

Gender Role Perception and Exposure to Violence at Schools: A Study of Selected Schools in District Mardan & Peshawar, Khyber Pakhtunkhwa*

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Abstract

Gender role perceptions shapes behaviors of students and therefore plays a major role in their exposure to violence at and around schools. The study was conducted in the district of Peshawar and Mardan, Khyber Pakhtunkhwa, Pakistan. A sample size of 522 respondents (54.6% boys and 45.4% girls) was randomly selected on proportional allocation basis from Grade 10 students. One school each of male and female and from the both districts having public and private schools were taken for this study. The uni-variate gender based analysis was analyzed through chi-square, percentages and other simple statistical measurements. The study examined shows that perceiving a task related to education or family for any specific gender was positively related to students' exposure to various forms of violence at school. Gender was also significantly associated to perception regarding gender based preferences for admission in science subjects ($p=0.000$). The level of significance was also high of gender with the issue 'whom not to return to school if get marries and child born' ($p=0.000$). Moreover, male had a key role as perpetrator of violence in all modes and manifestations, whereas, sexual assaults were kept confidential in fear of social stigmatization. A vibrant policy encompassing with respect to male role containment as perpetrator of violence at school and family under a strong policy of check and balance along with special focus on students living in hostels, egalitarian approach to both genders as potential threat of sexual violence and strong liaison of the family and school on the basis of sharing the issues pertaining to child well-being were forwarded some policy recommendations in light of the study.

Keywords

Gender Role Perceptions, Gender Based Violence, Punishment, Khyber Pakhtunkhwa

Introduction

Social role perceptions occupy strategic position in the development effects on children. A child is generally presumed to be guided by his/her socialization and indoctrination in peer group, including his/her response to violence. Even school education has greater effect on child's perception of violence.

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Social role perceptions occupy strategic position in the development effects on children. A child is generally presumed to be guided by his/her socialization and indoctrination in peer group, including his/her response to violence. Even school education has greater effect on child's perception of violence.

School is the second most important institution that follows in its importance of child socialization after family, and meant for imparting formal education with several latent and manifest functions. The motive of learning is managed in a diversity of ways ranging from multidimensional participatory approaches to a strict administrative uni-directional approach. In its primitive forms of educational culture learning is associated with violent behavior through punishment especially in its internalization. However, the scenario got changed in the aftermath of different psychological tests and theories from the experts of the field highlighting the negative effects of societal perceptions on students' response to various forms of exposure to violence at school. The concept of gender is distinct from the traditional concept of sex, where sex distinction is based on biological differences of male and female while gender is based on sociological concept of social role. The social constructs of gender roles are most culturally based and mostly biased in favor of males awarding benefits and favors. This paper examines these gender role perceptions, as how they are sharing their contribution in learning of violence at schools besides other contributing factors.

Literature Review

Violence is structured in the institution of schools too like any other institution. Our schools produce violence as well as consume violence (Clive Harber, 2002, pp. 7-8). Considerable amount of literature has questioned the assumedly positive role and functioning of educational institution in today's societies (Dubet, 2003; C. Harber & Mncube, 2003; Clive Harber & Mncube, 2012). The discourse on school violence might be seen relatively as latest phenomenon but concerns resonated in earlier times as well. For example, in English history, concern about children's schooling, especially for boys was started back in 1693, when researchers questioned deficiencies of education system in inculcating writing and speaking skills among youngsters (Cohen, 1998). In the context of developed countries, the existence of school violence is attributed to phenomenon of mass education that started with the advent of industrialization.

This is because, being subject to controlled environment from early childhood to the age of sixteen or eighteen develops considerable amount of frustration (Eacute&Esteve, 2000), which cannot be undone without being externalized by the students in the form of violent reactions in children (Adams, 1991; Clive Harber, 1996), loss of creativity (Harber, 2002: 11), and increased drop out and repetition

rates (Tigges, Browne, & Green, 1998). This might occur because an individual's sense of coherence is composed of three elements, viz. comprehensibility, manageability and meaningfulness (Antonovsky, 1987). In line with this Bowen *et al.* (1998) explained with respect to school children these elements to be (a) learner's self-perception of feelings, (b) meeting the demands and challenges of education and (c) being engaged in school (Bowen, Richman, Brewster, & Bowen, 1998). This is the argument that is addressed in this paper. Bowen (1998) considers that these three components shape violence at school and this research finds that gender based violence is based on the first principle of Bowen (1998), that is Gender role perception and self-position of a student at school, especially at tender age like grade 8-10. Students highly remained dependent for their response mechanism to difference of opinion that they may experience in school sittings. The other two components discussed above are highly dependent on this first principle.

Alongside the institutions of hospital, prison, and factories, industrialization gave birth to the institution of school as means for creating order and docility in society (Foucault, 1977). These institutions operate as spaces of confinement, wherein the socially integrative duties of family – rear and care of children and dependents – have been taken away by *professionals* such as social workers, psychiatrists, police, teachers and prison guards who dictate manners to youngsters (Dubet, 2003). But is this mean of socialization safe and sound for children? We might be right in our belief that school is a powerful mean for value transmission, reformation and change (Griffin, 1978; Jones, 1975) through its role in raising critical thinking abilities and innovation in children (Omaji, 1992; Stromquist, 2007) but they also operate as a mirror of society ((Ngakane, Muthukrishna, & Ngcobo, 2012). Therefore, we must clearly understand as Tunley (1962) warns, that school is agency for violent behavior and attitudes (Tunley, 1962). It might be true that in the 20th century, family and religion have lost their ground to schools as primary means for socialization of children (Omaji, 1992). But some writers, for example Meighan (1997), argue that the idea of sending children to schools without their consent is a form of violence itself and an abuse of human rights: "... based on current model of the compulsory day-detention centre, is itself a bully institution" (Meighan, Barton, Walker, & Siraj-Blatchford, 1997).

Research Question

The question is why some students turn to be tolerant and others get out of schools as violent if the standards and philosophy of schooling is uniform?

Objectives

1. To find gender role perception among adolescent students of high schools
2. To see the dependency of gender role perceptions on gender of Respondents

Hypothesis

- H1:** There is a strong association between gender role perception and exposure to violence at schools
- H2:** Gender of students determines the perception that he or she might have for stereotype gender roles

Monitoring Variable Through Statements

The perception of students about gender roles was monitored in a separate section given in questionnaire asking various questions giving them options to choose if these characteristics belong to a specific gender i.e. boys or girls or applied to both. They were also given the option to abstain from choosing any of the option given if they do not understand, don't want to comment or to avoid the question by saying 'Don't Know'. The section basically asked about the understanding of students both male and female as respondents, what they believe in about intellectual superiority of any gender, fixation of certain jobs for gender specific roles and priority in better or prolonged schooling for boys and girls. Questions asked included Intellectual superiority of any gender, perception of students about Preference in Education given to any specific gender, Aggression as gender based feature, and preferences in nature of education to be given on gender basis rather than qualification or merit.

The section also enquired about gender based biases that exist among teachers towards students as students have developed perceptions about them. Students were also asked about their perception regarding problems related to sexual relations amongst themselves and with teachers. Whom they blame for these relations and whom they consider to be more cooperative with administration.

Conceptual Framework

Students' Perception of Gender Roles

The gender regime of school environment is partly based on the assumptions of boys and girls about are another and about themselves. That is they usually think in terms of their sex-role stereotyped. In addition to this teachers' authority give legitimacy to certain ways of conceptualizing one's gender identity. For

example, through the commonly observed maxim of 'boys will always be boys' and 'girls will always be girls', boys and girls conceive their intellectual abilities differently and sometimes in unequal terms.

Intellectual Superiority

The gender regime gets established and signified, for example, by ignoring or praising certain behavior traits and by punishing other acts (Jackson & Moore Iii, 2006). Moreover, adolescents view about intellectual superiority is the indicator as to how they associate certain forms of violence as *natural* for a specific gender group.

Level of Tolerance

The feminine and masculine identities also get entrenched through the hidden curricula and students' informal learning. For example, girls in many Asian schools are required to do cleaning while boys are required to do digging. Similarly, toleration and undermining of boys' violence as *slight offence* means that they are inculcating the idea that 'boys will always be boys' and that it is their *right* to be sometimes mischievous (Milligan *et al.*, 1992: 11).

Gender Based Choices in Selection of Subjects at Schools

Moreover, in relation to the previous indicator, girls and boys also develop different conceptions about their *aptitudes*. For instance, girls are often observed to pursue subjects and show interest in subjects which would prepare them for jobs such as nursing, teaching etc. but boys would choose subjects preparing them for engineering and other highly-paid vocational jobs. Therefore, determining as to how students perceive their educational environment, what do they prefer in terms of educational objectives are good signposts as to on what is their gender-identity based and how do they view members from opposite gender group.

Gender Based Punishments

Teachers usually adopt 'corrective' mechanisms such as corporal punishment, beating, bullying, harassment etc. (Rousmaniere, 1997, 2013). Moreover, teachers usually also ignore, praise or punish certain behaviors (Jackson,

2003). Conceived this way, teachers could be taken as agents of perpetuating or initiating a certain type of gender regime, for example, by ridiculing, punishing or ostracizing a girl for behaving 'like boys' or a boy for behaving 'like girls'.

Age as Determining Factor in Nature of Punishments

Existing research demonstrates that sexual assault and sexual violence especially of boys against girls and teachers against girls is the commonly documented form of violence. It has also been documented

that older students usually sexually oblige the younger ones. Hence, this indicator has been developed in order to identify the trajectories of sexual relationships among students and between students and teachers.

Participation in School Administration

Both in terms of age and gender, students usually differ in their approach to administrative set up of schools. A commonly observable phenomenon is that violent students are least likely to engage in cooperative behavior. They are also least likely to see cooperation with administration as worth-practicing behavior. Moreover, students' perception also vary in terms of which type of students are cooperative with school administration and which type are either not liking it or are not liked by the administration. This indicator has been developed to document these various aspects from the standpoint of students' perception.

Methods and Materials

Determinants for selection of schools and respondents were the first prerequisite here like for any social science research. The sample may contain very different schools, the challenge of defining schools and students according to similarity/difference categories and to look at the same sample of schools in both selected districts was a challenge. The study area comprised of eight high schools from the universe with four schools each from District Mardan and Peshawar respectively. The eight schools were chosen purposively. Both public and private sector schools were taken with each category being representing a male and a female school. Thus Mardan and Peshawar districts were represented by four schools each. The schools selected were chosen on the principle that only that school is to be picked which the maximum number of students has appeared in its grade 09 examinations most recently (June 2012 results). This was based on the assumption that the students of who appeared in grade 09 exams in the year 2012 are to be sitting in grade 10 at the time of field work for data collection. Data was collected through fieldwork for a period of

two month from December 28, 2012 to January 29, 2013. Peshawar is represented by schools namely Government Higher Secondary School No. 01, Peshawar Cantt.; Begum Shahabuddin Girls Higher Secondary School, Peshawar city; Islamia Collegiate High School, Peshawar and Peshawar Model Girls High School, Peshawar. Similarly District Mardan is represented in the study through Government High School for Boys Lundkhwar, Mardan; Government High School for Girls Katlang, Mardan; Mardan Model School for Boys Mardan; and Mardan Model School for Girls Mardan.

Sample Size

A sample of 522 was decided keeping into consideration the number of schools in the study area. The total population size stood at 1832 respondents as students of grade 10 in these selected Eight Schools of both District Peshawar and Mardan with their division shown below in the Table I.

Table I Gender based Population distribution in Government and Private High Schools in Selected Districts

Gender	DISTRICT					
	Peshawar*			Mardan**		
	Government	Private	Total	Government	Private	Total
Boys	7711	12551	20262	10297	3528	13825
Girls	4898	4180	9078	5250	931	6181
Total	12609	16731	29340	15547	4459	20006

Sources: * Result Gazette: Secondary School Certificate 9th, 2012 Annual, Board of Intermediate and Secondary Education, Peshawar. Khyber Pakhtunkhwa (14th June 2012). **Result Gazette: Secondary School Certificate 9th, 2012 Annual, Board of Intermediate and Secondary Education, Mardan. Khyber Pakhtunkhwa (12th June 2012)

The diversity of schools with respect to gender (male, female) and nature (Public, Private) provided a solid ground for the study, which could later on be used as models for replication of the study in other parts of Khyber Pakhtunkhwa Province.

Sampling Procedure

The sampling was done using two-stage group sampling method (Fowler, 1985, pp. 26-35; Levy & Lemeshow, 1991, pp. 265-267), the first group was the schools and the second group was the individual students which is a the unit

of analysis in this research. The basic idea in taking these two stages was to have random sampling because it was believed that each school had some similarity (homogeneous between groups). The methodology decided for the purpose of data collection chosen is to consider two schools one each male and female from public and private sector. Therefore, this study will be conducted in 08 schools. Sample students from schools of district Mardan interviewed were 196 out of total 1074. For district Peshawar the Sample number of students interviewed were 326 out of total 1320.

Table II. Sample Distribution of Grade 10th Students taken from Government and Private High Schools in Selected Districts

Gender	DISTRICT					
	Peshawar*			Mardan**		
	Government Total / Sample	Private Total / Sample	Total Total / Sample	Government Total / Sample	Private Total / Sample	Total Total / Sample
Boys	55/276	120/441	175/717	86/602	26/96	112/698
Girls	51/241	100/362	151/603	63/296	21/80	84/376
Total	105/517	20/803	326/1320	149/898	47/176	196/1074

$N=2394 (1074+1320) n= 522$

The researcher used proportion allocation method of sampling developed and considered classic for this type of studies (Bowley, 1920). The formula for sample selection given below:

$$n_1 = N1/Ni * ni$$

The research under discussion, decided to the technique of self-administered questionnaire with a unique technique applied keeping in view the local circumstances. In each school students were brought to a the central Examination hall available in all sample schools for the purpose of data collection on given date and time of visit to the schools. The researcher would explain the questions and all students fill their respective questionnaires themselves. This technique had benefits in that it improved the reliance of the respondents that “data provided would be held in the highest confidentiality” (Bartlett, 2009). The personal names of respondents were not included in the research tool to reduce the worries of respondents regarding response leakage to school authorities, peers and in some case parents too, more effectively than face-to-face interviews, especially for sensitive cases like sexuality (Baumeister& Campbell, 1999).

For the creation of attitudinal inquiries in the Questionnaire, the ideas or concepts were usually gaged through different statements on a scale ranging from positive to negative. This process of data structuring is called scaling. In the present study Likert scale was used. It is a measurement norm in social science research, particularly when dealing with attitudinal statement, to use at least two items for measuring a single concept or variable. This act of combining two or more items has been referred as index construction (Smith, 1981 and Nachmias and Nachmias, 1987). Both the dependent and Independent variables were indexed to get the desired degree of the responses. For the statistical analysis of data, variables were indexed for certain obvious reasons. The nature of research was cultural sensitive asking questions on violence and particularly sexual and socio-psychological violence. Therefore, a single variable was explored through asking multiple questions thus cross-validating data as well as providing space to the respondents to make them understand what is desired of them as significant information. There are two key methods available for working out reliability namely, split-half reliability and Cronbach's alpha test. The Cronbach's alpha test was used for working out reliability in the present investigation. The alpha test was used to indicate the underlying dimensions of the items consisting of an index. As the coefficient value moves from lower towards the higher end, the internal consistency begins to become more reliable. However, the general rule is that if the value is more than 0.8, then the index is considered to be highly reliable (Bryman & Cramer, 1990; George & Mallery, 2000). In social sciences the value up to 0.6 is acceptable (Frankfort-Nachmias & Nachmias, 1992). For this study both of the coefficient values were lying in range of 0.8 to 0.9 as it was 0.870 for perception of gender role (independent variable) and 0.812 for perception of violence as 'School Culture'(dependent Variable), therefore the data were found to be internally consistent.

A self-administered questionnaire was designed after detailed literature review on the subject and going through various such tools developed by others on related issues (Barker et al., 2011; Olweus, 1996) incorporating the established objectives for the study and to achieve conformity with the theoretical background. The content of the questionnaires were translated into Urdu language for understanding of the students and to re-affirm that no concept or data is lost in process of translation, it was re-translated through a professor of English from Urdu into English to compare the two versions of English (the original and re-translated version). It was found that both the questionnaires matched significantly and the errors were removed from the Urdu version where it was found necessary after this comparison. The Questionnaire was tried to confirm that it had an adequate consistency, language and the format of questionnaire anticipated clear and easy understanding for self- administration. Questionnaires were tested through students having closest resemblances in terms of respondent characteristics with those

selected as sample for the study. High school students were chosen for pre-testing. The total number of sample was 522 and among them 235 was male. Pre-testing and incorporation of the suggestion or/and correction proposed was done in August 2012.

Results and Discussions

The concept of gender is distinct from the traditional concept of sex, where sex distinction is based on biological differences of male and female while gender is based on sociological concept of social role. The social constructs of gender roles are culturally based and mostly biased in favor of males. The study found responses mostly girls going neutral for various gender roles through 'in favor of girls' to 'describing boys as major beneficiary'. On the other hand boys were reverse to this scheme of response going in favor of boys through neutral to describing girls the major beneficiary. The detailed description of the response given is explained below.

Perception of Gender Role in Intelligence

Perception of respondents with respect to gender roles, in the current study was limited to few relevant statements. Most of the respondents (38.7%) claimed that both boys and girls were equally intelligent, 31.2% thought that boys were more intelligent than girls, 27.8% believed girls as more intelligent than boys and 1.9% respondents were unclear about the gender based superiority in intelligence. The significance level between gender based responses regarding their perception of gender wise intelligence was very high ($p=0.000$).

Table III. Perception of Gender Role in Intelligence

Statement	Responses	Statistics	Gender of Respondents			
			Male	Female	Total	
Who is Intelligent	Girls	Cases	69	76	145	
		Percent	13.22	14.56	27.78	
	Boys	Cases	135	28	163	
		Percent	25.86	5.36	31.23	
	Boys & Girls	Cases	75	127	202	
		Percent	14.37	24.33	38.7	
	Don't Know	Cases	6	6	12	
		Percent	1.15	1.15	2.3	
	Chi - Square		80.228 (0.000)			

Perception of Gender Roles in Domestic Chores

Respondents perception of gender based house hold responsibilities made it clear that 43% respondents thought that it was the girl who is more responsible for helping family in housework, 30.8% declared both boys and girls had their responsibility in this respect, 8.2% considered boys more responsible for housework and 0.4% did not knew that house work is who's responsibility. It is also attributed to the outcome of the social process dictated under the umbrella of rules, culture, penalties and regulations (Georg, 2003). The relation of gender role perception regarding participation in domestic chores was highly significant with gender of respondents ($p=0.000$)

Table IV. Perception of Gender Roles in Domestic Chores

Statement	Responses	Statistics	Gender of Respondents			
			Male	Female	Total	
Who Should Help Family in Housework	Girls	Cases	124	192	316	
		Percent	23.75	36.78	60.53	
	Boys	Cases	34	9	43	
		Percent	6.51	1.72	8.23	
	Boys & Girls	Cases	125	36	161	
		Percent	23.95	6.9	30.85	
	Don't Know	Cases	2	0	2	
		Percent	0.38	0	0.38	
	Chi - Square	76.600 (0.000)				

Gender Role Perception in Access to Education

Respondents perception about right to education shows highly significant relationship with gender ($p=0.000$). Table 05 shows that majority of respondents (73.94%) thought that both genders were righteous to get education, 19.7% thought that boys are preferred to attend school over girls, 5.7% favored girls in getting education at school and 0.6% remained indecisive. It indicates a level of awareness at family level about the provision of education to either gender as indicated by Unterhalter, (2003) that in equality of gender ethnicity, class, and language, were identified having no or little effects upon the turnover at school.

Table V. Gender Role Perception in Access to Education

Statement	Responses	Statistics	Gender of Respondents			
			Male	Female	Total	
Who Should Help Family in Housework	Girls	Cases	11	19	30	
		Percent	2.11	3.64	5.75	
	Boys	Cases	90	13	103	
		Percent	17.24	2.49	19.73	
	Boys & Girls	Cases	181	205	386	
		Percent	34.67	39.27	73.94	
	Don't Know	Cases	3	0	3	
		Percent	0.57	0	0.57	
	Chi - Square		62.285 (0.000)			

Gender Role Perception of Aggression

A majority of 55% respondents professed boys more aggressive than girls, 26.2% though equality in aggressiveness in both genders, 9.6% were unclear for the situation and 9.2% perceived girls as more aggressive than boys. The relation between gender and perception of Students about gender based aggression found highly significant too ($p=0.000$). This aggressive behavior mostly leads to Sexual violence, though difficult in its definition but its existence is undeniable as reported by WHO (2000) and Kilpatrick et al. (1992). Moreover, economic profile and cultural beliefs are also discovered meaningful in assessing the violence against students (Muehlenhard et al., 1992).

Table VI. Gender Role Perception of Aggression

Statement	Responses	Statistics	Gender of Respondents			
			Male	Female	Total	
Whom to be Aggressive	Girls	Cases	29	19	48	
		Percent	5.56	3.64	9.2	
	Boys	Cases	178	109	287	
		Percent	34.1	20.88	54.98	
	Boys & Girls	Cases	39	98	137	
		Percent	7.47	18.77	26.24	
	Don't Know	Cases	39	11	50	
		Percent	7.47	2.11	9.58	
	Chi - Square	55.819 (0.000)				

Gender Role Perception in Admission to Science Subjects

A highly significant association was established between gender of respondents and their perception regarding gender based preferences for admission in science subjects ($p=0.000$). Table 5.21 further explores that a majority of 61.5% respondents thought that both genders had equal rights in getting admission in science subject, 21.6% thought boys more entitled to science subject than girls, 12.5% saw girls more righteous for science subject than boys and 4.4% were uncertain in response. Harber (2002) believes mass education is primarily motivated by controlling minds and bodies. Its primary aim was related to creating order and docility in the society. Moreover, the school position is strategic in development effects on children. Result based achievement is always associated to authoritarian environment where teacher to people violence has been witnessed for the sake of controlling the children for maximum achievement (Esteve, 2003; and Sullivan and Bash, 1967).

Table VII. Gender Role Perception in Admission to Science Subjects

Statement	Responses	Statistics	Gender of Respondents			
			Male	Female	Total	
Whom to be Admitted in Science Subjects	Girls	Cases	27	38	65	
		Percent	5.17	7.28	12.45	
	Boys	Cases	103	10	113	
		Percent	19.73	1.91	21.64	
	Boys & Girls	Cases	136	185	321	
		Percent	26.05	35.44	61.49	
	Don't Know	Cases	19	4	23	
		Percent	3.64	0.77	4.41	
	Chi - Square	92.028 (0.000)				

Gender Role Perception on Post-Marriage Education

While responding to the question of priority of post marriage education, majority of 71.8% respondents thought that girls shall not return to school after marriage, 11.5% replied that both boys and girls should stop education after marriage, 9.8% did not know the answer to this question and 6.9% suggested that boys should not return to school after marriage. The level of significance here was high in terms of gender based distribution of the data on the issue ($p=0.000$).

Table VIII. Gender Role Perception on Post-Marriage Education

Statement	Responses	Statistics	Gender of Respondents			
			Male	Female	Total	
Whom not to return if get married and child born	Girls	Cases	190	185	375	
		Percent	36.4	35.44	71.84	
	Boys	Cases	31	5	36	
		Percent	5.94	0.96	6.9	
	Boys & Girls	Cases	37	23	60	
		Percent	7.09	4.41	11.5	
	Don't Know	Cases	27	24	51	
		Percent	5.17	4.6	9.77	
	Chi - Square		18.026 (0.000)			

Perception of Gender Role in Love Affairs (considered deviancy in Pakistan)

In response to the question whom to blame for love affair, 28.5% respondents perceived girls responsible for such affairs, 26.2% thought both boys and girls guilty in such acts, 24.3% were uncertain about response and 20.9% held boys responsible for such acts. Cultural norms and values are primarily responsible for the development of regimes based on gender inequalities and usually being found to be the major perpetrators of gender based violence. The data also gives highly significant indication of the variable in relation to gender of respondents ($p=0.000$). Furthermore, denial to the existence of sexual harassment by boys and teachers signifies the social and structural cohesion of schools where genders are markedly defined (Milligan et al., 1992).

Table IX. Perception of Gender Role in Love Affairs
(considered deviancy in Pakistan)

Statement	Responses	Statistics	Gender of Respondents			
			Male	Female	Total	
Whom to be Blamed for Love Offer if Received	Girls	Cases	66	83	149	
		Percent	12.64	15.9	28.54	
	Boys	Cases	84	25	109	
		Percent	16.09	4.79	20.88	
	Boys & Girls	Cases	75	62	137	
		Percent	14.37	11.88	26.25	
	Don't Know	Cases	60	67	127	
		Percent	11.49	12.83	24.32	
	Chi - Square	31.346 (0.000)				

Perception of Gender Role in Response to Participation in School Administration

A larger proportion of 39.5% respondents saw both boys and girls cooperative to school administration, 29.9% regarded girls more responsive to cooperate with administration, and 25.3% thought boys more responsive to administration and only 5.4% respondents were uncertain in the issue. This show a high level of significance ($p=0.000$). School environment is usually legitimized through teacher's authority based on regulation and control of student behavior by determining appropriate behavior for the students. This usually contributes towards normalizing certain behavioral traits of the students with little room being demarcated to the students in administration (Jackson, 2003).

Table X. Perception of Gender Role in Response to Participation in School Administration

Statement	Responses	Statistics	Gender of Respondents		
			Male	Female	Total
Whom to be Blamed for Love Offer if Received	Girls	Cases	49	107	156
		Percent	9.39	20.5	29.89
	Boys	Cases	110	22	132
		Percent	21.07	4.21	25.28
	Boys & Girls	Cases	103	103	206
		Percent	19.73	19.73	39.46
	Don't Know	Cases	23	5	28
		Percent	4.41	0.96	5.37
Chi - Square		88.134 (0.000)			

Table XI Gender Role Perception in Exposure to Punishment

Statement	Responses	Statistics	Gender of Respondents		
			Male	Female	Total
Who Gets More Punishment from Teachers	Girls	Cases	28	21	49
		Percent	5.36	4.02	9.38
	Boys	Cases	211	156	367
		Percent	40.42	29.89	70.31
	Boys & Girls	Cases	21	51	72
		Percent	4.02	9.77	13.79
	Don't Know	Cases	25	9	34
		Percent	4.79	1.72	6.51
Chi - Square		25.070 (0.000)			

Major Findings

Most of the respondents (38.7%) claimed that both boys and girls are equally intelligent, 31.2% thought that boys are more intelligent than boys, 27.8% believed girls as more intelligent than boys and 1.9% respondents were unclear about the gender based superiority in intelligence. The significance level between gender based responses regarding their perception of gender based intelligence was very high ($p=0.000$), 43% respondents thought that it was the girl who is more responsible for helping family in housework, 30.8% thought that both boys and girls have their responsibility in this respect, 8.2% considered boys more responsible for housework and 0.4% did not know that house work is who's responsibility and was highly significant in relation to gender of respondents ($p=0.000$), 73.94% thought that it's mandatory for both boys and girls to attend school, likewise 19.73% thought boys are preferred to attend school over girls, 5.7% favored girls in getting education at school and 0.6% remained indecisive highly significant relationship with gender ($p=0.000$).

A majority of 55% respondents professed boys more aggressive than girls, 26.2% thought equality in aggressiveness in both genders, 9.6% were unclear for the situation and 9.2% perceived girls as more aggressive than boys. The relation between gender and perception of Students about gender based aggression found highly significant too ($p=0.000$). Having highly significant association between gender of respondents and their perception regarding gender based preferences for admission in science subjects ($p=0.000$), majority of 61.5% respondents thought that both genders have equal rights in getting admission in science subject, 21.6% thought boys more entitled to science subject than girls, 12.5% saw girls more righteous for science subject than boys and 4.4% were uncertain in response. Majority of 71.8% respondents thought that girls shall not return to school after marriage, 11.5% replied that both boys and girls should stop education after marriage, 9.8% did not know the answer to this question and 6.9% suggested that boys should not return to school after marriage. The level of significance here was high in terms of gender based distribution of the data on the issue ($p=0.000$), similarly 28.5% respondents perceived girls responsible for love affairs, 26.2% thought both boys and girls guilty in such acts, 24.3% were uncertain about response and 20.9% held boys responsible for such acts having highly significant indication of the variable in relation to gender of respondents ($p=0.000$).

A larger proportion of 39.5% respondents saw both boys and girls cooperative to school administration, 29.9% regarded girls more responsive to cooperate with administration, 25.3% thought boys more responsive to administration and only 5.4% respondents were uncertain in the issue and this shows a high level of

significance ($p=0.000$), 70.3% perceived boys as major recipients of punishment from teachers, 13.8% thought that both boys and girls receive similar punishment, 9.4% saw girls more punished by teachers and 6.5% were indecisive in this matter and was found highly significant ($p=0.000$).

Conclusions

It was concluded that study area was highly cultured under the strong dominant role of religion. Social values were markedly designed and found in practice having high degree of respect to elders and particularly the teachers. Schooling system, was contributing with larger effect in the areas of academic excellence, co-curricular activities and imposition of disciplined environment to the students. However, it was also found that sexual assaults were one of the common phenomenon exercised in the study area with main reason of keeping it confidential for the sake of avoiding family enmities, social stigma and achievement of high grads studies. Peer group involvement was smooth, stable and positively contributing to role transmission with no sign of deviations amongst the students. However, it seldom occurrence in sexual and physical assaults were also obvious from the study. Male had a leading role as perpetrator of violence both as a student and teacher. Sexual offences to both genders were found at random but with equal probability to both genders. Media and local administration were non active in getting involved and portraying violence in the schooling system. Student's behavior was mostly molded towards any kind of violence under the influence of schooling and family. Punishment was responsible for high dropout and with all modes and manifestations of violence.

Recommendations

1. Schooling system on one hand is playing a leading role in imparting formal education with all necessary skills required for making pupil custodian of tomorrow. However, this role could only be attained with proper functioning of the various major attributors in the study area.
2. Religion had a dominant role with strong cultural support and likewise. However, the occurrence of violence with special reference to sexual aspect was one of the alarming inferences of the study. Appropriate cultural checks in the light of prevalent values and norms with strong endorsement of religion are needed to be designed while taking into all the stake holders as actors.
3. Peer group activities have so far been attributed to be working as a transitional space in regard to the role assignment and performance. However, the existence of physical and sexual violence in association to peer group activities needs major focus on behalf of the policy makers to design a workable strategy applicable to this particular age group with ramification as model in other parts of the country.

4. Male dominance is one of the social and cultural prerogatives due to patriarchy. However, the extreme sense of uncontrolled power has shown a manifestation of in-appropriate and aggressive behaviors which was emanated in the shape of physical, psychological and sexual mode of violence from the male students and the teachers as well. Appropriate policy pertaining to role performance at the school is essential; in addition, trend of getting nuclear and division of labor on gender basis could also help mitigate the distress of this very reality.
5. Media and government involvement at the gross root level is always essential in containing the behavioral tendencies in a prescribed way of behaving. However, the negligence of media role and government involvement in the affairs of school matters have led to the existence and perpetuation of the proscribed activities including all mode of violence. Active role of media with vibrant performance at the local administrative level has been recommended as a crying need of the day.
6. School management under a stricter policy can also lead to the peaceful environment for the pupil with little chances of exposure to any violence, particularly physical. Moreover, school management could also play a leading role in the containment of sexual violence mostly inflicted by the male students and teachers.
7. Punishment at school has always been considered as reformatory and goal oriented. However, its relation to high dropout is also undeniable. Mode of punishment needs to be replaced through affection and love. Moreover, an environment of love and competition could also work as a catalyst in achieving high grades in academics.

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