

**THE NEGATIVE EFFECTS OF SELECTIVE GENDER MAINSTREAMING:
A CASE STUDY OF KIRINYAGA COUNTY**

CHRISTINE MUKAMI/MUHOYA

N69/72458/2008

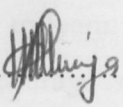
A project proposal submitted to the Institute of Anthropology, Gender and African studies in partial fulfillment of the requirements for the degree of Master of Arts in gender and development studies of the University of Nairobi.



OCTOBER 2015

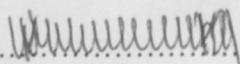
DECLARATION

This project is my original work and it has not been presented for examination in any other university.

Signature.......... Date.....20th Nov 2015.....

Christine Mukami Muhoya

This project has been submitted for examination with my approval as a university supervisor.

Signature.......... Date.....23/11/2015.....

Dr. W. Subbo

DEDICATION

To my best friend and husband Henry Peterson Mugane, whose affection and determination has always encouraged me to be the best that I can ever be: most of the times stretching my limits. This work is one of the results of his great determination for me to excel. To my lovely children, Gaturi, Muriuki, Ngatia and Munene who never stop asking questions but are always eager to learn: their great love and admiration for me keeps me going, while their wisdom and courage is a mazing. They have taught me never to stop till I have achieved my desired results, and to all my sisters and brothers who have been waiting for this work to be complete, thank you for all your love and prayers.

ACKNOWLEDGEMENT

I, most sincerely, thank God Almighty for enabling me to start and successfully complete this project. I thank my supervisor, Dr. W. Subbo, who tirelessly read through my work every so often and gave me precious insight that has led to the completion of this work. I thank Professor Onyango Ouma who taught me social science research methods, which enabled me to write this academic project. I must also acknowledge my respondents during the field survey who gave me their time and shared information freely giving me a deeper understanding and a wealth of knowledge; this work would not have been successful without them. I must also acknowledge James Njeru who willingly helped me to convene various focus groups and distribute the questionnaires. I acknowledge my family for urging me on even when I felt weary and bore with my absence during the study. Finally I am forever grateful to my wonderful parents, (posthumously Mr. and Mrs. Duncan Ngatia Muhoya) who loved me and taught me to serve, my dad who taught me to respect men for he was an icon of true masculinity and my mom who taught me the art of being gracious, enjoying motherhood and appreciating femininity.

TABLE OF CONTENTS

Dedication	i
Acknowledgement	ii
Table of contents.....	iii
List of tables	vi
List of figures.....	vii
Acronyms and abbreviations	viii

CHAPTER ONE

INTRODUCTION

1.1 Back ground to the study.....	1
1.2 Statement of the problem	4
1.3 Objectives of the study	5
1.3.1 General Objective.....	5
1.3.2 Specific Objectives.....	5
1.3.3 Research Questions.	5
1.4. Assumption of the study.	5
1.5 Justification.....	6
1.6 The scope and limitations of the study	6
1.6.1 The scope	6
1.6.2 Limitations	6
1.7 Definition of terms	6
1.7.1 Masculinity	6
1.7.2 Hegemonic Masculinity.....	6
1.7.3 Women Empowerment	7
1.7.4 Gender Mainstreaming	7
1.7.5 Gender Based Violence	7
1.7.6 Socialization.....	8
1.7.7 Vulnerability.	8
1.7.8 Masculinity crisis.	8

CHAPTER TWO

LITERATURE REVIEW

2.1 Effects of women empowerment in society.....	9
2.2 Socialization process in relation to the male gender	11

2.2.1 Impact of socialization on formation of masculinity.....	12
2.2.2 Gender and health.....	13
2.2.3 Collapsing livelihoods and the crisis of masculinities in rural Kenya.....	13
2.2.4 Men and social power in Africa.....	14
2.2.5 Hegemony, patriarchy and Masculine hegemony.....	14
2.3 Gender based violence.....	15
2.4 Theoretical frame work.....	16
2.5 Relevance to the study.....	17
2.6 Conceptual frame work.....	17

CHAPTER THREE

METHODOLOGY

3.1 Introduction.....	18
3.2 Research Site.....	18
3.3 Research Design.....	18
3.4 Study Population.....	19
3.5 Sampling size and Sampling Techniques.....	19
3.6 Data collection methods.....	20
3.6.1 Questionnaire.....	20
3.6.2 Focus group discussion.....	20
3.7 Data Processing Analysis.....	21
3.8 Ethical Considerations.....	21

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	22
4.2 Response rate.....	22
4.3 Demography.....	22
4.4 Empowerment of women and increased male drunkenness.....	26
4.4.1 Association between the empowerment of women and increased male drunkenness.....	32
4.5 Empowerment of women and the increase of gender based violence.....	33
4.5.1 Association between the empowerment of women and increase in gender based violence.....	34
4.6 Impact of selective gender mainstreaming on gender socialization.....	36
4.7 Chapter summary.....	39

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	40
5.2 Summary of the study	40
5.3 Summary of findings.....	40
5.3.1 Empowerment of women and increased male drunkenness.	40
5.3.2 Empowerment of women and the increase of gender based violence.....	41
5.3.3 Impact of selective gender mainstreaming on gender socialization.....	41
5.4 Conclusion.....	42
5.5 Recommendations.....	42
5.6 Suggestions for further research	43
REFERENCES.....	44

APPENDICES

Appendix I: Consent Form	47
Appendix II: Questionnaire	48
Appendix III: Interview Guide for FGDs.....	55
Appendix IV: Sampling Formula.....	58
Appendix V: Authorization Letter	59
Appendix VI: Research Permit.....	60

LIST OF TABLES

Table 4. 1 Descriptive statistics on the socialization process	31
Table 4. 2 Whether women empowerment leads to drunkenness.....	32
Table 4. 3 One sample t-test on women empowerment and drunkenness	33
Table 4. 4 Descriptive statistics on gender based violence.....	34
Table 4. 5 Women empowerment and increase in gender based violence	35
Table 4. 6 One sample t-test on women empowerment and gender based violence	35
Table 4. 7 Descriptive statistics on selective gender mainstreaming and socialization.....	36

LIST OF FIGURES

Figure 2. 1 Conceptual Framework	17
Figure 3. 1 Kirinyaga County Administrative Boundaries	19
Figure 4. 1 Distribution of respondents by age.....	23
Figure 4. 2 Distribution of respondents by marital status.....	23
Figure 4. 3 Distribution of respondents by education level.....	24
Figure 4. 4 Distribution of respondents by occupation.....	25
Figure 4. 5 Distribution of respondents by income level.....	25
Figure 4. 6 Whether there was selective women empowerment in the county.....	26
Figure 4. 7 Whether women are favoured in development plans than men	27
Figure 4. 8 Whether women should be empowered.	28
Figure 4. 9 Whether women's empowerment impact positively in the family	28
Figure 4. 10 Whether females should seek political positions.....	29
Figure 4. 11 Whether men should participate equally in household chores	30

ACRONYMS AND ABBREVIATIONS

BPFA	Beijing Platform for Action.
CEDAW	Convention of the Elimination of all forms of Discrimination against Women.
CRC	Convention of the rights of children.
ECOSOC	United Nations Economic and social council.
MDGs	Millennium development goals.
NEPAD	New Partnership for African Development.
NFLS	Nairobi Forward looking Strategies for the advancement of women.
NGO	Non-Governmental Organizations.

CHAPTER ONE

INTRODUCTION

1.1 Back ground to the study

The International community has committed itself to overcoming inequalities and to working toward the ultimate goal of gender equalities. The goal is to ensure equal rights, responsibilities and opportunities for women and men, girls and boys and gender mainstreaming is the strategic tool for achieving this goal. Handbook on UN Multidimensional peacekeeping (2002). The United Nations Economic and Social Council (ECOSOC, 1997) defined the concept of gender mainstreaming as “The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated.” The ultimate goal of mainstreaming is to achieve gender equality.

Gender equality was officially recognized as a global goal for economic growth and poverty reduction by the world community (in the Charter of United Nations) in 1945. It was adopted on 7th November 1967 by the UN General Assembly of the Declaration on Convention of the Elimination of All forms of Discrimination against women (CEDAW) and entered to force as an international treaty on the 10th Anniversary in 1989. The spirit of the CEDAW is rooted in the goals of the United Nations: “To reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women”. This has been confirmed by subsequent international and regional treaties, conventions and agreements/instruments that promote gender equality and gender equity of which Kenya is a signatory.

Kenya signed and ratified CEDAW in 1984, the Beijing Platform for Action (BPfA) in 1995, and is committed to the millennium development goals (MDGs) of 2000 which are consistent with the 12 critical areas of concern in the BPfA; the resolution of African Union Summit (September 2004) on employment creation and poverty alleviation; Convention of the Rights of Children (CRC) 1989; United Nations declaration Violence Against Women(1993);

International Conference on Population and Development (ICPD)1994; Nairobi Forward Looking Strategies for the advancement of women (NFLS)-1985;and NEPAD-Peer review mechanisms, African Union(AU) and the East African Community (EAC) Partnership Treaty; among others. In addition, Kenya has ratified two core labor standards of the ILO: Convention No.100 on equal pay for work of equal value and Convention No.111 on Discrimination (Employment Occupation Convention 1968). The commitment of the Government of Kenya to mainstream gender in national development for equitable growth and poverty reduction is evidenced by the establishment of different national machineries with different but complementary roles.

However, Gender Mainstreaming has continued to be a challenge at both national and community levels despite efforts put in place by the Kenya Government. Assessments undertaken in the past indicate that gender mainstreaming in the public, NGO and private sectors has been weak both at national and community levels. Various factors have contributed to this shortcoming key among them being lack of an effective monitoring and evaluation framework which is an integral part of the implementation programme.

The Gender directorate under the Ministry of Devolution and Planning is the national machinery assigned with the responsibility for Gender mainstreaming in policy formulation, planning and implementation, monitoring and evaluation. The Gender and Social Development department is specifically mandated to promote Gender mainstreaming in national development processes, co-ordinate and harmonize the implementation of the National Policy on Gender and Development (2000) as stipulated in the National Action Plan of Action (2008- 2012). Despite the concerted efforts and commitments by Government to promote Gender mainstreaming in National Development process, gender mainstreaming still remains a challenge at national and community levels.

The gender mainstreaming approach recognizes that gender and sex based discrimination have implications and results in different treatment of girls, boys, women and men and affects all of them. Consequently, although gender based discriminations primarily results in the exclusion of women and girls, gender mainstreaming approach recognizes that focusing only on women and girls will not address the consequences of gender inequality, what is

more, the gender mainstreaming approach has empirically illustrated that sex and gender based exclusion has negative implications for both men and women access to resources and that it is therefore in the interest of society as a whole to address this form of inequality (Sid 2000) However men appear to be missing from much gender and development policy.

This study considers the case for a focus on men including arguments based on equality and social justices, the specific gendered vulnerabilities of men, the emergence of a crisis of masculinity and the need to include men in development as partners for change. It includes concepts and theories which may help to incorporate men into gender and development. Much of the focus on gender in development as well as gender mainstreaming has been on discrimination against girls and women and not on how boys learn to be men and what this means for gender relations, (Cleaver 2002). The invisibility of masculinity reproduces gender inequality, both materially and ideologically. Thus initiative to improve the condition of women must include efforts to include men. In fact any effort to further gender equality that does not include men is doomed to fail.

While recognizing that women in general may face greater social and economic disadvantages than most men, evidence from several studies suggest that men are not always 'winners' and that ignoring their situations risk overlooking gender specific inequalities and vulnerabilities, (Jackson 1998). Men are often misunderstood, maligned and at times resistant but they represent a critical but largely untapped resource that must be engaged in partnership to achieve gender equality and reduction in poverty, to slow the spread of HIV /AIDS and to curb the many forms of gender based violence (Cleaver 2002). According to Chege et al (2013) girls education projects are influencing new forms of masculinities. The fact that girls' education has, for many years, been the preserve of projects, while these projects have produced some impressive results, they are necessarily limited in terms of promoting gender equality in the long run because of their "blindness" to the issue of boys' education.

This study surveyed the possible relationships between men and women and made recommendations. It also showed how male exclusion may have led to a backlash against gains made in favor of women. It will help to understand better the psychology behind male

behavior, their attitude towards selective gender mainstreaming, and help policy makers to be more inclusive.

1.2 Statement of the problem

Gender-based discrimination primarily results in the exclusion of women and girls. Gender mainstreaming approach however recognizes that focusing only on women and girls will not address the consequences of gender inequality. While this is largely in policy, hardly much research has been directed to the boy child or even to concepts of masculinity in our country. The researcher's major concern is that while the gender agenda seems to gain on the female side within Central Kenya, it continues to lose more on the male side. This is evident through drunkenness, increase of gender based violence, broken or mal-functional families, risky sexual behavior, poor retention and performance in education and general increase in levels of crime. One that is very notable is the increased signs of frustration on many men which can be seen in increased drunkenness, sexual violence and other forms of deviant behavior. The male child is now, more than ever, more likely to drop out of school due to lack of mentorship and the pressure to join deviant sub groups and criminal gangs.

Research, monitoring and evaluation needs to be done to find out how men are taking or responding to strategies such as affirmative action, or the increased number of women in the work force and their own inability to access productive work due to the global economic crisis or the increased female headed households and reduced farm lands. The inclusion of male gender issues in the gender framework is likely to be the third major evolution in the gender paradigm, following on WID and GAD (Bannon and Maria 2006). With a few notable exceptions, men are rarely explicitly mentioned in gender policy documents, where men do appear, they are generally seen as obstacles to women's development: Men must surrender their positions of dominance for women to become empowered. The superiority of women as hard working, reliable, trustworthy, socially responsible, caring and cooperative is often asserted, while men on the other hand are frequently portrayed as lazy, violent, promiscuous and irresponsible drunkards (cleaver 2002).

1.3 Objectives of the study

1.3.1 General Objective

The purpose of the study was to examine the effects of selective gender mainstreaming in Kirinyaga County.

1.3.2 Specific Objectives

- i. To establish the association between the empowerment of women and increased male drunkenness.
- ii. To establish the association between the empowerment of women and the increase of gender based violence in Kirinyaga County.
- iii. To investigate the impact of selective gender mainstreaming on gender socialization in Kirinyaga County.

1.3.3 Research Questions.

- i. Is there an association between the empowerment of women and the increased male drunkenness in Kirinyaga County?
- ii. Is there an association between women empowerment and the increase of gender based violence in Kirinyaga County?
- iii. How has Selective Gender Mainstreaming affected the gender socialization in Kirinyaga County?

1.4. Assumption of the study.

1. This study assumes that manhood, in contrast to womanhood, is seen as a precarious state requiring continued social proof and validation.
2. Because of this precariousness men feel especially threatened by challenges to their masculinity such as women's empowerment, economic crisis etc.
3. Certain male typed behaviors such as physical aggression, may result from this anxiety (Vandello. J. A. et al.2008).
4. Selective gender mainstreaming is therefore resulting to a masculinity crisis.

1.5 Justification

This study would be worthwhile for gender policy makers in Kirinyaga County and elsewhere, as it could be used for gender policy review purposes. It could also be relevant to students of gender and development studies as it would provide feedback on the achievement of the millennium development goals and the vision 2030 through enhanced gender equity. This study could encourage better attitude among the empowered women to avoid misuse of their power that could result to negative implications. This study could also be used for formulation of policy and theories that include men's specific needs in gender mainstreaming and to understand the impact of socialization on the formation of masculine behavior.

1.6 The scope and limitations of the study

1.6.1 The scope

This study was carried out in Kirinyaga County but the findings may be generalized to all other counties in Kenya.

1.6.2 Limitations

The challenge foreseen was that of men's failure to admit they feel threatened by women's empowerment or the fact that they feel marginalized in some way in the development processes. Secondly, the population in the study area was scattered over a wide geographical area making it difficult to visit each and every household. To mitigate this challenge sampling techniques were employed which guided the selection of a representative sample of the adult males to represent the entire population.

1.7 Definition of terms

1.7.1 Masculinity

The condition of male human: the state of being a man or boy, traditional male qualities (those qualities conventionally supposed to belong to a man such as authority, ability to provide and offer leadership to his family, physical strength, courage and virility).

1.7.2 Hegemonic Masculinity

In this study, hegemonic masculinity refers to a culturally normative idea of male behavior, which men are strongly encouraged to aim at. This culturally accepted behavior is calculated

to guarantee the dominant position of some men over others, and the subordination of women. It is not necessarily the most prevalent form of male expression, but rather the most socially endorsed that always contributes to the subordinate position of women. Characteristics such as aggressiveness, strength, drive, ambition, and self-reliance are encouraged in males but discouraged in females in contemporary society, as evidence of existence of hegemonic masculinity. Connell (2005) also defines it as "a social ascendancy achieved in a play of social forces that extends beyond contests of brute power into the organization of private life and cultural processes."

1.7.3 Women Empowerment

The empowerment of women concerns women gaining power and control over their own lives. It involves raising self-awareness, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. Women empowerment enables women to take charge of their lives and not necessarily depend on their male counter parts in development issues or the running of their homes, it gives them a voice and ability to make informed decisions and improve themselves financially as well.

1.7.4 Gender Mainstreaming

The process of systematically incorporating gender perspectives into all areas of work and assessing the implications of women and men in any planned action, including legislation, policies and/or programs. It is a strategy for making women's and men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. However, Gender mainstreaming is mostly biased towards the female gender.

1.7.5 Gender Based Violence

This is violence committed against a person or group on the basis of their gender. Targets of violence may be female or male. Acts of violence are acts that result in physical, sexual, or psychological harm. Including threats, coercion and restriction of freedoms, occurring in public or in private life.

1.7.6 Socialization.

Socialization in this case means how an individual adapts to surrounding culture.

1.7.7 Vulnerability.

This is the state of being susceptible to negative issues and elements within the society. These may be emotional, physical, economic, social, etc.

1.7.8 Masculinity crisis.

Men are struggling to cope with life due to the many changes happening around the world, such as the women empowerment, changing gender roles, global economic crisis, reduced farm lands, and lack of preparedness in handling the changes and so many are not able to adapt and cope with the pressure and expectations which are both internal and external.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the review of relevant literature to the study as well as the theoretical and conceptual framework.

2.1 Effects of women empowerment in society

Historically, attention to gender relations has been driven by the need to address women's needs and circumstances as women are typically more disadvantaged than men. (IASC, Dec 2006). The concept of gender encompasses both masculinity and femininity and defines how men and women relate to one another. Gender definitions are points of struggles in many societies since what it is to be a man or woman are never fixed. Indeed these definitions themselves are in part the product of power struggles between men and women. Negotiation here is around the concept of women's rights and fundamental inequalities of women because of their subordination in all societies. For example, under customary law, there is general principal that a husband should manage his wife's property, whether acquired before or after marriage. Thus a married woman may use matrimonial property, but cannot dispose of it without her husband's consent, (Ellis, 2007:24). Women comprise more than half the population of Kenya and the majority of the poorest. They form the bulk of the population working in the agricultural sector (which is the back bone of the economy) but control little of the produce and incomes accruing from their activities. (Ruto S.J. et al, 2009)

There is consensus that girls' and women empowerment in general has been seriously impeded by several factors, such as cultural and religious practices, inadequate policy guidelines, poverty and lack of community awareness. These have impacted negatively on women's access, participation and performance in education. (Republic of Kenya, ministry of education, Gender policy July 2007: ix). However, while recognizing that women in general may face greater social and economic disadvantages than men, evidence from several studies suggest that men are not always "winners" and that ignoring their situations risks overlooking gender specific inequalities and vulnerabilities (Jackson 1998). With a few notable exceptions, men are rarely explicitly mentioned in gender policy documents. Where men are considered they are generally seen as the obstacles to women's development. There is a perceived need for men to welcome the changing gender roles so as to benefit women. It

seems to be implied that men should take a greater burden of domestic work, give up some of their control on household finances and decision-making as well as cede their places on committees and public bodies to women. (Cleaver 2002).

Little research has been done to find out how men are taking or responding to the affirmative Action policy. The increased number of women in the work force, men's inability to access productive work, financial support and consequences of reduced farm lands especially in the rural areas seem to complicate the matter. With a few notable exceptions, men are rarely explicitly mentioned in gender policy documents, and where men do appear, they are generally seen as obstacles to women's empowerment. It is assumed that men must surrender their positions and dominance for women to become empowered. The superiority of women as hard working, reliable, trustworthy, socially responsible, caring and cooperative is often asserted. While men on the other hand are frequently portrayed as lazy, violent, promiscuous and irresponsible drunkards (Cleaver 2002).

Increasing evidence suggest that changes in economy, in social structures and in household composition are resulting in crisis of masculinity in many parts of the world: examples include, low attainment of boys in education and economic changes which has resulted in loss of men's assured role as breadwinners and providers for their families .The women's increased incorporation into the labor force has increased the number of female headed households, and absence of male role models for boys in families which has been associated with anti-social behavior and violence, (cleaver 2002). Most studies have emphasized the belief that 'being a man' involves taking on the role of the provider to the family but when economic changes occur it makes this difficult and men's fundamental identity is called to questions. This crisis is partly derived from lack of alternative meaningful roles for men, sometimes resulting in dysfunctional and antisocial behavior (Bujra 2000).

There is need for more research into men and masculinity in development. In particular in deconstructing gender identities and determining who does what, and why, in different cultural contexts? Related to this is the need for a life course approach to trace the changing roles, needs and identities of men (cleaver 2002: 22). Unicef (1997) suggests the needs for more research into changing families, and changing gender roles, attitudes and practice. New

exploratory studies are needed to understand the knowledge, attitudes and practices of men in child rearing and other family responsibilities and further to document the impact that men have on the wellbeing of families. The challenges facing development interventions include the need to link macro-level societal and economic processes to the shaping of individual behavior, particularly in trying to change manifestations of masculinity based on the exercise of violence, of great interest here is the identification of personal and social factors which influence men to adopt non-violent practices and behavior. (Cleaver 2002:18). Some development organizations do not consider men as part of their gender mainstreaming strategies (Sida 1997). In most cases men also perceive gender as low status work, that is considered in organizations as being primarily about women, and women themselves are sometimes hostile to men and male involvement (Farnesveden and Ronquist 2000).

The empowerment of women concerns women gaining power and control over their own lives. It involves raising self-awareness, building self Confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality (Hand book on UN Multidimensional Peacekeeping Operations 2006). These changes affect relative gender power relations in the household and in other spheres of life. In this regard some men view women empowerment as their own disempowerment. As a result women empowerment is understood, in this context as a process that resulted in men's loss of power over the circumstances of their lives, mainly due to changes in livelihoods. This has affected their self-esteem and decreased their ability to overcome barriers to self-actualization. (Bannon and Maria 2000: 219).

2.2 Socialization process in relation to the male gender

There is considerable anxiety among gender and development (GAD) analysts that a focus on men and masculinities will distract attention from women's inequalities, some fear that the feminists- inspired gains of the last two decades will be lost (white 2000) and that there is risk that men will take over. Much of the focus on gender in development has been discrimination against the girls and women and not on how boys learn to be men and what this means for gender relations as they grow up (cleaver 2002). Development agencies have only relatively recently started to integrate some of these academic theories into their

practices for example concepts such as the pressure of masculinity and the fragility of masculine identity are some of which are given as explanations for problematic male behavior such as violence and sexual risk taking behavior (Grieg et al. 2000)

This is an extremely useful contribution to the growing debate on the politics and practice of including a focus on men and masculinities in gender and development policy planning (Cornwall 1997). According to Cleaver (2002) development programme operating in different countries need to take into account the changing nature of gender relations in different cultural contexts in their situation analysis in order to plan their programme effectively. Traditional perceptions of what masculinity means are being questioned in some countries as boys and young men grow up to face a world unlike that of their fathers (Cleaver 2002:170). Men are now taking more nurturing roles and active roles in the domestic and family sphere and encouraging their sons to do the same.

2.2.1 Impact of socialization on formation of masculinity

Many of the theories on masculinity and children state that in order to transform gender roles and identities it is necessary to influence the socialization process through which individuals learn about their culture and society (Cleaver 2002).

For development agencies this might mean developing project work to influence different institutions that shape gender stereotypes , such as the family , school and peer groups (Cleaver 2002:167) It is particularly important to ensure that the gender awareness is an integral part of projects that support early years education and child socialization development work.

In all cultures and societies, gender stereotypes begin from the moment we are born and are identified as either boy or girl. This determines how we will be treated, how we are expected to behave and our view of the world .Gender characteristics are learnt at a very young age and as we grow up we learn in our everyday interactions what the appropriate behavior is for a girl or a boy. "Boys don't cry" or "don't be a sissy" are common criticism made of little boys .This socialization can lead boys to feel anxious and even fear being like the opposite sex. Boys thus learn the behavior expected of men who, in most cultures, are synonymous with being physically and emotionally strong, being competitive, and controlling others.

This is reinforced in many cultures, where men are encouraged to be aggressive and it is acceptable by the parents and even the teachers (Cleaver 2002:168). Aggression in boys is a reflection of beliefs about violence generally in society and it is therefore related to the nature of wider society and to the power relations between groups in it (Askew and Ross 1988:12). Similar examples of aggression being promoted in boys can be found among tribal communities in Western Kenya and Southern Ethiopia that holds rites of passage ceremonies for adolescent boys on reaching puberty. One of these consists of mass beating of boys (aged twelve to eighteen years) to harden them and to make them strong. This beating can be quite vicious and last for several days but the boys have to withstand the pain and not cry. Bravery is a key attribute for men in these communities and through participation in these ceremonies, boys have demonstrated that they are not cowards. (Cleaver 2000:170)

2.2.2 Gender and health

A recent publication 'Aids and men' by Foreman (1999), devotes six out of eleven case studies to Africa. Its conclusion challenges men more, since men determine the patch of the disease. All men should take responsibility for their sexual behavior (Foreman 1999: ix. xiii.). Men need to become aware of themselves as gendered beings and of their masculinity as a contingent cultural construction, rather than something fixed and natural. They are making connections between constructions of masculinity and men's behavior towards women. Finally, in relation to men's health, Chant and Guttmann (2000) suggests that there are a number of gaps in knowledge relating to gendered vulnerabilities. In particular, they find relatively few ethnographic, epidemiological, or demographic surveys with respect to male fertility.

2.2.3 Collapsing livelihoods and the crisis of masculinities in rural Kenya

Changes in gender roles and relations in Kenya have been occurring since the onset of colonization, yet they have been particularly marked since the mid 1980's especially with regard to normative masculinity. There are several reasons which include intensifying poverty and inequality, increasing unemployment, erosion of livelihood systems, and women's changing role in providing for the household. These changes affect relative gender and power relations in the household. Kenyan men have experienced the reverse of empowerment in the last two decades. Disempowerment is understood in

this context as a process that resulted in men's loss of power over the circumstances of their lives, mainly due to changes in livelihoods. This has affected their self-esteem and decreased their ability to overcome barriers to self-actualization. (Bannon and Maria 2000: 219)

2.2.4 Men and social power in Africa

Men in Africa have been under scrutiny for some time. Feminist have noted their dominance in social relations, their control over key economic resources and monopolization of political positions. (Amandine 1987) and (Meena 1992). Often the debates have been essentialist and naturalist in their assumptions, posing "men" as a monolith category everywhere oppressing women. Others have been more nuanced, recognizing the difference that class, ethnic location or period may make to men's behavior. On the political front African feminist have been increasingly vocal about men's violence against women, with rape and domestic aggression being brought into the open and exposure of attacks against women who dare to compete with men in the public arena (in work, in education, public and on the streets) becoming more common. The brutalization of women in African societies ravaged by war has become a particularly charged issue (Mc Jadden 1992; Enloe 1993; Turshen and Twagiramariya 1998; Turshen 1999).

2.2.5 Hegemony, patriarchy and Masculine hegemony

Masculine hegemony is a term that originated in the field of men's studies and masculine theory. It describes gender/power inequalities in ways that account for multiple masculinities and how hegemonic structures oppress all forms other than heterosexual masculinity (Cornell, 1987) This reinforces and adds credence to the few messages that are emerging in the last few years regarding men and masculinities. First seen as dominant form of masculinity across societies and cultures, hegemonic masculinity is commonly the basis by which men are judged and assess themselves. Secondly for many men, particularly low income and poor men., there is a huge gap between this dominant model and the reality of what they can achieve. Due to a range of factors including chronic poverty, inequality and exclusion, dealings in economic conditions, and conflict men are unable to fulfill these external and internalized expectations of

what “it is to be man”. Thirdly, faced with the pressures of proving their manhood but unable to do so, too many men are led to destructive, and sometimes violent illicit, or criminal behavior, against themselves and women. Because those behaviors impose high costs on developing countries they can no longer be ignored (Bannon Ian and Maria Correia 2006; 246).

2.3 Gender based violence

Physical action, toughness, and aggression are central components of most conceptualizations of male gender or masculine stereotypes in the U.S (Brannon 1976) Indeed, psychological and anthropological work suggests that, toughness, and aggression are robust components of masculinity across cultures and time periods (Connell 1995; Gilmore 1990; Pleck 1981; Williams and Best 1990). This is consistent with the view that men, but not women, see physical action and aggression as components of their cultural gender script, an abundance of research—conducted mostly on samples of U.S. college undergraduates—documents men’s more frequent use of physical aggression in general (e.g., Bettencourt and Miller 1996; Eagly and Steffen 1986; Hyde 1984; Knight et al. 2002). In a research carried out by Weaver et al (2010), they argue that in order to understand male aggression, it is important to understand how men think about the meaning and utility of aggression, as well as how they think about manhood more generally. In particular, they propose that it is critical to understand two things about men’s conception of manhood: First, manhood is seen by many men as an achieved status, and second, manhood can be lost or taken away and thus must be reaffirmed when publicly challenged or called into question.

Weaver et al (2010) state that past research demonstrates that these structural features are part of the male, but not the female, gender role (at least in the U.S.). In addition, Weaver (2010) propose that one function of male aggression is to publicly demonstrate manhood and, thus, most men will view aggressive acts through this lens. Theorists within various disciplines—including anthropology, sociology, political science, and psychology—portray manhood as a social status that is both elusive and tenuous. Bosson and Vandello (2011). The elusiveness of manhood status lies in the fact that, in many cultures, the transition from boyhood to manhood is not given, but instead must be earned “against powerful odds” Gilmore, (1990. 11). Thus, whereas a person’s maleness (the biological state of being male)

is typically present at birth, his manhood status is earned and conferred socially. The tenuousness of manhood lies in the fact that, once earned, this status can be lost relatively easily via social transgressions and shortcomings. Together, these structural features of the male gender role combine to form what is referred to as precarious manhood—a gender status that is relatively difficult to earn and easy to lose. In contrast, girls and women do not typically have the same requirements of proof in order to achieve and maintain womanhood status. Whereas a woman's actions may damage her and her family's reputation, her very status as a "real woman" will not be challenged as readily as a man's status will.

2.3 Conceptual framework

Viewing their gender status as precarious may yield wide ranging implications for men's functioning across numerous domains (e.g., health, relationships). In their research, Bosson and Vandello (2011) they examine the implications of precarious manhood for men's action and physical aggression. Because manhood is a status that must be demonstrated actively, they propose that men and women differ in how they view, interpret, and use action and physical aggression. Specifically, men are more likely than women to view action and aggression as tools for proving manhood to others. Indeed, their findings suggest that men link manhood with action and, further, that they perceive aggression and aggressive displays as effective means of restoring manhood. Bosson and Vandello (2011).

2.4 Theoretical frame work

Pressure of masculinity and masculine identity theory, also referred to as precarious manhood as discussed by Bosson J.K and Vandello J. A. (2011). The concept of pressure of proving ones masculinity as is defined by society causes men a lot of frustration when they are not able to live up to societies expectations or their own interpretation of manhood and this also brings about the fragility of masculine identity which is given as an explanation for problematic male behavior such as violence and sexual risk taking behavior Greig et al. (2000). As a result strategies focused on combating poverty and social disadvantages must be combined with those which encourage men to seek meaning and purpose outside of the traditional versions of masculinity with which they identify.

2.5 Relevance to the study.

Gender mainstreaming has mainly focused on girls and women, as a result it has culminated to boy's and men's marginalization in the development process. This study therefore assumes that due to the concept of precarious manhood the male gender is reacting to this marginalization, and their perceived loss of masculinity and this reaction is demonstrated through excessive drinking, substance abuse, crime, domestic violence, neglect of family responsibilities and risky sexual behavior among others.

2.6 Conceptual frame work

The conceptual frame work will involve manipulation of the socialization process variables namely; education, economic opportunities, advocacy, maturation process and mentoring through, governance, Government policies for education and gender mainstreaming so as to achieve a gender balanced society.

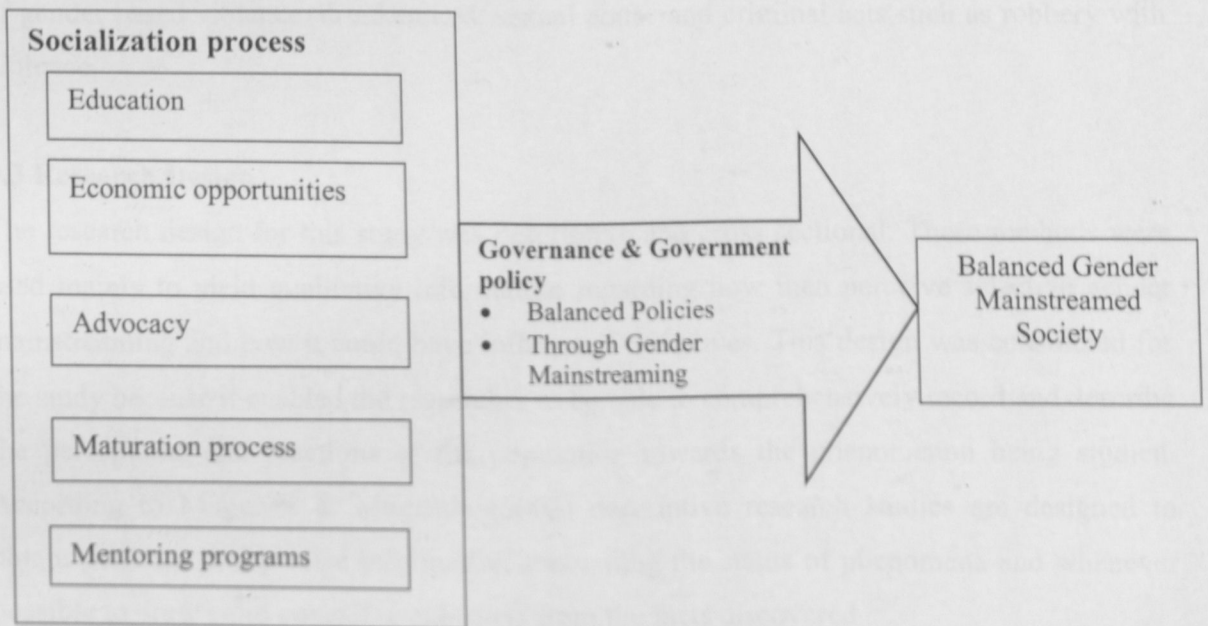


Figure 2. 1 Conceptual Framework

Source: Researcher (2015)

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section describes the research methodology that includes: research site, research design, study population, sample size and sampling techniques, data collection methods, data processing analysis, as well as ethical considerations.

3.2 Research Site

The study was conducted in Njuki-ini Location, Gichugu constituency, Kirinyaga County, Kenya. (Fig 3.1) The purpose of picking this research site was due to the prevalence of drunkenness and crime among the male residents of Kirinyaga County which is also within the larger part of central Kenya. The greater population of the women in this area are self-reliant and support their families while their young and old men are hooked to illicit brew. This area has, in the recent past, topped on the media with negative reports of high magnitude of gender based violence, drunkenness, sexual abuse and criminal acts such as robbery with violence.

3.3 Research Design

The research design for this study was descriptive and cross sectional. These methods were used mainly to yield qualitative information regarding how men perceive selective gender mainstreaming and how it could have influenced their lives. This design was considered for the study because it enabled the researcher to be able to comprehensively record and describe the perceptions and reactions of the population towards the phenomenon being studied. According to Mugenda & Mugenda (2003) descriptive research studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered.

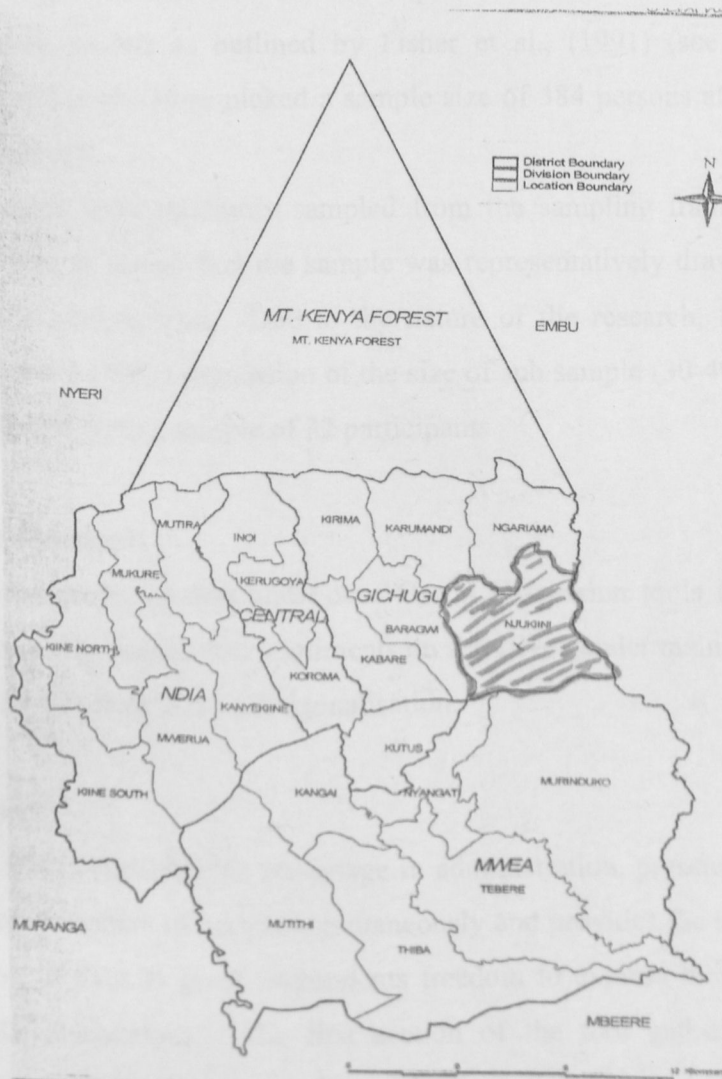


Figure 3. 1 Kirinyaga County Administrative Boundaries

3.4 Study Population

A target population is the larger group to which the researcher hopes to generalize the findings. The target population for this study included all the adult males aged 25 years and above who resided in the location.

3.5 Sampling size and Sampling Techniques

Orodho (2005) defines a sample as part of large population, which is a representative of the larger population. Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representatives of characteristics

found in the entire group. The size of the sample was calculated using the appropriate procedure for survey studies as outlined by Fisher et al., (1991) (see appendix IV for formula). The researcher therefore picked a sample size of 384 persons at random from the representative population.

Individual respondents were randomly sampled from the sampling frame of the ordinary citizens. The aim was to ensure that the sample was representatively drawn from the study population which is homogenous. Due to the nature of the research, a sub sample was selected using Gibson's (2007) suggestion of the size of sub sample (30-40 respondents). As such data was collected from a sample of 32 participants

3.6 Data collection methods

The researcher used questionnaires and Focus Group Discussion tools for data collection. The two were used to investigate key sentiments on selective gender mainstreaming and how it is perceived to lead to male gender marginalisation.

3.6.1 Questionnaire

A Questionnaire offers considerable advantage in administration, presents an even stimulus potentiality to large numbers of people simultaneously and provides the investigator with an easy accumulation of data. It gives respondents freedom to express their views or opinion and also to make suggestions. The first section of the tool gathered information on respondents' bio data. Second section collected information on their perceptions on women empowerment while the third section collected information on drunkenness. The fourth section gathered information on gender based violence and socialization process. Each of the sections comprised questions eliciting both qualitative and quantitative responses. The bio data was very important as it reflected how age, marital status and educational background affects perception in regard to the phenomenon being studied. The questionnaires had both open – ended and close – ended questions. The close – ended questions provided more structured responses to facilitate tangible recommendations. The open – ended questions provided additional information that may not have been captured in the close – ended questions. The questionnaires were self-administered. Data was collected over a period of two weeks.

3.6.2 Focus group discussion

The Focus Group Discussion tool were used to collect qualitative information from the respondents in a group format. The researcher sought three different groups of six to ten people at a time. These were representative of the larger population. The discussions lasted between one hour and two hours. The responses were recorded in note books and were later transcribed according the themes of the research questions

3.7 Data Processing Analysis

Data analysis started by checking the returned questionnaires for purposes of removing those with incomplete items and multiple entries. The data collected was then be coded and entered into computer for processing by the use of the Statistical Package for the Social Sciences (SPSS) version 22. As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. This data required both qualitative and quantitative analysis. The SPSS software was be used to generate the frequencies, percentages, descriptive and inferential statistics, which were used to discuss the findings. Qualitative Data from the open-ended items in the questionnaire and Focus group discussions were read and recorded according to themes of the research objectives and subsequently used in report writing.

3.8 Ethical Considerations

The researcher obtained an introduction letter from the Institute and a permit from the Ministry of higher education through the National Council for Science, Technology and Innovation (NACOSTI) which was then presented to the Kirinyaga County Director of Education and the County Commissioner as well as the Deputy County Commissioner and the Sub County Director of education for Kirinyaga East for authorisation to collect data. During the actual data collection, the researcher explained the purpose of the research and the procedure of collecting information to the participants. This ensured that the respondents gave informed consent. The right of the participants to agree to participate or withdraw from the research at any point with or without explanation was spelt out to them. To ensure confidentiality and privacy of the participants, the respondents were not required to put their names or any mark that would identify them on the questionnaires.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with the presentation, analysis, discussion and interpretation of the empirical findings of the study. It provides general information on the negative effects of selective gender empowerment, a case study of Njuki-ini Location in Kirinyaga County. The chapter starts with background information on the study samples. It then investigates if there is an association between the empowerment of women and increased male drunkenness. The chapter further discusses if there is an association between the empowerment of women and the increase of gender based violence in the County, and thereafter documents how selective gender mainstreaming affects gender socialization, in particular how it has affected men in the County.

4.2 Response rate

Questionnaire tools were used to collect data from 32 adult males. The response rate was 100%. The return rate was hence considered very good to provide required information for the purpose of data analysis.

4.3 Demography

The study sought to find out the demographic information of the respondents respective of their age, marital status, family status, education level, occupation and income level. The purpose of this information was to establish the households' characteristics in relation to their socialization and gender empowerment within the county.

Information was sought on the age of the respondents. The purpose of this information was to establish if the respondents were mature and old enough to respond to the issues sought by the study and especially on selective gender mainstreaming in the county. Age was also helpful to help describe the perception of men at different ages on the issue of selective gender mainstreaming. The results were as shown in Figure 4.1

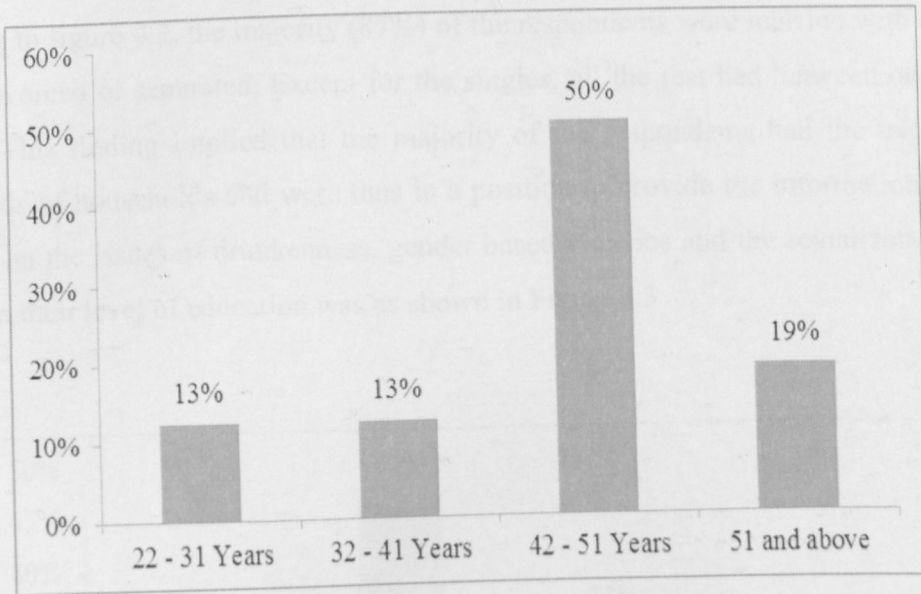


Figure 4. 1 Distribution of respondents by age

Findings show that all the respondents were at least 22 years of age with the majority being between 42 and 51 years of age. The finding suggests that all the respondents were of legal age and were most probably married and raising families. Information was therefore sought on their marital status and the results were as shown in Figure 4.2

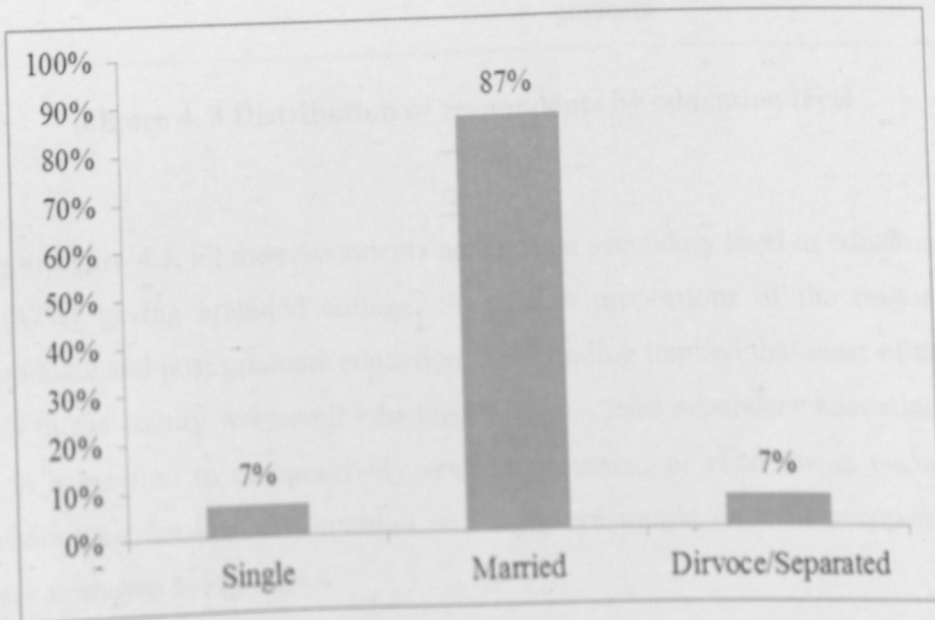


Figure 4. 2 Distribution of respondents by marital status

According to figure 4.2, the majority (87%) of the respondents were married with a further 7 percent divorced or separated. Except for the singles, all the rest had between one and four children. This finding implied that the majority of the respondents had the experience of being heads of households and were thus in a position to provide the information sought by the study on the issues of drunkenness, gender based violence and the socialization process. Results on their level of education was as shown in Figure 4.3

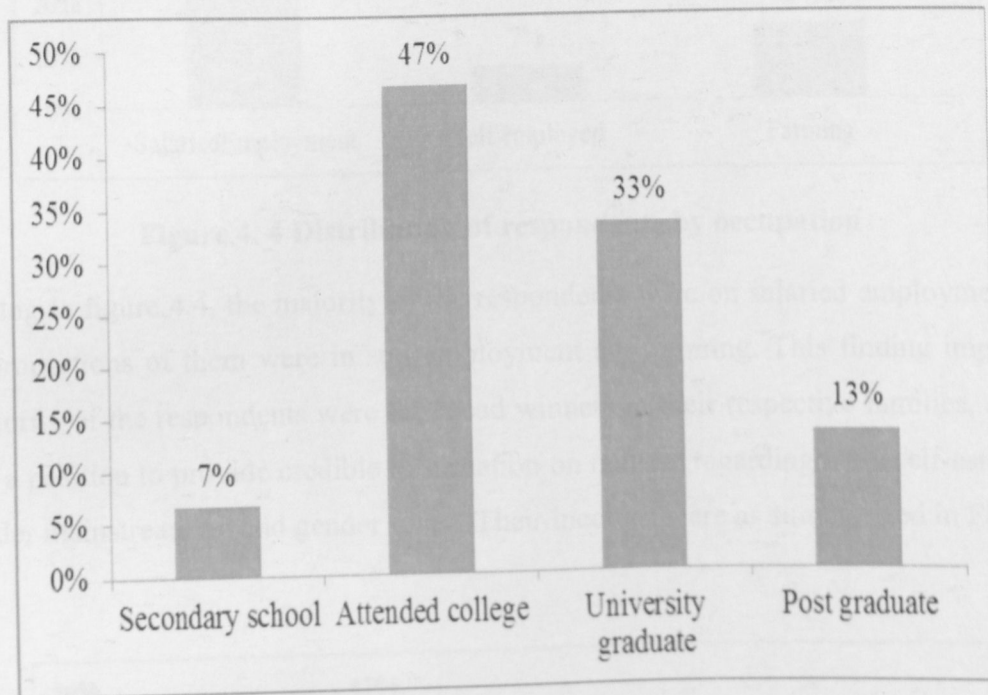


Figure 4. 3 Distribution of respondents by education level

According to figure 4.3, all the respondents had at least secondary level of education with the majority (47%) having attended college. Significant proportions of the respondents had attained graduate and post graduate education. This finding implied that most of the heads of households in the county were well educated with at - least secondary education and were therefore in a position to competitively seek employment or settle in an occupation that would sustain their families. Information was therefore sought on their occupation and the results were as shown in Figure 4.4

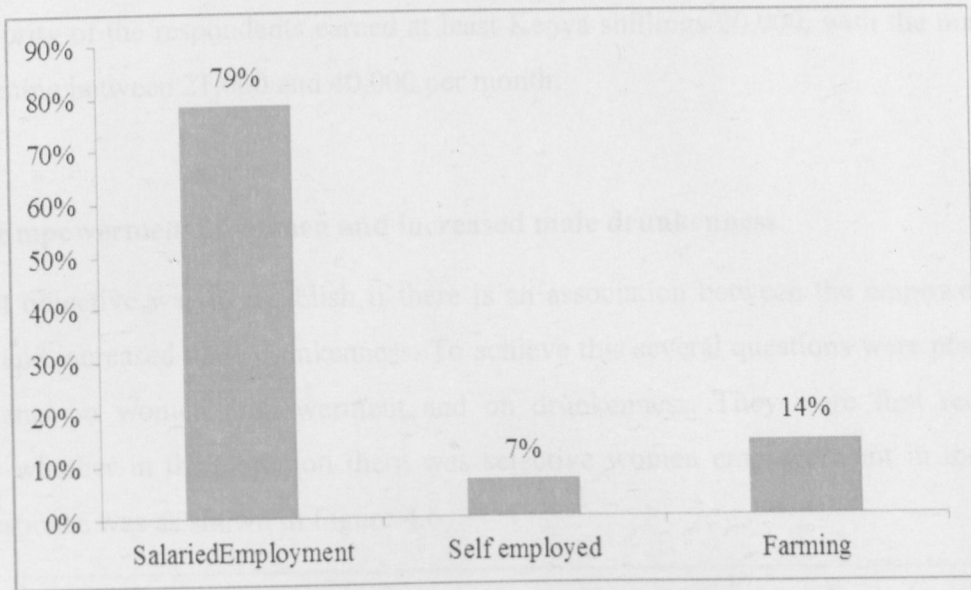


Figure 4. 4 Distribution of respondents by occupation

According to figure 4.4, the majority of the respondents were on salaried employment. Only small proportions of them were in self-employment and farming. This finding implied that the majority of the respondents were the bread winners in their respective families, and were thus in a position to provide credible information on matters regarding male self-esteem, and on gender mainstreaming and gender roles. Their incomes were as summarized in Figure 4.5

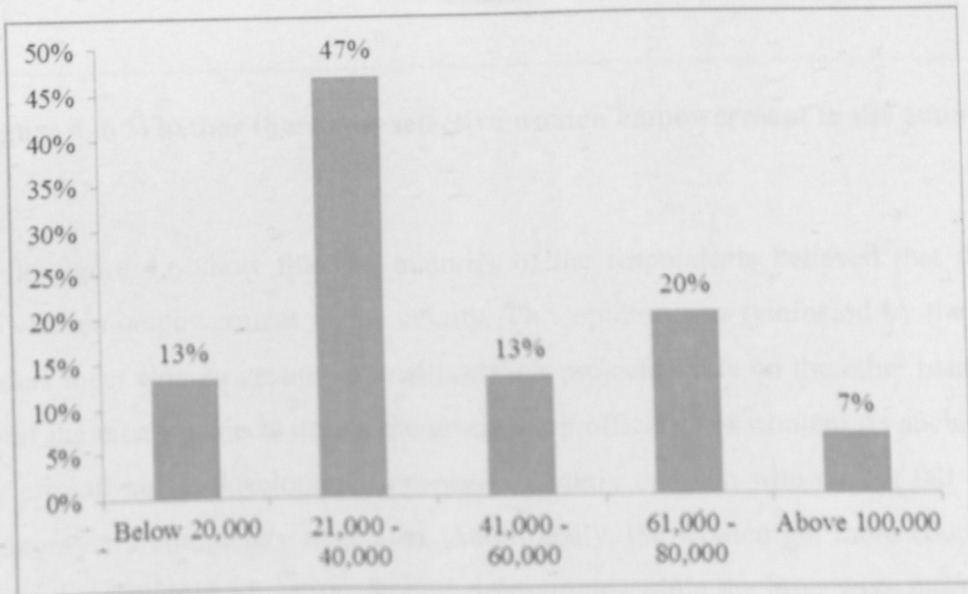


Figure 4. 5 Distribution of respondents by income level

The majority of the respondents earned at least Kenya shillings 20,000, with the majority of them earning between 21,000 and 40,000 per month.

4.4 Empowerment of women and increased male drunkenness.

The first objective was to establish if there is an association between the empowerment of women and increased male drunkenness. To achieve this several questions were posed to the respondents on women empowerment and on drunkenness. They were first required to indicate whether in their opinion there was selective women empowerment in the county. Their response was as shown in Figure 4.6

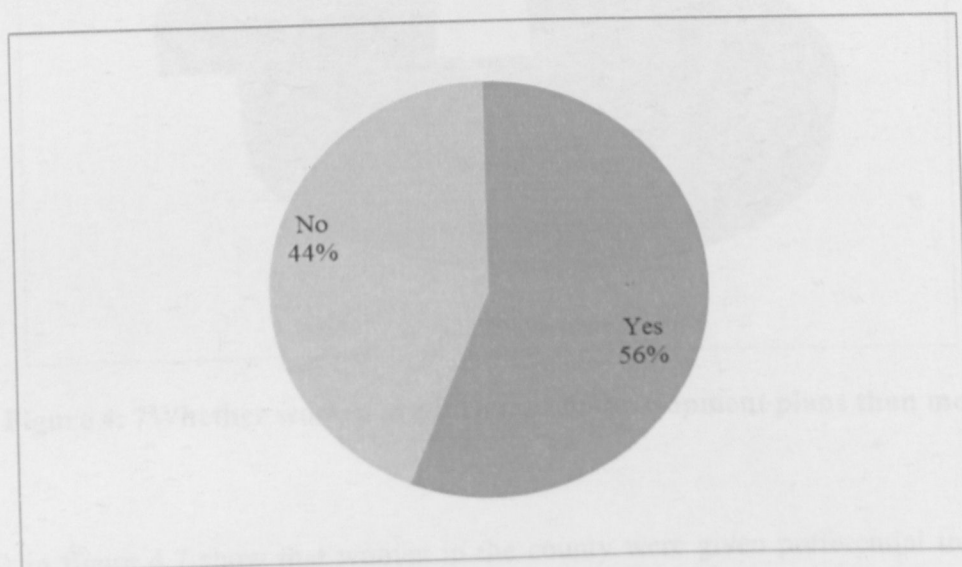


Figure 4. 6 Whether there was selective women empowerment in the county

Findings in figure 4.6 show that the majority of the respondents believed that there was selective women empowerment in the county. This opinion was reinforced by the fact that local leaders meet women groups to facilitate their projects while on the other hand they do not support the men's projects unless the group's top officials are women. As such, men feel that they are left out in development processes. Mainly the men who do not fall under the youth category are completely neglected. Additionally, the women get more educated than men due to the girl child education support programmes while the boys were more likely to drop out of school due to lack of mentorship and financial support. These actions translate to selective empowerment which harbors frustration in men who in turn start alcoholism and

abuse of drugs. The respondents further argued that when women access money through financial support, they become arrogant and no longer maintain cordial relations with their spouses.

On whether women are favored in development plans, the results were as shown in Figure 4.7

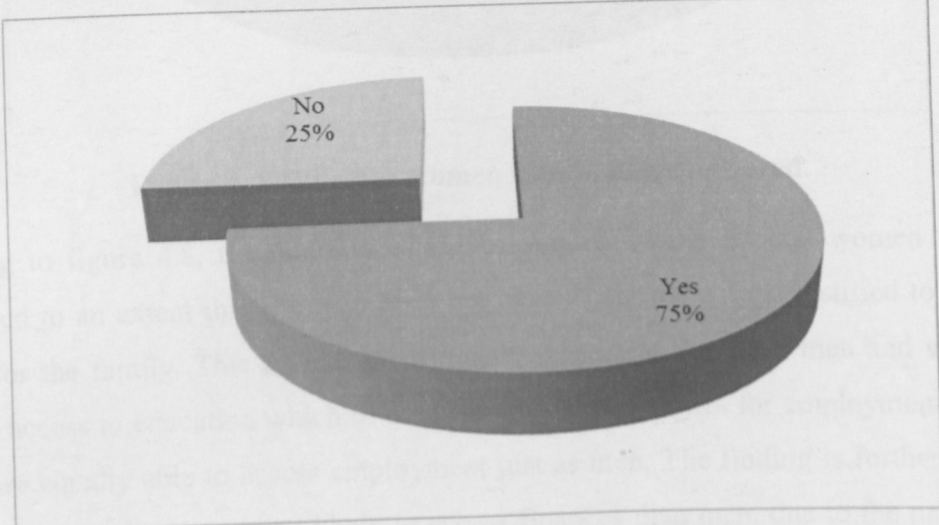


Figure 4.7 Whether women are favoured in development plans than men

Findings in figure 4.7 show that women in the county were given preferential treatment in development plans than men. This finding is in tandem with the national government policy that has set aside development funds that can only be accessed by women. These include the Uwezo fund and Women enterprise fund among others that have been set up by respective county governments. These funds not only provide the access to finance but also subsidization in the interest rates charged on the amounts borrowed. The national policy had therefore directly influenced the advancement of development plans in the location of the study.

When the respondents were asked if women should be empowered, the results were as shown in Figure 4.8

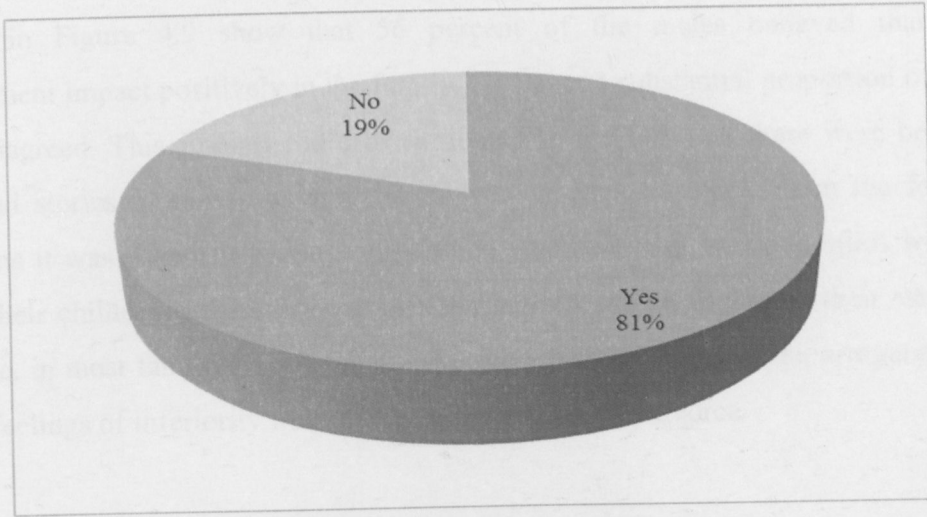


Figure 4. 8 Whether women should be empowered.

According to figure 4.8, the majority of the respondents believed that women should be empowered to an extent that if a man does not have a job, his wife is justified to work and provide for the family. This finding is attributed to the fact that both men and women are accorded access to education which in turn provides opportunities for employment. As such, women are equally able to access employment just as men. The finding is further attributed to the fact that women are more likely to access finances than men, due to the nature of the policy framework for community development funds.

When asked if women's empowerment impact positively in the family, the results were as shown in Figure 4.9

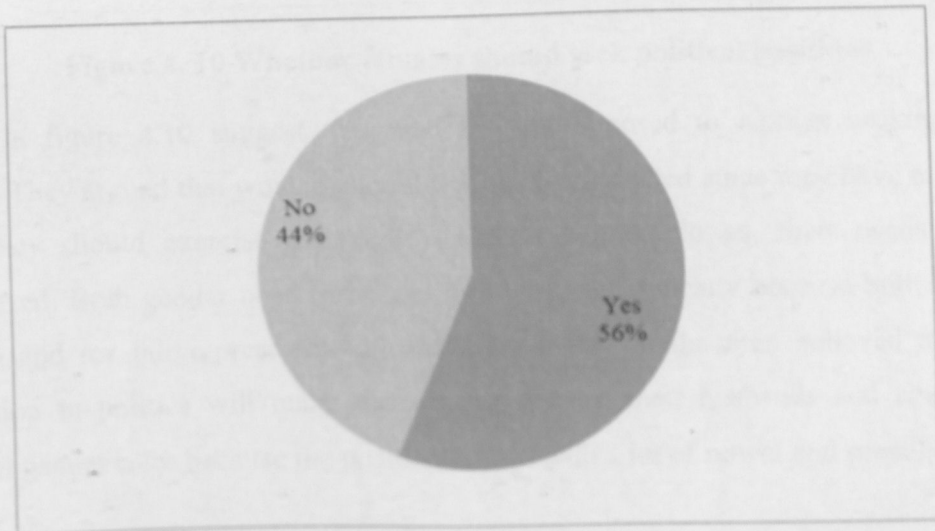


Figure 4. 9 Whether women's empowerment impact positively in the family

Findings in Figure 4.9 show that 56 percent of the males believed that women's empowerment impact positively in the family. However a substantial proportion of the males (44%) disagreed. This finding could be attributed to the fact that there were both success stories and stories of failure as a result of women empowerment. From the focus group discussions it was established that with women empowerment, some families were able to educate their children and to improve on their welfare which improved their status. At the same time, in most families, women empowerment brought about strife, arrogance from the women, feelings of inferiority from the men, separation and divorce.

On whether women should seek political positions, the results were as shown in Figure 4.5

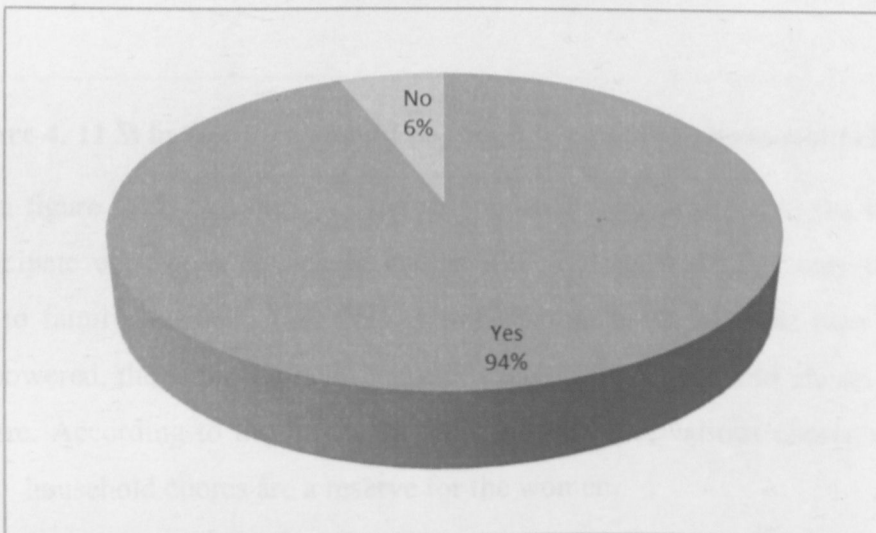


Figure 4. 10 Whether females should seek political positions

Findings in figure 4.10 suggest that men are not opposed to women seeking political positions. They argued that women should not be discriminated since they have a right to do so and they should exercise that right. Unless women do so, their needs might go unrecognized. Both gender need to be well represented politically because both have equal potentials and for fair representation. However a few of the men believed that women participation in politics will make the women disown their husbands and abandon their traditional gender roles because the position comes with a lot of power and prestige.

On whether men should participate in household chores, the results were as shown in Figure 4.11

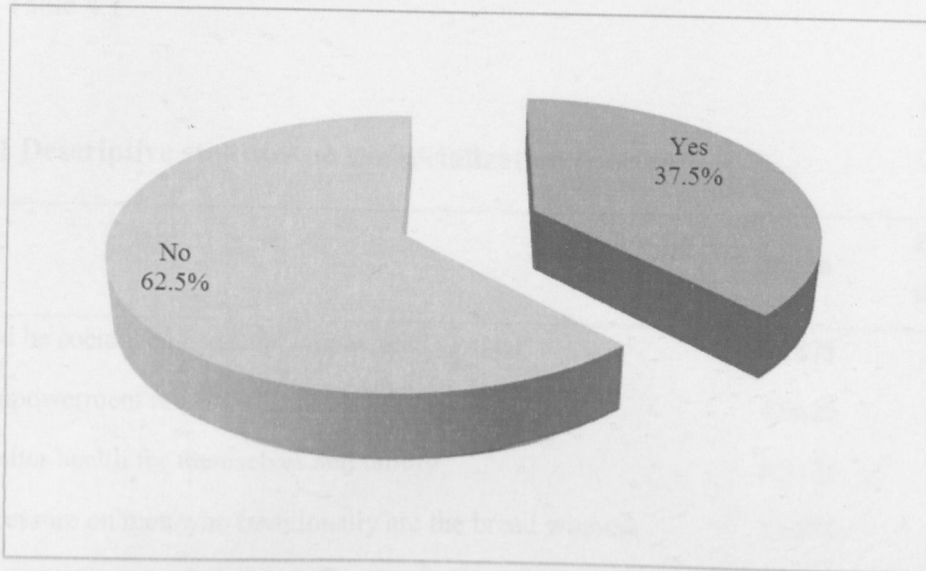


Figure 4. 11 Whether men should participate equally in household chores

As shown in figure 4.11, two thirds of the respondents were opposed to the idea that men should participate equally in household chores like cooking and baby care if their wives contributed to family finances. This finding implies that in as much as men wanted their women empowered, the empowerment is not in exchange of household chores like cooking and baby care. According to the African traditional societies, various chores are gendered, and as such, household chores are a reserve for the women.

This finding suggests that the redistribution of chores could be a major cause of strife and conflict in the county after women empowerment, especially if the wife demands that her husband takes on the household chores. This finding leads to the conclusion that men are not opposed to women empowerment as long as the process does not alter the society order in terms of re-assigning the gender roles especially the reproductive roles. Men will therefore encourage their wives to carry on the process of empowerment as long as they carry their roles and chores along with them.

Enquiries were further made on the socialization process of both men and women. Several statements were posed to the respondents on the socialization process. They were to indicate the extent to which they agreed or disagreed with the statements, where strongly disagree

was coded as 1, disagree coded as 2, neutral coded as 3, agree coded as 4 while strongly agree coded as 5. Descriptive statistics were used to analyze the data. The results were as shown in Table 4.1

Table 4. 1 Descriptive statistics on the socialization process

Statement	Mean	Percentage that agreed
Men should be socialized to accept empowered women	4.1875	93.2%
Women empowerment improves families lifestyle	4.0625	87.5%
Leads to better health for themselves and family	3.9375	81.3%
Reduces pressure on men who traditionally are the bread winners	3.6875	62.5%
Women empowerment leads to stable families.	3.0000	37.6%
Leads to disciplined children	2.7333	25%
Empowering women leads to men's unemployment	1.7500	6.3%

Findings in Table 4.1 show that the majority of the respondents opined that men should be socialized to accept empowered women; Women empowerment improves family's lifestyle, leads to better health for themselves and family and reduces pressure on men who traditionally are the bread winners. The respondents however disagreed that women empowerment leads to stable families, leads to disciplined children and that empowering women leads to men's unemployment. From the focus group discussions it was evident that while women empowerment improved life styles it greatly lost on the family front. Men agreed to feeling threatened by the independence that empowerment gave the women, which most of the time made the women to make important financial decisions without consultations. Among the less educated the problem was made worse by the women's obvious disrespect of their spouses after being economically empowered. There is need to educate women on how to handle their new found financial freedom from economic empowerment found through groups or financial institutions that empower them. Their business training should include how to improve gender relations for sustainable development.

4.4.1 Association between the empowerment of women and increased male drunkenness.

To determine the association between the empowerment of women and increased male drunkenness, the respondents were required to respond to the statement “empowered women cause men to drink a lot as an escape route for their frustrations”. The hypothesis was therefore asset as:

H₀: Empowered women do not cause men to drink a lot as an escape route for their frustrations.

H₁: Empowered women cause men to drink a lot as an escape route for their frustrations.

The results of the responses were as shown in Table 4.2

Table 4. 2 Whether women empowerment leads to drunkenness

	Response	Frequency	Percent
Empowered women cause men to drink a lot as an escape route for their frustrations	Disagree	8	25
	Neutral	8	25
	Agree	8	25
	Strongly Agree	8	25
	Total	32	100

Findings in table 4.2 show that the majority of the respondents (50%) agreed and strongly agreed that empowered women cause men to drink a lot as an escape route for their frustrations. Only 25% of the respondents disagreed while another 25% were indifferent. To test the hypothesis, one sample t-test was adopted. The test was done at 95 percent confidence level. The null hypothesis would not be rejected if significant difference were established between the responses. The results were as shown in Table 4.3

Table 4. 3 One sample t-test on women empowerment and drunkenness

Test variable	t	df	p-value
Empowered women cause men to drink a lot as an escape route for their frustrations	12.124	15	.000

Findings in Table 4.3 suggest that there was a statistically significant variation in the responses where the majority indicated that empowered women cause men to drink a lot as an escape route for their frustrations. The null hypothesis was therefore rejected. This finding led to the conclusion that male drunkenness was associated with women empowerment.

During focus group discussions men openly agreed to using alcohol as an escape from family frustrations, and women empowerment was a major factor, The largest number of the interviewed said that when women get empowered they became rude and utterly disrespectful to the men especially if they felt that they were making greater financial contribution to the family than their spouses. The men argued that when they were the main source of financial support to the family or they earned more, the families were more stable and they were respected.

4.5 Empowerment of women and the increase of gender based violence

The second objective was to establish if there is an association between the empowerment of women and the increase of gender based violence in Kirinyaga County. To achieve this, several statements were posed to the respondents on gender based violence. They were to indicate the extent to which they agreed or disagreed with the statements, where strongly disagree was coded as 1, disagree coded as 2, neutral coded as 3, agree coded as 4 while strongly agree coded as 5. Descriptive statistics were used to analyze the data. The results were as shown in Table 4.4

Table 4. 4 Descriptive statistics on gender based violence

Statement	Mean	Percentage that agreed
Women empowerment causes men to react violently when challenged by women who they think are empowered	4.0000	83%
Men result to physical or emotional violence when they feel their position as men is threatened	3.9375	75%
Men whose social positions are threatened tend to be more violent	3.8750	63%
Causes men to feel jealous of their empowerment & independent position in the family and society	3.6875	63%
Empowered women cause men to drink a lot as an escape route for their frustrations	3.5000	50%
Make men rape women who refuse their sexual advances	2.7500	25%

According to the Findings in Table 4.4, the majority (83%) indicated that women empowerment causes men to react violently, especially when men were challenged by women who they thought was empowered. As such the respondents indicated that men result to physical or emotional violence when they feel their position was threatened. Men whose social positions are threatened tend to be more violent. Within the focus group discussions the men said that they resulted to violence to try and still feel relevant and to reclaim their social position. According to Campbell et al. (1993) Men tend to perceive their own aggression as an exercise of control over others when faced by challenges to their self-esteem or integrity.

4.5.1 Association between the empowerment of women and increase in gender based violence

To determine the association between the empowerment of women and increased gender based violence, the respondents were required to respond to the statement "women empowerment cause men to react violently when challenged by women whom they think are empowered". The hypothesis was therefore asset as:

H₀: women empowerment does not cause men to react violently when challenged by women whom they think are empowered.

H₁: women empowerment cause men to react violently when challenged by women whom they think are empowered

The results of the responses were as shown in Table 4.5

Table 4. 5 Women empowerment and increase in gender based violence

	Response	Frequency	Percent
Women empowerment causes men to react violently when challenged by women who they think are empowered	Disagree	2	6.3
	Neutral	10	31.3
	Agree	6	18.8
	Strongly Agree	14	43.8
	Total	32	100

Findings in Table 4.5 show that the majority of the respondents (44%) strongly agreed and another 19 % agreed that Women empowerment causes men to react violently when challenged by women who they think are empowered. Only 6% of the respondents disagreed while another 31% were indifferent. To test the hypothesis, one sample t-test was adopted. The test was done at 95 percent confidence level. The null hypothesis would not be rejected if significant difference were established between the responses. The results were as shown in Table 4.6

Table 4. 6 One sample t-test on women empowerment and gender based violence

Test variable	t	df	p-value
Women empowerment causes men to react violently when challenged by women who they think are empowered	15.492	15	.000

Findings in Table 4.6 suggest that there was a statistically significant variation in the responses, where the majority indicated that women empowerment causes men to react violently. The null hypothesis was therefore rejected. This finding led to the conclusion that empowerment of women was associated with an increase in gender based violence. Campbell et al. (1993) highlights the importance of physical aggression by men to 'save face' and

defend their personal honor following direct threats. Consequently, aggression may be particularly useful to men who are trying to reaffirm their manhood it is not only seen as an expression of masculinity, but also as a path to defense of honor and integrity. The focus groups fully concurred with these sentiments.

4.6 Impact of selective gender mainstreaming on gender socialization.

The third objective was to investigate the impact of selective gender mainstreaming on gender relations in Kirinyaga County. To achieve this, several statements were posed to the respondents on gender mainstreaming. They were to indicate the extent to which they agreed or disagreed with the statements, where strongly disagree was coded as 1, disagree coded as 2, neutral coded as 3, agree coded as 4 while strongly agree coded as 5. Descriptive statistics were used to analyze the data. The results were as shown in Table 4.7

Table 4. 7 Descriptive statistics on selective gender mainstreaming and gender socialization.

Statements	Mean % that agreed	
Gender studies should be focused on both men and women right from early child development education	4.7500	100%
Girls and women are always treated special than boys	4.5000	88%
Not much attention is given to the boy child at home and in school	4.3125	88%
When a man cannot provide for his family he feels less of a man	4.1881	81%
Lack of vigilance on the boys and protection causes them to be abused both physically and sexually by house helps , relatives and others	4.0000	88%
Boys should also be counseled from an early age regarding sexual development and their own safety just as well as the girls	4.0000	81%
Boys are not socialized to admit and seek help if and when abused physically, emotionally or sexually	3.9375	81%
It is more likely for a boy to be in a wrong peer group than a girl	3.9375	63%
When women seem to be independent both socially and financially, men feel threatened and it affect gender relations	3.8125	75%
Men and boys suffer low esteem which makes them engage violence and anti-social behavior.	3.8125	81%
The relationship between men and women always entails a power struggle	3.8000	44%

Statements	Mean % that agreed	
Manhood (Masculinity) is hard to earn and easy to lose	3.7500	56%
Men are not adequately prepared for the ever changing gender roles	3.6875	69%
Lack of mentorship, attention and guidance on the male children causes them to engage in anti-social behavior	3.6250	75%
When women provide for the family men feel irreverent	3.4375	69%
Women's independence threatens men's position in society.	3.4375	63%
Boys get involved in premarital sex more than girls	3.2500	44%
Women's empowerment has increased incidences and magnitude of domestic violence	3.0667	38%
Boys are bound to get involved in more deviant and risky sexual activities than girls	3.0000	38%
Boys are more aware of their sexuality than girls	2.9375	31%

Findings in Table 4.7 suggest that Gender studies should be focused on both men and women right from early child development education. The current status quo suggests that Girls and women are always given preferential treatment than boys as indicated by all the respondents. As such, little attention is given to the boy child both at home and in school. During the survey men expressed that they are a neglected group. This is because while there are conscious efforts to mentor and socialize the girl child towards development, no such support is available for the boy child. The traditional socialization processes have broken down and no one (not even the fathers) is available to their sons. When it comes to government funding women are given friendly terms (e.g. three months grace period and repayment without interest) while men are not. Due to the harsh economic conditions worldwide men feel especially hard pressed and yet they are not well involved or supported in the development processes. As a result they are forced to depend on the females who are currently being favored by the system.

The findings in table 4.7 further suggest that when a man cannot provide for his family he feels less of a man. 81% of the respondents believed that boys should be counseled from an early age regarding sexual development and their own safety just as well as the girls. Majority of the respondents also believed that boys are not socialized to admit and seek help

if and when abused either physically, emotionally or sexually. The lack of vigilance on the boys and their protection causes them to be abused both physically and sexually by house helps, relatives and others. Using the words of the members of the focus groups “boys grow like plants” no special attention is given to them and as a result they are ill prepared for life’s challenges and become vulnerable to perverse elements in society. Even then there are no formal institutions nor family mechanisms to mitigate.

Table 4.7 further suggests that the majority of the respondents believed that a boy was more likely to be in a wrong peer group than a girl, and that men and boys suffer low esteem which makes them engage in violence and other antisocial behavior. The lack of mentorship, attention and guidance on the male children causes them to engage in anti-social behavior. An old man put it that the government and the church played a big role in destroying the traditional structures that were used for mentoring and socializing the young men during maturation process. This is because the church especially seemed to be of the opinion that everything from the native traditions were evil and the government played part by not creating structures to maintain wholesome traditions. One of the focus group discussion held at Kanjuu village suggested that the old men remaining in the village form a group and mentor the young on the expected behavior of a young man in the society and as a family man. In attempt to rekindle a functionality within the society.

Further findings in Table 4.7 indicate that the relationship between men and women always entails a power struggle. The men concurred with the fact that gender relations always entail a power struggle as the male gender try to remain relevant, superior and the main source of authority despite the many challenges the males encounter and this brings about a lot of tensions within the gender relations. The findings also indicated that Manhood (Masculinity) is hard to earn and easy to lose. The tenuousness of manhood lies in the fact that, once earned, this status can be lost relatively easily via social transgressions and shortcomings. The elusiveness of manhood status lies in the fact that in many cultures, the transition from boyhood to manhood is not given, but instead must be earned “against all odds” (Gilmore 1990). Table 4.7 further indicates that when women seem to be independent both socially and

financially, men feel threatened which in turn affect gender relations and shows that men are not adequately prepared for the ever changing gender roles.

4.7 Chapter summary

This chapter has analyzed the data collected on the negative effects of selective gender mainstreaming in a case study of Kirinyaga County. The instrument return rate and the demography of the respondents have been discussed. The association between the empowerment of women and increased male drunkenness and association between the empowerment of women and the increase of gender based violence have been established. The chapter has also discussed the impact of selective gender mainstreaming on gender relations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusions and recommendations of the study. The general objective of the study was to examine the effects of selective gender mainstreaming in Kirinyaga County.

5.2 Summary of the study

The researcher developed three research objectives from which research questions were drawn to be answered by the study. These were; to establish if there is an association between the empowerment of women and increased male drunkenness, to establish if there is an association between the empowerment of women and the increase of gender based violence and to investigate the impact of selective gender mainstreaming on gender relations in Kirinyaga County. Related literature to negative effects of selective gender mainstreaming was reviewed. The study was guided by the pressure of masculinity and masculine identity theory also referred to as precarious manhood as discussed by Bosson J.K and Vandello J. A. (2011). The study targeted adult men 25 years and above. The target sample size was 32 adult males. The study employed purposive sampling method to get the respondents. A questionnaire and a focus group discussion guide were used to collect the required information. The return rate was 100 percent. Data was analyzed using the Statistical Package for Social Sciences (SPSS) to process the frequencies, percentages descriptive and inferential statistics which were used to discuss the findings. The following were the findings of the study.

5.3 Summary of findings

5.3.1 Empowerment of women and increased male drunkenness.

The first objective was to establish if there is an association between the empowerment of women and increased male drunkenness. It was established that there was selective women empowerment in the county. Local leaders usually meet women groups to facilitate their projects while on the other hand they do not support the men's projects. As such, Men feel that they do not have any support in development processes. Women in the county were

given preferential treatment in development plans than men especially through funding for groups. The national government policy has set aside development funds that are easily accessed by women. These include the Uwezo fund, and Women enterprise fund among others which are provided at a subsidized interest rates. The national policy had therefore directly influenced the advancement of development plans in the county. It was established that empowered women cause men to drink a lot as an escape route for their frustrations as the women begin to challenge the men in their traditional gender roles. The null hypothesis was therefore rejected.

5.3.2 Empowerment of women and the increase of gender based violence

The second objective was to establish if there is an association between the empowerment of women and the increase of gender based violence in Kirinyaga County. It was established that women empowerment causes men to react violently, especially when men were challenged by women who they thought are empowered. Men result to physical or emotional violence when they feel their positions threatened as a means of restoring their dignity and confirming their otherwise lost social position.

5.3.3 Impact of selective gender mainstreaming on gender socialization

The third objective was to investigate the impact of selective gender mainstreaming on gender relations in Kirinyaga County. It was established that Girls and women are always given preferential treatment than boys and that little attention is given to the boy child both at home and in school. Boys are not socialized to admit and seek help if and when abused either physically, emotionally or sexually. The lack of vigilance on the boys and their protection causes them to be abused both physically and sexually by house helps, relatives and others. A boy is also more likely to be in a wrong peer group than a girl, and as a result men and boys suffer low self - esteem which makes them engage in violence and other antisocial behavior. The lack of mentorship, attention and guidance on the male children causes them to engage in deviant behavior which in the long run deny them ability to participate positively in development processes and become an impediment to sustainable development.

5.4 Conclusion

The finding of the study led to the conclusion that male drunkenness was associated with women empowerment. Empowerment of women was also associated with an increase in gender based violence in the county. Preferential treatment is given to Girls and women while little attention is given to the boys and the male gender in general.

It is therefore correct to state that the women empowerment process through selective gender mainstreaming is suffering a backlash in Kirinyaga County.

5.5 Recommendations

Based on the findings of the study, the following recommendations are made:

- i. That the Government through the Ministry of Devolution and planning – Gender Directorate introduces Gender studies that focus on both boys and girls right from early child development education.
- ii. That the Ministry of Devolution and planning – Gender Directorate introduces community development funds specifically tailored around men’s development projects, just like Uwezo and women enterprise funds have been modelled.
- iii. That the Ministry of Devolution and planning – Gender Directorate introduces mentorship programmes for the male child.
- iv. That the local religious organizations and community based organizations provide mentorship programmes and guidance on the male children and youth.
- v. That the Ministry of Devolution and planning – Gender Directorate introduces a mainstreaming programmes for Men to prepare them for the ever changing gender roles
- vi. That the Ministry of Devolution and planning – Gender Directorate embarks on policy formulation and implementation on empowering the male gender as well for a gender balanced society.
- vii. That the Ministry of Devolution and planning – Gender Directorate should come up with a training programme to accompany funding programmes to encourage women to relate productively with their spouses so that they are involved in the development projects for the welfare of the family and society at large.
- viii. Incorporating men into gender and development necessitates a reconsideration of the theories, concepts and discourses which underline policies.

5.6 Suggestions for further research

Based on the findings of this study the following suggestions for further studies are made:

- i. There is need for more research into men and masculinity in development.
- ii. The Impact of female headed households within the society.

REFERENCES

- Amanda Ellis, Jozefina cutura, Nouma Dione, Ian Gillson, Clare Manuel & Judy Thongori, 2007, *Gender and Economic Growth in Kenya: Unleashing the power of women*, World Bank, Kenya.
- Bannon, I. And Maria Correia. 2006. *The other half of gender men's issues in development*. Washington Dc: World Book.
- Bernard H.R. 1995. *Research methods in Anthology qualitative and quantitative approaches* (2ed) London: Altamira press.
- Bosson, J.K., Vandello, J.A. (2011). Precarious manhood and its links to Action and Aggression. *Current directions in psychology science*, 20(2) 82 – 84
- Bosson, J.K., Vandello, J.A., Burnaford, R.M., Weaver, J.R., & Wasti, S.A. 2009. Precarious manhood and displays of physical aggression. *Personality and Social Psychology Bulletin*, 35,623–634.
- Campbell, A.,Muncer, S & Gorman, B. (1993). Sex and social representations of aggression: A communal – agentic analysis, *Aggressive behavior*, 19, 125 – 135.
- Chants, and M. Gutmann. 2000. *Mainstreaming men gender and development debates, reflections and experiences*, Oxfam working paper.(Oxford: Oxfam.)
- Connell, R. W. 1996, *teaching the boys: new research on masculinity and strategies for schools*. Teachers college renewal, 98 (2) 206-235.
- Connell, R.W. 2005. *The men and boys* Berkeley: University of California press.
- Cornwall, A. 1997. "Men masculinity and Gender in development" *Gender and Development*, 5 (2) : 8-13
- Epstein, C. F. *Women's place, options and limits in professional careers*. Berkely: University of California press.
- Farnesveden U. and Rondquist. 2000. *Why men? A pilot study of existing attitudes among Sidars staff towards male participating in the promotion of gender equality in development* IDS Bulletin, 31 (2) 79-85.

- Fisher, A. A., Laing, J. E., and Townsend, J.W. (1991). Handbook for Family Planning Operations. Research and Design. *Operations Research* .Populations Council, USA. PP43-46.
- Frances Cleaver 2002 *Masculinities Matter/ Men, Gender and Development* Zed books limited, USA.
- Frankfort- Nachmias, G. And D Nachmias. 2005. *Research methods in the social sciences* (5ed) London: Holder Arnold.
- From East Africa. in C. Sweetmans (ed) *Beyond rhetoric men's involvement in gender and development policy and practice* Oxfam working paper. Oxford Oxfam
- G.O.K. Ministry of finance and planning. *Kirinyaga District Development plan, 2002 – 2008*. Government of Kenya, Nairobi.
- Gajanayake, Stanley. 1993. *Community empowerments*. A participatory Training manual on community project development PACT publications, USA.
- Gender and Empowerment. [http:// www bridge Ids. ac. uk](http://www.bridgeids.ac.uk) retrieved on 3rd/ Sept 2009.
- Gibson, R. S.,(2007). *Determining the risk of zinc deficiency: Assessment of zinc dietary intake*. International zinc nutrition consultative group (IZiNCG). No 03 2007) Technical Brief.
- Gilmore, D.D. (1990). *Manhood in the making*. New Haven, CT: Yale University Press.
- Harrison, E. 1999 “Men, women and work in Rural Zambia; *European Journal of Development research* 12 (2): 53-71)
- Hearn, J. 2002 “The naming of men *National transitional perspectives*”; British council Network Newsletter; 21 (November).
- IASC. *Gender handbook in Humanitarian action*. 2006
- Jackson, C.1998. *Gender irrigation and Government Arguing for agency, Agriculture and Human values* 15 (4): 313-24.
- Joshua M.O. 2000. Gender Training with men experiences and reflections
- Kombo, D., & Tromp, D. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Pauline's Publications Africa.

- Martin and Acuna, C., (2002). *SPSS for Institutional Researchers*, Buck hell Lewisburg, Pennsylvania: University press
- Michelson, E 1993 *Adam's Rib Awry? Women and schistosomiasis; social science and medicine* 37 (4): 493-501
- Ministry of Gender, Children and Social Development Kenya, Department of Gender and social Development. Monitoring and Evaluation Framework for Gender Mainstreaming report March 2009.
- Mugenda and Mugenda (2005) *Research methods: Quantitative and Qualitative approaches*: Nairobi: African center for technology studies.
- Nunnally, J.C., & Bernstein, I.H., (1994). *Psychometric theory* (3rded.). New York: McGraw-Hill.
- Orodho J.A. (2005). *Elements of Education and Social Science Research Methods*. Kenya, Maseno: Kanezja Publishers
- Oxfam (1993) *Gender and development: Oxfam's policy for its programme*. Oxford: Oxfam.
- Sara J. Ruto, Patricia Kameri – Mbote, Jacinta Muteshi – Strachan, 2009, *Promises and Realities: Taking stock of the 3rd UN International Women's Conference, AWCFS and ACTS*, Kenya.
- Sida (1997a) *Sida's Action programme for promoting equality between women and men in partner countries* Stockholm: Sida.
- Vandello, J.A., Bosson, J.K., Cohen, D., Burnaford, R.M., & Weaver, J.R. (2008). A comprehensive overview and empirical demonstration of the precarious-manhood thesis.
- Weaver, J.R., Vandello, J.A., Bosson, J.K., & Burnaford, R.M. (2010). The proof is in the punch: Gender differences in perceptions of action and aggression as components of manhood. *Sex Roles*, 62, 241–251.

APPENDICES

Appendix 1: Consent Form

Dear Respondent.

Thank You for your time. Your participation will be most appreciated.

My name is Christine M. Muhoya and I am a Masters of Arts student In Gender and Development studies, currently undertaking a study on **The negative effects of selective gender mainstreaming** at the University of Nairobi.

The course required me to do and complete a research project on how to improve gender policies to include the male gender as well so as to minimize gender gaps in development processes. For many years gender work has been focused on the girl child and women but through this study we wish to find out how this strategy has impacted on the male gender.

I request you to kindly spare a few moments of your valuable time to respond to this questionnaire. Kindly note that all the information collected will be used purely for academic purposes and shall be treated as strictly confidential, pseudo names will be used where necessary.

Thank you.

Signed..... Date.....

Appendix II: Questionnaire

Section A: Preliminary Personal Data

This section requires you to give information concerning yourself. Please place a tick in the spaces provided to indicate the response that is applicable to you.

1. Gender.

- a) Male
- b) Female

2. In which age category do you belong?

- a) Below 10yrs
- b) 11 - 21yrs
- c) 22 - 31yrs
- d) 32 - 41yrs
- e) 42 - 51yrs
- f) 51 and above

3. What is the highest level of qualification you have attained?

- a) No formal education
- b) 8 yrs. primary education
- c) Secondary School
- d) Attended College
- e) University graduate
- f) Post graduate
- (g) Other (specify)

4. Where do you principally reside

- (a) Nairobi
- (b) Other city or large town
- (c) Village, rural

5. What do you do for a living?

- (a) Employment
- (b) Self Employed
- (c) Farming
- (d) Other

6. Marital status

- (a) Single
- (b) Married
- (c) Divorced/ Separated
- (d) Widower
- (e) Other please specify

9. How many children do you have?

- (a) None
- (b) 1 - 2
- (c) 3 - 4
- (d) 5 -6
- (e) More than six

10. What is your income in Kenya shillings per Month?

- a) Below 20, 000.
- b) 21,000 - 40,000.
- c) 41,000 - 60,000
- d) 61,000 - 80,000
- e) 81, 000 - 100,000
- f) Above 100, 000.

Section B: Empowerment of Women

1. In your opinion are women more favored in development plans than men?

- Yes
- No

2. In your own opinion should women be empowered?

- Yes
- No

3. If a man does not have a job is his wife justified to work and provide for the family

- Yes

No

4. Does women's empowerment impact positively in the family,

Yes

No

5. Should men participate equally in household chores like cooking and baby care? If their wives contribute to the family finances?

Yes

No

6. Should females seek political positions?

Yes

No

Please explain.

7. When women are empowered men tend to feel disempowered.

Yes

No

8. Kindly indicate your feelings regarding the statements. As follows **SA** for strongly Agree, **A** for agree, **N** for neutral, **D** for disagree and **SD** for strongly disagree.

(A) Women Empowerment

	SA(1)	A(2)	N(3)	D(4)	SD(5)
Men should be socialized to accept empowered women					
Women empowerment improves families lifestyles					
Women empowerment leads to stable families.					
Leads to disciplined children.					
Leads to better health for themselves and family.					
Reduces pressure on men who traditionally are the bread winners					
Empowering women leads to men's unemployment					

(B) Gender based violence and Drunkenness In regard to women empowerment

- Kindly indicate your feelings regarding the statements. As follows **SA** for strongly Agree, **A** for agree, **N** for neutral, **D** for disagree and **SD** for strongly disagree.

Please state weather you	SA	A	N	D	SD
Women empowerment Causes men to react violently when challenged by women whom they think are empowered.					
Makes men rape women who refuse their sexual advances					
Men result to physical or emotional violence when they feel their position as men is threatened.					
Causes men to feel jealous of their empowerment & independent position in the family and society.					
Empowered women Cause men to drink a lot as an escape route for their frustrations.					
Men whose social positions are threatened tend to be more violent.					

(C) Socialization Process

Kindly indicate your feelings regarding the statements. As follows **SA** for strongly Agree, **A** for agree, **N** for neutral, **D** for disagree and **SD** for strongly disagree.

Manhood (Masculinity) is hard to earn and easy to lose					
When a man cannot provide for his family he feels less of a man.					
Men are not adequately prepared for the ever changing gender roles.					
When women seem to be independent both socially and financially, men feel threatened and it affects gender relations					
The relationship between men and women always entails a power struggle					
When women provide for the family men feel irrelevant					
Lack of mentorship, attention and guidance on the male children causes them to engage in anti-social behavior					
Lack of vigilance on the boys and protection causes them to be abused both physically and sexually by house helps, relatives and others					
Boys are not socialized to admit and seek help if and when abused physically, emotionally or sexually.					
Men and boys suffer low esteem which makes them engage in violence and other antisocial behavior.					
Not much attention is given to the boy child at home and in school					

Girls and women are always treated special than boys.					
It is more likely for a boy to be in a wrong peer group than a girl.					
Boys get involved in premarital sex more than girls.					
Boys are more aware of their sexuality than girls.					
Boys are bound to get involved in more deviant and risky sexual activities than girls.					
Boys should also be counseled from an early age regarding sexual development and their own safety just as well as the girls.					
Gender studies should be focused on both men and women right from early child development education.					
Women's independence threatens men's position in society.					
Women's empowerment has increased incidences and magnitude of domestic violence.					

9. Do you think there is selective women's empowerment in Kirinyaga County within Central Kenya? Yes No

Please

explain.....

.....

10. Does selective women's empowerment lead to men's feelings of frustration or reduced masculinity in Kirinyaga County within Central Kenya? Yes No.

Please

explain.....

.....

11. How does gender mainstreaming impacts on the lives of males in Kirinyaga County within Central Kenya? (Whereby Gender mainstreaming means assessing the implications for both men and women for any planned action)

.....
.....

12. How do men perceive women's empowerment in Kirinyaga County within Central Kenya?

.....
.....

13. How does the new socialization patterns impact men in Kirinyaga County within Central Kenya?

.....
.....

Thank you

Appendix III: Interview Guide for FGDs

1. In your opinion are women more favoured in development plans than men in this county?
.....
.....
.....
2. In your own opinion should women be empowered?
.....
.....
.....
3. Which development projects do you know that specifically target empowering women and girls.
.....
.....
.....
4. Do women's empowerment impact positively in the family?
.....
.....
.....
5. Should men participate equally in household chores like cooking and baby care? If their wives contribute to the family finances?
.....
.....
.....
6. What are your feelings regarding females working in political positions?
.....
.....
.....
7. Do you think there is selective women's empowerment in Kirinyaga County within Central Kenya? Please explain

.....
.....
.....
8. Do you think that girl child education and women empowerment process has impacted negatively to the society?

Please Explain-----

9. Does selective women's empowerment impact on men's feelings of frustration or reduced masculinity? Yes No

.....
.....
.....
10. What would cause a man to feel his masculinity is at threat?

.....
.....
.....
11. Is the use of force and violence a means of resorting a man's dignity when it is threatened?

.....
.....
.....
12. How are male children socialised currently into their gender roles and societies expectations.....

.....
.....
.....
13. How is male socialisation process now different from traditional forms of socialisation?

.....
.....
14. In your opinion are female children/youth socialised better than the male children/youth.

Yes_ No__.

Please explain

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

15. Do men often drink out of frustration due to their threatened social position? Yes No

Please explain

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

Thank you

Appendix IV: Sampling Formula

Sampling formula as outlined by Fisher et al., (1991)

$$n = \frac{Z^2 P(1-P)}{d^2}$$

Where

n = sample size,

Z = Z statistic for a level of confidence, in this case will be 1.96

P = expected prevalence of the phenomenon. In absence of previous baseline, equal proportions will be assumed at p = 0.5

d = precision (in this case at 95% confidence level, d = 0.05).

This calculates as :-

$$n = \frac{1.96^2 (0.5 \times 0.5)}{0.05^2} = 384$$

Appendix V: Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

11th September, 2015

NACOSTI/P/15/72087/7970

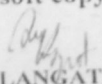
Christine Mukami Muhoya
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The negative effect of selective gender mainstreaming, a case study of Kirinyaga County,*" I am pleased to inform you that you have been authorized to undertake research in Kirinyaga County for a period ending 11th September, 2016.

You are advised to report to the County Commissioner and the County Director of Education, Kirinyaga County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.


DR. S.K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kirinyaga County.

The County Director of Education
Kirinyaga County.

Appendix VI: Research Permit

THIS IS TO CERTIFY THAT:
MS. CHRISTINE MUKAMI MUHOYA
of UNIVERSITY OF NAIROBI, 0-8396
00300, has been permitted to conduct
research in Kirinyaga County

Permit No : NACOSTI/P/15/72087/7970
Date Of Issue : 11th September, 2015
Fee Recieved :Ksh 1,000

on the topic: *THE NEGATIVE EFFECT OF
SELECTIVE GENDER MAINSTREAMING A
CASE STUDY OF KIRINYAGA COUNTY*

for the period ending:
11th September, 2016



.....
Applicant's
Signature

.....
Director General
National Commission for Science,
Technology & Innovation