

This is a Competition’: The Relationship between Examination Pressure and Gender Violence in Primary Schools in Kenya

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Abstract

This study explores the relationship between gender violence in schools and teaching and learning processes in two case study primary schools in Kirinyaga County, Kenya. For seven months in 2015, the following qualitative methods were used: participant observation, individual teacher interviews, individual art-based student interviews and member-check interviews with teachers and students. Findings indicate that examination pressure can directly and indirectly perpetuate gender violence in schools by using corporal punishment and public humiliation as motivational tools and by diverting resources from efforts to enhance safety and equality to ever more time for exam preparation.

Keywords: Gender violence, Primary schools, Examinations, High-stakes testing, Kenya

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