policies, inclusion of violence prevention in students' curricula, employment of counsellors and/or psychologists and the teaching of skills-based education should be put in place in Nigerian schools. Skills-based health education can impart vital violence prevention skills such as conflict resolution skills to students. Government at all levels, through relevant stakeholders like health and education officials should embark on public enlightenment or education on the deleterious effects of school violence. Schools located in

rural areas should be closely monitored and given priority in violence prevention programmes. The programme should be gender sensitive so as to address the peculiar aspects of violence in males and females. Finally, training and re-training of school teachers on violence prevention and control should be embarked upon.

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