

**A SURVEY OF THE RESPONSE STRATEGIES ADOPTED
BY PROVINCIAL SECONDARY SCHOOLS IN NAIROBI
TO RESPOND TO STUDENT UNREST**

BY:

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Fulfillment of the Requirements of the Award of Master of
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DEDICATION

DECLARATION

This research project is my own original research and has not been presented to any university/college for the award of a Degree/Diploma.

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ACKNOWLEDGEMENT

DEDICATION

This research project is specially dedicated to my late dad, Livingstone Apencha and late mother in-law, Ruth Lekakeny.

AND

To my loving wife, Nondee and children: Seven and Sween.

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ABSTRACT

Conflict is a fundamental force governing all aspects of life. When conflict is managed effectively, it can contribute to individual and organizational efficacy. This is a study motivated by the recent wave of violence witnessed in secondary schools- a direct result of destructive conflict (Fritz, 1989).

Student unrest in secondary schools occurs primarily between students/student groups and teachers, neighboring community or other stakeholders. Usually, it emanates from particular leadership styles and decision-making processes or when one party/individual perceives that they have or are about to be affected negatively on something they care about. For instance, it is noted that students and schools' management response to environmental changes in varied ways that are yet to be harmonized. In addition, traditionally, the schools' management has enjoyed utilizing leadership styles that are currently being challenged- they were used to not being questioned- by the students in particular. Consequently, student unrest is a prevalent occurrence in schools that has resulted in far-reaching negative effects that range from personal unhappiness- death, serious injuries, shattered academic careers- to rampant destruction of property dotting the schools' landscape.

In spite of the prevalence of student unrest in secondary schools, scanty research has been done in the area. It is noted that largely reactive measures have been adopted to try and address student unrest e.g. setting taskforces to determine the causes/challenges of student unrest long after the damage has been done. Similarly, press reports and commentaries bear some insights into student unrest (Daily Nation: August 13, 2008). However, such kind of approach and comments do not qualify as research in the field under study because of their elementary and generalized approach. Consequently, a knowledge gap and therefore a need for this study: A survey of the response strategies adopted by Provincial Secondary Schools in Nairobi to respond to respond to student unrest. Hence the basis for this study.

The objectives of this study were to determine the challenges of student unrest and also establish the response strategies adopted by provincial secondary schools in Nairobi to respond to student unrest.

This research was seen to be of great benefit to school's management, parents, students and researchers. It shall act as an eye opener in designing preventive strategies to address student unrest. In addition, the research re-emphasizes the parents' specific and special role in taming student unrest. The study shows that parental guidance and keenness on their school going children is significant in preventing deviant behaviors.

Equally, students also will understand the damaging effect of student unrest to their academic career and life in general. The development of such understanding among the students will enable them to support the formulation and implementation of the student unrest policy. Similarly, schools will need to play their unique role in intervention and prevention of the challenge of student unrest because students spend much of their time in school, and because schools are a major influence in transmitting appropriate standards of behavior. Schools can contribute to the national efforts of developing and enforcing firm and consistent policies that discourage the emerging culture of violence that leads to student unrest. On the other hand, researchers will delve into further study of related areas (referred to at the end of chapter five of this study report), to contribute to the pool of knowledge.

The research therefore took the form of a survey provincial secondary schools in Nairobi. A survey is believed to give a fair representation of student unrest in Nairobi and Kenya as a whole. Questionnaires were distributed to heads of departments whose response rate was 70% and therefore giving a fair representation of the findings. The findings of the research established that secondary schools faced challenges such as political, socio-cultural, technological, economical, curriculum, amenities, among others. At the same time the research established various response strategies have been adopted to address student unrest. This includes empowering and strengthening schools' management, restructuring the internal school environment and proper use of the delegation strategy. It also includes intensifying guidance and counseling to encourage change of attitude and incrementally respond to environmental change.

CHAPTER ONE: INTRODUCTION

1.1 Background

Conflict in organizations is an inevitable and fundamental reality. It arises when there is change that individuals see as a threat to be challenged or resisted. This implies that where there is frustration, individuals resort to aggressive reaction, that is, fight rather than flight. This reaction is basically what unrest is all about. Conflicts leading to unrest have become quite prevalent in society due to the changing external environment. The education sector in particular has had its share of conflict that has resulted in student unrest. Student unrest therefore in Kenya's institutions of higher learning has been on the increase especially since 70s and increasing to alarming levels in the nineties, (Fritz, 1989).

In the past, they were predominant in the universities and only sporadically occurred in the secondary schools. But of late there has been a shift whereby secondary schools have become zones of immense and worrying unrest. Wanton destruction of property worth millions of shillings and even loss of life is on a rising trend to levels of a national crisis.

Consequently, urgent solutions at the national and school levels are needed. In fact, an overview of the situation in secondary schools reveals that there has been either lack of or inappropriate response strategies to student unrest. There are loopholes which ventilated into the volatile situation of secondary schools student unrest. Hence, a critical re-evaluation of past and current strategies is required. This would form a formidable basis for future strategies to avoid a repeat of the recent wave of student unrest in secondary schools.

1.1.1 Response Strategies

Response strategies imply the proactive and reactive measures in place to counter student unrest. For the responses to be strategic they must create a strategic outcome. While in the corporate sector a strategic outcome produces wealth that maximizes shareholder value and customer-satisfying products, in the public sector the situation is a little bit different. Here learners' and other stakeholders' satisfaction is of great significance.

Response strategies must be competitive and bear a conducive structure in order to ensure that the stakeholders in the learning environment are therefore not in conflict with each other but embrace teamwork.

Pearce and Robinson (1999), emphasize the need to reconcile all the stakeholders' claims in a firm. The required reconciliation can be achieved through a mission statement that resolves the competing, conflicting, and contradicting claims of stakeholders. Teachers must be guided by strategy to be role models while parents must actively play their role in actively participating in school activities. The government on the other hand must moderate what goes on in the learning environment to ensure smooth operations. Equally, the wider society including NGOs must also play their role adequately, especially in rendering arbitration services. Therefore, any strategic responses must address the specific needs of stakeholders and more specifically the learners.

Strategies must create an atmosphere which enables those charged with the responsibility of delivering/implementing of the strategies not only meet but surpass what is desired by their clients, more fundamentally the students. And for these strategies to work, a critical evaluation of the external learning environment in addition to the assessment of the internal structures needs to be taken into consideration (Aosa, 1992). Above all, the organizations' strategic orientation must be in sync with its environment (Mintzberg, 1999). For this to happen a critical analysis of the strengths and weaknesses of the organization is required so as to match them with the opportunities and threats in the external environment. This is basically SWOT analysis, which is of great significance as a basic foundation for response strategies.

It is therefore critical to do a Swot analysis to provide a managerial framework for an effective strategy that maintains a 'fit' between the firm's internal capabilities and its external situation (Pearce & Robinson, 1999). In any case, a disjoint between the internal and external fit in the learning environment would be definitely a recipe for a non-competitive strategy. It is only through competitive strategies that winning companies emerge. Certainly, it will be noted that competitive strategies psyche everyone up in the organizations to support initiatives and also see into it that they bring enduring changes to fruition. It is important for organizations to be more responsive to environmental changes for stability and coherence in their mission and vision.

The marriage between internal and external systems must be thoroughly grounded at both policy formulation and implementation. Response strategies should, therefore, be long term and should contain general and specific long range institutionalized strategic planning as the basis for strategic proactive response strategies and short term to handle emergent situations in the turbulent educational environment. At this level, logical incrementalism, organization politics and individuals should lead to a cohesive new direction (Quinn & Voyer, 1999).

At the level of formulation, the general learning environment policies must be in line with the resources available to create a friendly atmosphere. It is presupposed that quality education will only be attained if the main clients (learners) are stress free. This is possible if due consideration is given to the quality of the situational resources together with the availability of adequate and qualified staff. This would in turn make it possible for the teaching fraternity to act as role models. Learners would then be motivated to participate and appreciate the role of education as a means of changing their lives. To this end, it will be the learners who would be at the forefront in ensuring that there is no deviation from the norm unless for factors beyond their control. The learners' participation and involvement at every level ensures that their resistance is avoided and that they read from the same script as the rest of the stakeholders. It is important to note that strategy must therefore be customer-tailored. This is particularly to the students' needs and as envisaged in the institution's mission, vision, and their cultural predisposition.

1.1.2 Student Unrest

Unrest is a state of conflict or confusion resulting from dissatisfaction with or opposition to those in authority (Higgleton and Seaton, 1995). Unrest in secondary schools points on issues relating to strategy formulation and implementation, curriculum development and evaluation, management and capacity building. Other related areas that attract concern include the challenging responsibility of the ministry in monitoring the implementation of strategy by schools including dissemination.

Factors in the rapidly changing external environment have great influence on students' behavior. These include technological changes, conflict of culture, the role and changing patterns of the family unit, changing values of the society, drug abuse, unemployment, and

poverty among others. Equally, issues of administration, living conditions, academics are also among the primary factors leading to student unrest. It is worth noting that students with disruptive behavior display less academic competence, have limited career and educational objectives, are delinquents and have lower levels of belief in conventional social rules than their conforming peers (Hirschi, 1969; Gottredson, 1987). The time needed and taken to deal with unrest and its effects in schools interrupts and undermines progress in the educational sector. Schools inappropriately handle students' behavior within particular contexts, fail to proactively support the students within the contexts that cause difficulty or teach the students a more appropriate behavior.

It is, therefore, necessary to identify issues that need focus in order to curb unrest in schools. While education practitioners may stipulate that there are several causes of student unrest, some of which are beyond the school's reach, the school settings play a leading role in influencing and modifying the students they handle to socially acceptable levels. The primary development pathway for serious conduct disorders in adolescents and adulthood appears to originate in school period. Schools therefore are very pivotal in prevention, intervention and management of students' wanting behavior. Earlier detection can be made, information gathered, strategies developed and enforcement of firm consistent strategies can be made with a view to modifying the unacceptable behavior.

1.1.3 An Overview of Secondary Schools in Kenya

Cases of students' unrest in Kenya's secondary schools have been on an increasing trend since they started in the early 20th century. It is taking a trend that is threatening the country's approximately 3,500 secondary schools. In spite of the government's effort to provide guidelines on the management of education, student unrest is quickly becoming fashionable in Kenya's learning institutions. Unrest in secondary schools has progressively changed in nature, characteristics and increase of the number of schools experiencing student unrest. Violence and wanton destruction of school property have characterized the cases of unrest. For example, between 1980 and 1990, the number of schools experiencing student unrest had increased tremendously from (0.9%) to (7.2%). For instance, the Kyanguli tragedy of 2001, Nyeri High School incident of 1999, and the recent Upper Hill secondary school tragedy have chilling memories in Kenya's educational sector.

Lately, secondary schools student unrest has generated a lot of public concern following the alarming increase in the number of schools affected and the tragic dimension it has taken. The country has witnessed a dramatic turn for the worse as the violence and destruction is usually premeditated and planned to cause maximum harm to human life. The general wave of violence in the wider society has aggravated matters in schools as students emulate that behavior and have resorted to all manner of disruptive behavior.

In the last two decades, the Kenya government has reviewed the education system by incorporating emerging issues and also as a way of improving quality of education. For example, changing from the 7-4-2-3 curriculum to the 8-4-4 system of education has made education more adaptive to the goals of national development. In addition, free secondary education is another reform in education. Consequently, there has been unprecedented growth in educational institutions and a corresponding increase in enrolment and subsequent demands for increased budgets to support the required infrastructure. Other stakeholders such as communities, NGOs, private sector, religious organizations have also been encouraged and are supporting the education sector in improving and availing the required facilities among other endeavors.

Whatever the case, it is mandatory to set structures that make the education system more efficient, effective and responsive to the changing needs of the Kenyan society. It is worth noting that organizations want to be stable and coherent in their mission and vision. This points to the fact that secondary schools should be based on the need to fashion the individual to grow and develop into a sound and effective citizen with the mental capacity to appreciate the cultural heritage of his nation. They shall then be empowered to be able to make meaningful contribution towards further development and the socio-economic stability of the nation, (Senge, et al, 1994).

In spite of the tremendous growth in the Kenya education sector, there are a number of factors that continue to compromise quality and effectiveness of service delivery. The school curriculum and its implementation in the face of the 21st century environment require adequate reassessment. This is in order to ensure that it is manageable and responsive to the individual and societal needs.

It is also necessary to re-engineer the teachers to heighten their competitiveness in service delivery and especially to be able to utilize the advantages of the new Information and Communication Technology (ICT). This is an emerging trend that will definitely improve their effectiveness in service delivery.

Globalization as a result of ICT advancement is an emerging issue in the education sector whose challenges have a far-reaching impact that cannot be ignored. The resulting global village has both negative and positive influence on schools. Majority of the students have been influenced to go the wrong way. Equally, the environmental conditions obtaining within the schools and their neighborhoods continue to make the schools unattractive to the learners. Consequently making it difficult to retain students in schools and be able to attain the targeted Education for All (EFA). In addition, approximately 52% of Kenyans live below the poverty line hence most parents are unable to send and retain their children in school since they cannot raise the user charges and other related costs as part of the cost-sharing program. The rising cost of living seriously affects schools in the urban settings than those in the rural areas, while the need for facilities is ever increasing. The frustration experienced by the parents is ultimately transmitted to their school-going children.

Therefore, the prevailing circumstances require that the Kenya government continues to develop the education sector since the youth are the foundation of national development. For that matter, several strategic measures such as poverty reduction programs, which includes: provision of bursaries, textbooks, school feeding programs, and retraining of teachers are but a few of the efforts in the right direction. However, availability of resources and politicization of education continue to pose elusive challenges to the Kenyan education sector. Politics have a big hand in the manner in which most schools' heads raise the leadership ladder. School managers, who have acquired those positions on the political platform, monopolize power and operate on a command-and-control bureaucracy that leads to chaos.

1.1.4 An Overview of Secondary Schools in Nairobi Province

Nairobi Province is currently a home to over 50 public secondary schools categorized in three groups namely, National, Provincial and District Schools. 39 are Provincial. Many are day schools but a good number are boarding schools.

Their proximity to both Ministry of Education and other relevant organizations of the government predisposes them to a number of benefits that they would take advantage of including a very high competitive school environment.

The urban clientele are knowledgeable and therefore demands high standards of performance in national exams. Consequently, the teachers and students are under enormous pressure to produce results. The Provincial schools in Nairobi bear the cosmopolitan image of the city as they handle students of different social, economic, ethnic, racial and political background. On the other hand, about 40% of the recent secondary schools student unrest in occurred in Nairobi schools. Therefore, given the high incidence of student unrest, there is every justification to carry out this study.

1.2 The Research Problem

Secondary schools student unrest is quickly becoming common-place in Kenya's education landscape, and rages on as schools' managers and ministry of education officials whose mandate is to control, guide and counsel learners watch. Apparently, the strategies in place have not helped in stamping out the problem from Kenya's secondary schools. Instead student unrest has risen to unprecedented levels.

Apparently, scanty research has been done covering conflict between retailers and distributors (Kinuthia, 2002). Furthermore, the study focused on conflict in the corporate sector where clear mechanisms have been established to deal with conflict. However, the situation is not the same in the education sector. This is because the education sector has tended to approach student unrest reactively by using taskforces that generally investigate the causes once unrest has occurred. It is also worth noting that focus has largely been on curriculum and infrastructural development in schools, with little emphasis on secondary schools student unrest. In fact, those studies were more general and leaned towards conflict in general and not response strategies to secondary schools student unrest.

Similarly, only press reports and commentaries have been captured about student unrest (Daily Nation: August 13, 2008). Such kind of comments does not qualify as research in the field

under study because of their elementary and generalized approach. Consequently, a knowledge gap exists in response strategies by secondary schools to student unrest.

Accordingly, there is need to re-evaluate the strategies that have been in place to handle this issue of national importance. Equally important is an investigation into the social context and the adequacy of secondary schools initiated strategies to control unrest. A number of commissions have been formed to carry out a study in the area of strategic management in secondary schools (Ministry of Education, task force: 2001). But even though no research has focused its attention on response strategies by secondary schools to student unrest. Consequently most of their recommendations were short-term and only formulated reactive activities. Given the above scenario “what then are the response strategies by provincial secondary schools in Nairobi to student unrest?”

1.3 Research Objectives

The objectives of this research were:

- (i) to determine the challenges of student unrest among Provincial secondary schools Nairobi, Kenya;
- (ii) to establish the response strategies adopted by Nairobi Provincial secondary schools to address student unrest.

1.4 Importance of the Study

The findings of this research shall be significant to schools’ managers, parents, students, and researchers.

1.4.1 School Management

The study findings will enable the schools managers identify reasons for student unrest. It will also enable them to borrow from previously tested and tried effective corporate practice strategies. This will go a long way in helping them to re-evaluate their existing strategies and then determine appropriate strategies to curb or minimize student unrest.

1.4.2 Parents

These findings will enable parents to save on future costs of damaged property and subsequent bills arising from injured students. The study will enable the parents to understand that

minimized student unrest is a saving on time and stressful moments on their part. They will also understand their specific responsibility/contributions required in taming student unrest.

1.4.3 Students

The research findings will enable them to understand the damage the unrest causes to them and the destructive consequences of unrest to their schools/nation. The findings will also help the students to understand the legal consequences of their actions. The learners will also be unable to appreciate the negative consequences of unrest on their future career. This will convert them into active participants in minimizing unrest in secondary schools.

1.4.4 Researchers

The study findings will hopefully contribute to the pool of knowledge. It will also act as a basis for further research. They will also find it necessary to appreciate the actual limitations and problems faced during this study. This will form a basis for sorting out such problems/limitations in future.

CHAPTER TWO: LITERATURE REVIEW

2.1 Organizations and the Environment

Organizations do not exist in a vacuum. They operate in an environment from where they draw inputs, which they transform, into output for the benefit of stakeholders in the environment. Organization draws their raw materials, human resources and finances from the external environment. Using their internal capabilities these firm initiate processes to tap the opportunities and tackle the threats in the external environment. The internal environment therefore, which constitutes firm specific factors and would directly be influenced by managers must be harmonized with the external environment so as to realize the increased return on investment. In effect therefore, environmental changeability which is fundamentally inevitable as a consequence of exerting pressure on organizations to change not only for survival but also for business continuity. For sure, organizations which fail to adopt their internal operations to external realities would definitely loose the battle (Ansoff, 1988).

An organization's strategic options as well as its decisions must therefore form the strategic intent of the firm so as to develop its mission, and undertake strategic actions that result in strategic competitiveness (Porter, 1985). The external environment is rapidly ever-changing, it is surpriseful, and unpredictable. This is environmental turbulence. Environmental turbulence is therefore informed by the operating factors which influence a firm's directions and actions and its organizational structures and internal process. These factors include economic factors, social factors, technological factors, political factors, ecological factors as well as legal factors. All these constitute the remote environment. Each segment has a number of characteristics (see Appendix I).

Equally, the external environment is punctuated with the industry environment that is punctuated with the nature and degree of competition in industry. This is based on Porter's five forces of industry competition; the threat of new entrants, bargaining power of customers and suppliers, the threat substitutes among current competitors (Porter, 1985)

Last but not least, the external environment also includes the operating environment. This are factors in the competitive situation that affect a firm's situation in acquiring resources or in profitably selling and marketing its goods, the firm's competitive position, the customer and its

ability to attract capable employees. The operating environment is more subject to the firm's control than the remote environment.

Given the changing trend of the environment, organizations more than before need to understand the concept of strategy. This is because there is a big relationship between strategy and organization's relationship with its internal and external environments. Grundy (1995) observes that strategy is about getting from where you are now to the place where it is worthwhile being. He further stated that strategy is also about getting there through competitive advantage with least difficulty and in least time. Therefore, it is vitally observed that traditional hierarchies are ill equipped to respond to speedy decision making processes demanded by the challenging environment.

The external environment is the source of the organization's inputs and it is where the outputs are discharged. It is also noted that the organization must discharge those outputs that meet the needs of the ever-dynamic external environment. The turbulence in the external environment poses varying challenges at different periods. Consequently, the organization must configure its resources to meet these needs and also develop foresight, flexibility and speed in order to respond appropriately to these changes in a timely manner. In fact, many organizations have therefore restored employee participation and customer orientation. In the same vein, Ansoff (1999) has presented a model of organization's environmental dependence.

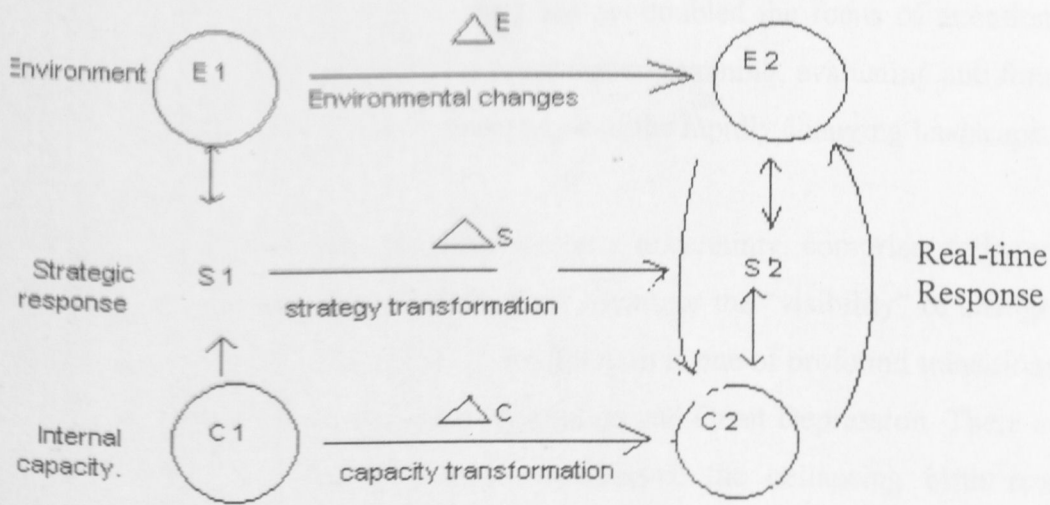
2.1.1 Ansoff's Model of Organization's Environmental Dependence

Ansoff (1999) has presented a conceptual model that indicates the environmental dependence of an organization. As indicated in Figure 2.1, when there is an environmental shift from E1 to E2, then the organization's strategy has to be changed from S1 to S2 in order to adapt to the changed environmental conditions. It will be noted that this is possible only when the organization's capability is changed from C1 to C2.

Therefore, an organization has to monitor its environment continuously so that it can identify any shifts that require it to adjust its strategies in response to such changes. Consequently, constant updating of the firm's capabilities through environmental analysis is necessary support for the chosen strategy. The firm must continuously adapt its activities to

environmental changes. The internal environment must be adjusted in line with the remote environment.

Figure 2.1: Ansoff's Model of Organizational Environmental Dependence



Source: Ansoff (1999); *Implanting Strategic Management*, p.17

Firms must also understand the industry environment. Hence to establish a strategic agenda to deal with contending currents in the industry and also grow despite this, a firm must understand how to work in its industry and how this factors affect the firm in its particular situation. In any event the need for strategy formulation is on the basis of coping with competition which is dependent on the five forces mentioned above. Whatever they are collective strength the corporate strategist's goal is to find a position in the industry where his company can best defend itself against these forces. (Thompson and Strickland, 1985).

2.2 Environmental Challenges to Organizations

Environmental turbulence that is characterized by complexity, novelty, rapidity of change and visibility continues to pose an ever-increasing challenge to organizations. In effect, it is a combined measure of changeability and predictability of the organization's environment. As this environmental turbulence mounts competition becomes hyper competition.

A form of competition where the frequency, boldness, and aggressiveness of dynamic movement by the players accelerates to create a condition of constant disequilibrium and change.

Increasing environmental uncertainty, complexity, and turbulence pose a threat to strategic managers because they hamper their ability to develop long-range plans (LRP) and to make decisions that keep their organization in equilibrium with its external environment.

Rather than rethinking how managers should approach planning process in this new world, traditional strategic planning wisdom has re-doubled the focus of attention on the planning tools themselves, suggesting that environmental scanning, evaluating and forecasting tools will become ever more important to make sense of the rapidly changing landscape.

Environmental challenges that emanate from uncertainty, comprise; turbulence, or the extent and frequency of change, and strength of signal, or the "visibility" of change or impact to the alert scanner. In fact, the period we are living in is one of profound transitions and changes are more radical than those of second Revolution and Great Depression. There are few social and political certainties that will shape businesses: the collapsing birth rates, shifts in the distribution of income, global competitiveness, growing incongruence between political and economic realities (Drucker, 2002).

Realistically, therefore, environmental challenges to organizations in general and schools in particular, not only cut across the remote environment but also the industry and operating environment. The remote environment comprises forces and relationship beyond a firm's operating situations but which may impose change on its task environment. Rarely does a firm have the power to exert any meaningful influence upon its remote environment; but it can learn to understand that environment and the ranges of new influences and conditions it may impose. Elements of this less visible remote environment interact to reshape signal that the firm observes through its boundary with the more visible task environment. Pearce and Robinson (1984) have highlighted the factors in the remote environment; the political, social cultural, economic, technological and financial dimensions pose serious challenges to firms in general and schools in particular

2.2.1 The Political/Legal Factors

The political/legal segment defines the legal and regulatory parameters within which firms must operate. Political constraints are placed on firms with an aim of protecting employees, consumers, the general public and the environment. These regulations are restrictive and tend

to reduce the potential profits of firms. Currently, organizations are faced with the challenge of developing and using a political strategy to meet the effects of global governmental policies.

2.2.2 The Economic factors

The economic factors concern the nature and direction of the economy in which a firm operates. Because consumption patterns are affected by the relative affluence of various market segments, in its strategic planning each firm must consider economic trends in the segments that affect its industry. In particular, forecast is made on the general availability of credit, the level of disposable income and propensity of people to spend. And because nations are interconnected as a result of the globalized economy, firms face a stiff challenge of having to scan, monitor, forecast and assess the health of the economies.

The expansion of the information and communication society has led to a multiplication of points of contact through economic integration and thus also areas of friction. In the light of close integration, such as, the East African Community (EAC) and Common Market for Eastern and Southern Africa (COMESA) trade conflicts are not very surprising. Frequently they concern different values such as, consumer protection; the European Union (EU) ban on hormone-treated beef and on food made from genetically modified organisms.

2.2.3 The Technological factors

Pervasive and diversified in scope, technological changes affect many parts of the society. This segment includes the institutions and activities involved with creating new knowledge and translating that knowledge into new outputs, products, processes and raw materials. This is possible within firms that are early adaptors of the rapidly changing technology and hence achieving higher market share that result in higher returns. Thus, firms must ensure continuous scanning of the external environment to identify potential substitutes for technologies that are in current use, as well as to spot newly emerging technologies from which they can derive competitive advantage (Hanson, 2005).

All firms, particularly those in turbulent growth industries, must strive for an understanding both of the existing technological advances and the probable future advances that can affect their products and their services. Technology alerts strategic managers of both impending challenges and promising opportunities. Thus competitive advantage may accrue to the firm that is capable of deriving full value from internet in terms of both e-commerce and e-business activities.

2.2.4 The Ecological factors

This segment spells out the reciprocal relationship between business and nature: air, soil, and water. Increasingly, organizations are being expected by the public to incorporate ecological concerns into their decision making. This is a significant part of their corporate social responsibility that therefore determines mutually beneficial relationships.

2.2.5 The Socio-Cultural factors

The segment is concerned with a society's attitude and values. Because attitude and values form the cornerstone of a society, they often drive demographic, economic, political/legal and technological conditions and changes. It is important that organizations understand the implications of a society's attitudes and its cultural values before they can expect to offer goods and services that will meet consumers' needs and interests. In addition, the growing gender, ethnic and cultural diversity in the workforce create challenges and opportunities.

One of the most profound social changes in recent years has been the entry of large numbers of women into the labor market. This has not only posed the challenge of hiring and compensation policies but also the resource capabilities of their employers; it also has raised the challenge of having to create or expand the product and services necessitated by their absence from the home. Firms that anticipated or reacted quickly to this social change offered products /services such as convenience food, microwave, ovens, and day care centers. It is worth noting that translating social change into forecast of business effects is a difficult process.

2.2.6 The Industry Environment

The intensity of industry competition and an industry's profit potential are a function of five forces of competition: the threats posed by new entrants, the bargaining power of buyers and

suppliers, substitute products, and the intensity of rivalry among competitors as seen in Figure 2.2.

Figure 2.2 The Five Forces Model of Competition



Porter (1998) states that the goal is for every organization in an industry to find a position in the industry where it can best defend itself against the five forces. Supplier group is powerful and a challenge when it is dominated by a few firms and is more concentrated than to industry to which it sales, satisfactory substitute products are not available to industry firms.

The five forces that determine industry competition also include challenges faced in industry competition (see Appendix II).

2.2.7 The Operating Environment

The firm's competition and its ability in harnessing its resources to undertake in value addition activities influence wealth maximization of the firm. This is in relation to how well the firm will handle the challenges of the sales, marketing, distribution and the rest of its stakeholders. Ideally, therefore, each manager must confidently understand how to manage his area of responsibility in accordance with the total organization-wide game plan (Thompson and Strickland, 1984).

2.3 Organizational Responses to Environmental Challenges

Organizational responsiveness to environmental challenges refers to the way a firm handles change. No organization that exists in a vacuum. Organizations are both environment-dependant and environment-serving; that is, they take in an assortment of resource from the environment, add value to them, and deliver them back to environment as goods and / or services.

Successful environment-serving organizations are open systems. That is, their continued survival depends on the ability to secure rewards from the environment that replenish the resources consumed in the conversion process. This includes the continued maintenance by the organization of its social legitimacy. In addition to their products and services, organizations produce side effects on the environment, such as air pollution or student riots- which may socially be undesirable (Ansoff and McDonnell, 1990).

Firms need to have an internal structure and dynamics capable of continued responsiveness to changes in the external environment. It therefore requires a managerial capability to sense and interpret environmental change, coupled with a capability to conceive and guide strategic response, and logistic capability to conceive, develop, taste, and introduce new products and services. Organizational responsiveness can be strategic and operational. The two responses are strongly related but largely strategic responses influence the operational aspects of the organization. Failure to align the operational aspect of an organization with strategy will not result in success.

2.3.1 Response Strategies

Thompson and Strickland (1997), noted that response strategies target the introduction of change in the firm's strategic behavior. The nature and manner of firm's response depends on the speed and frequency of a particular threat or opportunity in the environment. To address whatever situation, firms may adopt response strategies such as restructuring, marketing, information technology, cultural changes, integration, and defensive strategies. In addition, Hofer and Schendler(1978), observed that for organizations to be effective and hence successful, they should respond appropriately to the changes that occur in their respective environments.

2.3.1.1 Restructuring Strategy

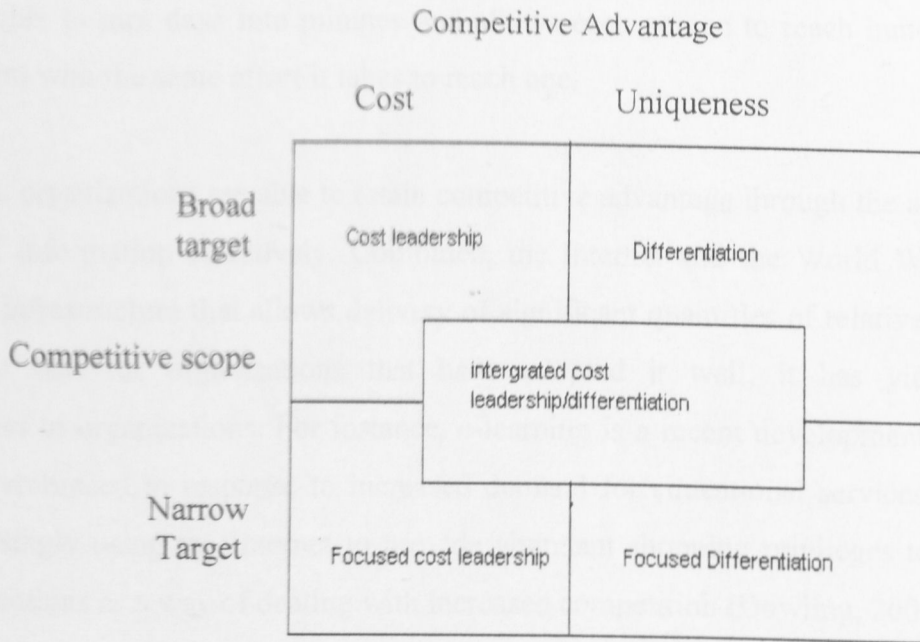
Restructuring of an organization following the failure of an acquisition strategy, is a strategy used by firms to respond to changes in their external and internal environment. For example, different opportunities sometimes surface in the external environment that is particularly attractive to the diversified firm in light of the core competencies that have been developed in its internal environment. In such cases, restructuring may be appropriate to position the firm so that it can create more value for stakeholders, given the environmental changes (Hammer, 1996). Regardless of the reason for its use a restructuring strategy changes the composition of a firm's business portfolio (Johnson and Scholes, 1996). Whatever the structure, it should be as short as possible to minimize the scalar chain of command (Drucker, 2001).

Enlightened strategic managers engage in business process re-engineering (BPR) and design new approaches through which they can inject efficiency and effectiveness in performance (Thompson, 1997). It is worth noting that when seeking to remain competitive, firms may choose re structuring options of downsizing, downscoping, refocusing and leveraged buyouts as remedial strategies. In fact, any organization that fails to restructure will effectively fail to create its future and therefore sees itself out of the market.

2.3.1.2 Marketing Strategy

Kotler (1999) has stated that marketing as a social and managerial function delivers value attributes to end -users of a final product. It is through marketing that an organization is able to realize its objectives. The factors in the remote environment enable organizations to manipulate the market in terms of products, price, promotion, people and problems to ensure relevance of the firm. Johnson and Scholes (1997) have clearly emphasized the need for organizations to be market oriented, that is, by producing according to customer preferences. Organizations need to engage divergent strategies to enhance their competitive position. For instance, they would heed to Porter's (1998) advice and choose to adopt from a among five business- level strategies to establish and defend their desired strategic position against rivals: cost leadership, differentiation, forecast cost leadership, forecast differentiation and integrated cost leadership/differentiation as shown in Figure 2.3.

Figure 2.3 Five Business Level Strategies



Source: Porter (1998), *Competitive Strategy: Techniques for Analyzing Industries and Competitors*, p.39

When setting a business level strategy, firms evaluate two types of competitive advantage: lower cost than rivals, or the ability to differentiate and command a premium price that exceeds the extra cost of doing so. Having lower cost derived from the firm's ability to perform activities differently than rivals; being able to differentiate indicates the firm's capacity to perform different (and valuable) activities (Gimeno, 1999). Focus strategies help a firm to select a segment or group of segments in the industry and tailors its strategy to serving them to the exclusion of others (Chevalier, 1999). The effectiveness of each strategy is contingent both on the opportunities and threats in a firm's external environment and on the possibilities provided by the firm's unique resources, capabilities and core competencies.

2.3.1.3 Information Technology Strategy

In the recent years, dramatic changes have been witnessed in the area of information technology. Both the rate of change of technology and the speed at which new technology become available and are used have increased substantially over the last 15-20 years. Personal computers, cellular (mobile) phones and massive databases are few examples of how information is used differently as a result of technological developments.

It will be noticed that electronic mail (e-mail) systems are the first manifestations of a revolution in the flow and management of information in organizations throughout the world. E-mail is able to turn days into minutes and allows each person to reach hundreds of others (co-workers) with the same effort it takes to reach one.

In addition, organizations are able to attain competitive advantage through the ability to access and use of information effectively. Combined, the Internet and the World Wide Web have created an infrastructure that allows delivery of significant quantities of relatively inexpensive information that for organizations that have adopted it well, it has yielded strategic opportunities to organizations. For instance, e-learning is a recent development the education sector has embraced in response to increased demand for educational services. Retailers are also increasingly using the Internet to provide abundant shopping privileges to customers in multiple locations as a way of dealing with increased competition (Dowling, 2005).

In the 21st century competitive landscape knowledge is a critical organizational resource and is increasingly a valuable source of competitive advantage. Because of this, many organizations now strive to transmute the accumulated knowledge of individual employees into a corporate asset. Simonin (1999) has rightly argued that the value of intangible assets, including knowledge, is growing as a proportion of total shareholder value. Information technologies have changed the consumers, producers and civic environments in such profound and irrevocable ways such that those who cannot create a presence in this area will find it difficult to survive the current intense competition. The key to sustainable competitive advantage and therefore success in the modern turbulent environment is deeply embedded capability for continuous radical innovations (Sanchez, 1995).

2.3.1.4 Organizational Cultural Changes

Every organization is a unique culture. It has its own set ways of approaching problems and conducting activities, its own patterns of "*how we do things around here*", that is, its own climate, folklore, and organization personality. Implanting the desired values derives from obvious, sincere, sustained commitment by the executive coupled with extraordinary persistence in reinforcing those values.

Appropriate and cohesive culture that has been developed and entrenched in the organization's history may not be a source of competitive advantage. This is especially true in a situation where organizational staff is victim of routines and therefore resists accommodating changes. Its here that the strategic leaders have the challenge of having to initiate and influence the desired change in beliefs, values and attitudes (Strickland, 1997). The strategic leader in organizations and in particular schools' Principals need to appropriately identify the existence of strategic drifts in their organizations /schools.

In such situations, conservativeness hinders the introduction of alternative views and approaches as necessitated by the changing remote environment. It is also observed that the senior managers may become the concrete ceiling blocking many new innovations and fails to accommodate environmental changes. The Chief Executives need to know that cultural changes succeed only when they are supported actively by them.

However, Chief Executives need to appreciate the fact that changing a firm's organizational culture is more difficult than maintaining it, so they need to recognize when changes are needed and choose to introduce those changes incrementally (Dowling, 2005). Regardless of the reasons for change, shaping and reinforcing a new culture requires effective communication and problem solving, along with the selection of the right people thus those who have values desired by the organization, effective performance appraisal i.e. establishing goals and measuring individual performance towards goals that fit in with new core values.

2.3.1.5 Integration Strategy

Integration strategies allow firms to use their skills and capabilities in different stages of the value chain to create value (Hanson, 2005). They involve expanding a firm's range of activities backward into sources of supply and /or forward toward end -users of the final product (Strickland ,1997). For example, Kenya Breweries Limited (KBL) has integrated backwards to the production of one of its essential raw materials. A number of schools also have successfully attempted backward integration into the production of their own cereals, vegetable, and milk requirements. Consequently, the organizations have been able to reduce the uncertainty of resource availability/cost by purchasing or developing control over those resources.

Equally, the organizations are able to strengthen their market position and/or secure competitive advantage (Harrigan, 1983).

Likewise, horizontal integration is utilized by organizations to reduce competitive risks by buying the competition. Internal expansion might be more desirable in markets with many competitors in relatively stable environments, since the costs of extending market boundaries would be more widely shared and the risks of government intervention from alleged anti-trust violations would be avoided. But in intensely competitive markets, where saturation is a threat or reality, horizontal integration may be the only way for a company to increase or maintain market share (Stoffels, 1994).

2.3.1.6 Defensive Strategies

Competitors initiate competitive actions to attack rivals and launch competitive responses to their competitors' actions. Strategic alliances can be used to respond to competitor's attacks and to hedge against risk and uncertainty. This is especially common in the current period. As firms, such as those competing in the global automobile industry, banking and other service sectors form multiple strategic alliances to increase their strategic competitiveness. For example, General Motors (GM) and Toyota formed a Research and Development (R&D) alliance to set the industry standard for environmentally friendly vehicles. The education sector has not been left behind, as a number of tertiary institutions are in strategic educational alliances. Other defensive strategies include joint ventures, retrenchment, mergers/acquisitions, divestiture, and liquidation.

It will be noted that of all the strategic alternatives, liquidation is the most unpleasant and painful, especially for a single-business enterprise where it means terminating the organization's existence. On the other hand retrenchment strategy serves well in the face of adverse conditions. As a temporary short-run defensive strategy measure, it enables organizations to respond to conditions of general economic recession, internal financial crisis, periods of economic uncertainty, a storm of public criticism, and/or harsh regulation.

All in all the business/schools environment is increasingly becoming turbulent. The turbulence is in such a manner that only those organizations/schools with the capacity and ability to aggressively and strategically tackle the challenge of strategic change would survive.

This requires a proper networking between the organization's internal structures and the external environment so as to create a sustainable competitive edge and also a sustainable leadership capable of defying the passage of time and fetching in desired returns on investments.

Population of Study

The population included all the secondary schools in Nairobi using Provincial secondary curriculum. The Nairobi Province secondary schools in Nairobi was appropriate for the study because such schools comprise the majority of secondary schools in Nairobi and they are the most in number in the country and they give a representative picture of secondary schools in Kenya. In addition, all major national exams are initially set and administered in Nairobi in public schools. The level of education is similar among Nairobi schools nationwide.

Sample and Sampling Design

A purposive sample of 20 schools was selected for the study. The sample was selected based on the following criteria: (i) schools that were using the Provincial secondary curriculum; (ii) schools that were in Nairobi; (iii) schools that were in the Nairobi Province; (iv) schools that were in the Nairobi Province; (v) schools that were in the Nairobi Province; (vi) schools that were in the Nairobi Province; (vii) schools that were in the Nairobi Province; (viii) schools that were in the Nairobi Province; (ix) schools that were in the Nairobi Province; (x) schools that were in the Nairobi Province.

Data Collection

The data was collected by the use of questionnaires and interviews. The questionnaires were distributed to the principals of the schools and the interviews were conducted with the principals and the teachers. The data was collected over a period of six months.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The research design that was adopted was that of a survey of Provincial secondary schools in Nairobi. A survey gives a fair representation of student unrest in Kenya as a whole. The survey method allows an in-depth and a complete investigation for such study while making generalizations where possible. Nganga (2001), Kinuthia (2002) and Mkamunduli (2005) all utilized a survey approach to come up with a detailed research report on the studies undertaken.

3.2 Population of Study

The target population included all the secondary schools in Nairobi using Provincial secondary schools as a sample. The choice of Provincial secondary schools in Nairobi was appropriate for this study because such schools comprise the majority of secondary schools in Nairobi and appear to be the worst hit by student unrest and also fairly give a representative picture of many schools in Kenya. In addition, all major external changes are initially felt and experienced by schools in Nairobi before filtering to rural schools. The level of disruptive behavior among Nairobi schools was apparently highest.

3.3 Sample and Sampling Design

Out of 39 provincial secondary schools in Nairobi Province, a sample of 30 secondary schools were taken for the study (Education Directory, 2006). This was based on purposeful sampling that included schools that had an incidence of student unrest more than once and those that never experienced any student unrest in the last five years (2003-2007). Special attention was given to the recent wave of student unrest. Therefore, sampled schools would give a fair representative sample of student unrest in Nairobi.

3.4 Data Collection

Data was collected by the use of open-ended questionnaires given out to Heads of Departments (see Appendix). This is because this group is responsible for strategy formulation and policy guidelines. Open-ended questions give more detailed information compared to a closed-ended questionnaire (Mugenda and Mugenda, 1999). The questionnaire was designed to obtain

information on the nature and kind of challenges and also the nature of the response strategies adopted by secondary schools in Nairobi Province to address student unrest.

3.5 Data Analysis

The data collected was analyzed using content analysis. This is because content analysis is mostly applied on data that is of qualitative in nature such as is the case in this research. Content analysis also minimizes errors in qualitative research. At the same time data analysis and presentation has been done using descriptive statistics. This involves the use of percentages, mean scores, among others. The percentages were used to determine the percentage /ratio of student unrest against certain parameters such as, lack of resources, guidance and counseling, etc. Mean scores were used to analyze the average strength of the challenges on student unrest. A variety of methods were used in data presentation, such as frequency tables, bar graphs, among others.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Introduction

Data collected was analyzed by the use of content analysis. Descriptive statistics were also used in data analysis. Tables, charts and percentages were used to present both the response rates and information on other variables. Content analysis is suitable for qualitative data, as is the case in this research. Tables and charts are easy for interpretation. This study had two objectives; to determine the challenges of student unrest and establish the response strategies adopted by Nairobi Provincial secondary schools to address student unrest. The researcher administering a questionnaire on deputy headteachers and heads of departments (HODs) collected primary data for this study.

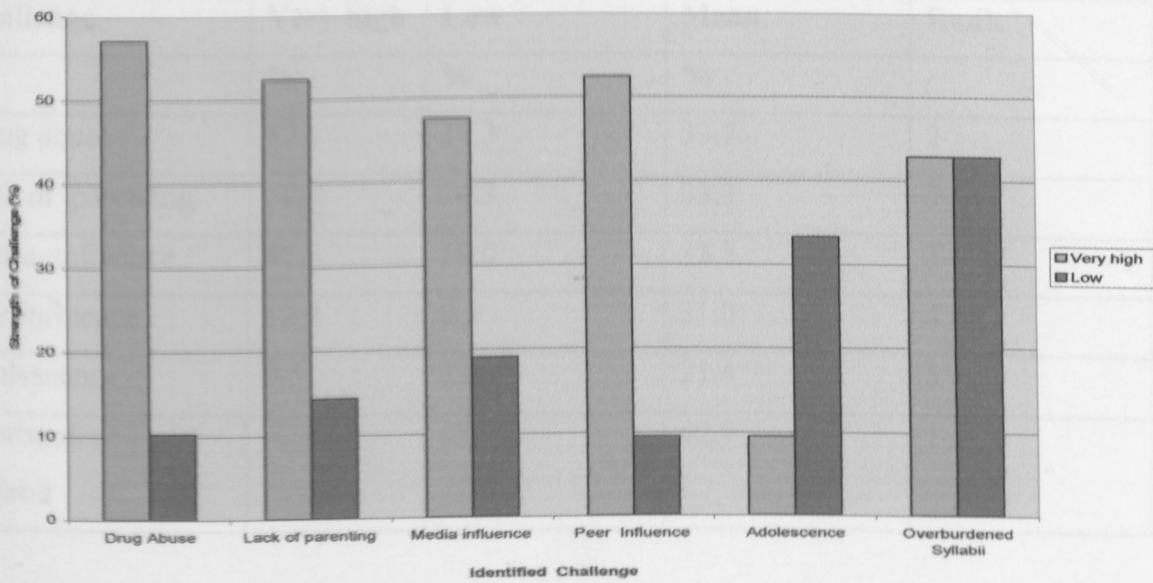
Out of the 30 questionnaires that were distributed only 21 were filled and returned. This represented a response rate of 70% hence a fair representation of the study findings.

This chapter presents the analysis and findings of the research in three parts. The first part presents the external environmental challenges that have an impact on the Nairobi provincial secondary schools' abilities to adequately play their role effectively in student unrest. The second part presents the extent of the student unrest by capturing the extent to which respondents rate the strength of the identified challenges. The last part presents the response strategies adopted to address student unrest.

4.2 Extent of Student Unrest

Knowledge of the extent of student unrest is of great significance if ever response strategies are required to arrest this situation. The Figure 4.2 shows the extent of student unrest in Nairobi provincial secondary schools.

Figure 4.2: Rating of Challenges/Causes of Student Unrest



The Figure 4.2 shows the extent to which respondents rate the strength of the identified challenge/ cause of student unrest. 57.1% of the respondents see drug abuse as highly responsible for the increased cases of student unrest while 10.3% of the respondents indicate that drug influence is low. Lack of parenting scored 52.4% response from the respondents. This is a very high contributive factor to student unrest. 14.3% of the respondents felt it is low. Media influence, at 47.6% is deemed to be a very high factor to student unrest. Peer influence with a score of 52.4% response indicates it as a very high factor. 9.5% see it as having a low influence.

Adolescence on the other hand shows 9.5% as a very high factor while 33.3% see it as a low factor. On the other hand an overburdened syllabi, which has so far attracted protests, had a large number of a tie in respondents stating it as both high and low at 42.9%.

In order to rate the strength of each of these six identified challenges resulting in student unrest an average figure for very high and low rate was calculated as follows:

Table 4.2: Ranking of the Identified Challenges Leading to Student Unrest.

Challenge	Very high	Low	Mean	Rank
	%	%	%	
Drug abuse	57.1	10.3	33.7	2
Lack of parenting	52.4	14.3	33.3	3
Media influence	47.6	19.0	33.3	3
Peer influence	52.4	9.5	31.0	4
Adolescence	9.5	33.3	21.4	5
Overburdened Syllabii	42.9	42.9	42.9	1

The Table 4.2 shows that overburdened syllabi has a mean of 42.9% of the total respondents followed by drug abuse at 33.7% of the respondents voting for it. Lack of parenting which tied with media influence at 33.3% of respondents stating them as contributory factors. Adolescence stands at an average of 21.4%. The overburdened curriculum is therefore the strongest challenge; leading to student unrest and while adolescence is viewed as the last challenge to student unrest.

4.3 Environmental Challenges

One of the objectives of this study was to establish the response strategies adopted by the provincial secondary schools in Nairobi to the external environmental challenges. Data was collected to identify the respective environmental challenges affecting the schools' abilities to effectively deal with student unrest. Respondents were requested to indicate how their school had been affected by the factors in both the external and internal environments of operation. From the responses, the study revealed that the schools face various external environmental challenges in their task to handle student unrest.

4.3.1 Political Challenges

The responses indicate there are several political factors that have impacted on the schools' abilities to effectively deal with student unrest. The responses indicated that the government declarations seriously affect schools. For example, free primary and secondary education has

led to unprecedented growth in schools' enrolment without related proportional growth in facilities. As a result, this has posed and continues to pose a challenge to schools that must accommodate the large number of students. In addition, the abolition of corporal punishment (the cane) which according to many respondents, has contributed to rampant student indiscipline. Furthermore, the responses also revealed that government influence has a hand in the running of schools in terms of recruitment, transfers and appointment of school heads. The study established that the schools' operations are greatly influenced by what is happening politically. The responses indicated that at times, it is difficult for the schools' administration to make independent decisions without the fear of political revocation. This kind of scenario has jeopardized a number of school matters such as student and staff discipline. It was also revealed that politically correct school heads spend much of their time serving their political godfathers at the expense of efficient school management.

Mass political demonstrations have negatively impacted on schools.

4.3.2 Economic Challenges

The study sought to establish the economic variables that have impacted on schools. The study established that the poorly performing economy has negatively affected schools. The responses confirmed that poverty in the country has created a large number of needy students who cannot be maintained in schools since they cannot raise the subsidized cost. It was also revealed that schools have a problem in collecting the little subsidized fees from the parents who believe that the government is offering free education. In addition, the ministry's delay in transfer of the support funds to schools has simply aggravated the situation. As a result, schools are operating on strained budget whereas students increasingly demand for various requirements, such as, state of the art entertainment equipment and a balanced diet.

4.3.3 Technological Challenges

Respondents were asked to indicate whether global technological development posed any challenges to schools in their task of adequately student unrest. It was found out that information technology (IT) has taken the youth by storm although schools are yet to fully embrace the same in their various operations. The responses indicated that schools have a serious challenge to adequately establish and maintain an information technology system because of the cost implication, among other factors.

4.3.4 Socio – Cultural Challenges

Respondents were asked to indicate what socio- cultural factors have affected the schools efforts to effectively tackle the problem of student unrest. The responses indicated that the schools have greatly been affected by the paradigm effect, that is, sticking to the traditional ways of doing things. For instance, it was established that some schools have stuck to the negative culture of bullying new students. In addition, responses show that students in some schools have maintained the culture of having to go on rampage at least once annually as they consider that as manly.

The study established that the culture of violence among the general public has negatively influenced the goings – on in school. Students not only emulate the violent experiences in the community but also become participants in the same. There is also the culture of not working hard and academic indiscipline is getting entrenched in the schools as yet another basis for student unrest.

4.3.5 Internal Challenges

Respondents were asked to indicate the factors within their respective schools that affect the learning environment. The responses indicate that the internal schools' environment is increasingly becoming challenging as all stakeholders continue demanding for higher results. For instance, teachers are under immense pressure to meet the Ministry of Education requirements as well as parents expectations. That pressure is translated into intensive and rigorous academic programs that result in stressed students. The study revealed that students have responded to that pressure by developing exam phobia, which has led to rebelling and releasing their anger through violence. It was established that students increasingly make demands for a number of things and needs which cannot be met to the level they want. For example, they will normally demand for weekly entertainment arrangements, fitting of state of the art music systems complete with DVD in school buses, quality and quantity of food and be allowed regular outings to schools of the opposite sex among other demands.

Furthermore, respondents cited that both the students and their parents are usually uncooperative to schools in cases where information is needed to address various academics and discipline related matters. That attitude was attributed to the poor communication

structures and the high-handedness of the schools' administrators and prefects. Unfortunately, that has not gone down well with student's majority of whom come from home backgrounds where excess freedom is granted. Also cited, is the recent trend where single parenthood and absentee parents is increasingly becoming normal and therefore a big challenge to schools as such parents are not available to supplement schools' efforts in guiding their children.

It was also established that many schools have serious internal relationships problem. The responses identify that relationships among the students in different classes and dormitories is more often than not strained because of very trivial issues e.g. a student from a junior class walking to a senior one. Equally, it was pointed out that poor relationships also affect the students and prefects and /or teachers. Such an internal situation is not usually conducive for learning. This inter – group rivalry impairs the positive influences of inter – group games, sports and club activities. The study revealed that the mode of punishment meted out by teachers also serves to strain that relationship.

Accordingly, majority regards suspension and expulsion as harsh and punitive such that the rest of the students become sympathizers by resorting to defensive or revenge on behalf of their affected friends. It was also indicated that the ranking of schools during the national examinations results is counter-productive as schools resorted to approaches that are meant to enhance their chances for higher performance but which students detest. For example, weak students are forced to repeat classes or advised to transfer elsewhere.

4.3.6 The Provision of Amenities as a Challenge

The study sought to establish what amenities' challenges have affected the schools' ability to be effectively address student unrest. The responses revealed that many schools lack enough facilities for the student's physical recreation. For instance, many of them situated in the city where land is scarce lack enough playgrounds for the large number of students. The students also revealed that regular water and electricity supplies are big challenges in schools.

4.3.7 Other Challenges

There are other factors that have affected the schools in handling student unrest. The study established that maintaining students in schools is increasingly becoming very costly. The

responses indicated that the rising cost of living is putting a lot of pressure on schools and parents. It was also established that group psychology has led students to simply copy violent behavior from others. The responses established that some schools have porous perimeter fences that encourage truancy and provide an avenue for drugs. Respondents cited absentee parents and insufficient teachers as issues that have made things worse. The responses indicated that the schools have also been affected by the HIV/AIDS pandemic.

4.4 Response Strategies to the Environmental Challenges

Schools have adopted various strategies in response to environmental challenges as regards the handling of student unrest.

4.4.1 Political Environment

The respondents revealed that there are several political factors that have impacted on the schools' ability to deal with student unrest. The government regular and uncalculated declaration is posed and continues to pose a challenge to schools. Schools have responded to political interference in the running of schools by strengthening and encouraging the participation of all the stakeholders in reviewing the schools' progress and policy formulation and implementation. Responses show that this has been done by empowering of the parents and teachers association (PTA) and the board of governors (BOG) through appointment of knowledgeable and competent members to the two bodies. As a result, quality decisions and independence in schools administration is gradually developing.

In addition, the findings indicate that roadside political declarations are quickly becoming a thing of the past. This is being achieved through encouraging of rigorous deliberations on issues related to schools at workshops, seminars and other opinion seeking fora. Furthermore, parents as the main stakeholders have been encouraged to develop keen interest and participation in activities concerning their children's schools. It was also established that schools are working on restricting of the internal school's environment. Committees have been formed and strengthened to deal with student grievances and other school issues.

These committees that comprise of (HODs) take the responsibility of defining the ministry of education policies and also formulate and supervise the implementation of strategies tailored to

suit their individual schools. Other committees have a membership that includes students representing different the interests of their group or class/dormitory.

4.4.2 Economic Environment

The responses indicate that schools have responded to the economic challenges in various ways. For instance, the schools have entered into partnership with the private sector so as to enhance their ability to obtain learning resources and ensure general improvement of the school infrastructure. The responses mention Computer for Schools as one such Non-Governmental Organization (NGO) that is assisting schools in establishing of computer labs. Other NGOs have featured prominently in assisting the needy students in fees payment. The Ministry of Education is also helping schools through the free education funds; although not enough but goes a long way in supplementing the schools' budget. It was also established that the government disburses funds to help schools through the constituency development fund (CDF). These funds have been made available to improve schools as well as offer bursaries to needy students.

4.4.3 Socio-Cultural Environment

As a response to the challenges, schools are working at accommodating cultural shifts by embracing positive aspects of change in society. Also, the study revealed that the schools are enhancing awareness of the dangers posed by bullying tendencies and HIV/AIDS in all school meetings. Equally brought out are the efforts being made by schools to eliminate the negative attitudes by students towards national examinations. In order to instill hard work and diligence in time management by the students so as to curb the culture of laziness, the study established that schools are encouraging guidance and counseling. This is being done through restructuring and strengthening the internal counseling team and involving external counselors.

4.4.4 Technological Environment

The responses indicated that majority of the students have strongly been influenced by information technology, such as use of calculators and mobile phones. However, the responses indicated that the schools are finding it difficult to sufficiently adjust to the rapidly changing information and communication technology and also ensure that students are guided to shun the negative influence that ICT has introduced. The study established that students have copied

a lot of undesirable behavior from the Internet. Furthermore, they are able to utilize ICT in networking with other students in other schools as they plot actions of violence.

The study established that the schools have developed computer labs for computer studies. The study revealed that the computer studies aim at influencing the students to positively use the Internet for academic purposes. It was also established that a number of schools have been connected to E-learning facility so as to intensify the proper use of information and communication technology changes. In addition, schools have realized the value of strengthening their information and communication technology (ICT) as a means of enhancing efficiency and being complaint to the global demands. Schools have also used modern technology in dealing with their security challenges. For instance, they have installed alarm system.

4.4.5 Internal Environment

To handle an unfavorable academic and overburdened syllabus, schools have abolished remedial classes and emphasized the giving of guided work for students to do on their own or in-groups. It was also found out that some schools have intensified group discussions. The study also established that more time has been allocated to physical exercise activities and other co-curriculum activities such as clubs and societies. This is in an effort to break the monotony of class work. The responses revealed that schools have encouraged students to openly express their grievances or utilize the suggestion boxes provided. In turn the school administration responds to the student grievances promptly.

4.4.6 Response to Other Challenges

Various responses to other challenges such as inductee food, poor communication, single parenthood, ranking of KCSE performance, forced student repetition of classes and several pre-mocks exams, among others. Schools have responded to these challenges in various ways. For instance, many workshops targeting school administrators continue being organized by various stakeholders and partners in education. This is in a bid to inculcate modern management skills to enable them steer schools well. In addition, the study established that many schools have resorted into various cost cutting strategies. For instance, they have engaged in the production of some of their food and dairy requirements using the available

school idle land. The responses also show that schools have increased the frequency of contact between the parents and their children while in school so as to develop a strong bonding between them and enhance the parents support and interest in their child growth in totality. From the responses, it has also been established that the government is working towards abolishing the schools ranking system at national examination results and instead devise a new system of reporting the exam performance.

The findings of this study indicate that the external environment presents immense challenges to schools. The situation is made worse by the ever rising needs and demands of the students whose population has grown tremendously. The role of the government has not been expanded to absorb them. The rising poverty levels in a partly performing economy are yet another challenge to schools. It was established that the schools are not adequately equipped to respond to the challenges. Other challenges noted included political challenges where, for example, state politics hindered administrative effectiveness. The poor performing economy was another challenge that has affected the parents' ability to support the schools. Finally, socio-cultural conditions continue to pose a challenge in terms of strained internal relationships.

Students are motivated by various means. The positive aspects of the K.C.S.E. examination were identified as a source of guidance and counseling to discourage students from drug abuse and alcohol. Furthermore, schools have formed partnerships with external organizations e.g. NGOs to enhance the involvement of the school in community and social development activities. Finally, the study revealed that the school's relationship with the community is not as strong as it should be. Through the creation of school social clubs, Home Science and Agricultural Clubs, a family club, a school club, and a school council, the school can engage in various activities that will help in solving the problem of drug abuse.

To handle political interference, schools should strengthen their relationship with stakeholders, e.g. by encouraging parents to actively participate in school activities and to report any political interference to the relevant authorities. The study also revealed that the school's relationship with the community is not as strong as it should be. Through the creation of school social clubs, Home Science and Agricultural Clubs, a family club, a school club, and a school council, the school can engage in various activities that will help in solving the problem of drug abuse.

CHAPTER FIVE: SUMMARY, CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

5.1 Summary and Conclusion

This study had two objectives; to establish the challenges of student unrest and the response strategies adopted by Nairobi Provincial Secondary Schools to respond to student unrest.

The findings of this study indicate that the external environment presents immense challenges to schools. The situation is made worse by the ever rising needs and demands of the students whose population has grown tremendously yet the school infrastructure has not been expanded to absorb them. The rising poverty levels in a poorly performing economy are yet an added challenge to schools. It was established that the schools have adopted various strategies to respond to the challenges. Other challenges posed included political challenges where, for example, mass political demonstrations encourage student unrest. The poor performing economy was another challenge that has affected the parents' ability to support the schools' budget. Equally, socio-cultural conditions continue to pose a challenge in terms of strained internal relationships.

Students are counseled to embrace only the positive aspects of the ICT, e.g. communication. Intensified use of guidance and counseling to discourage students from drug abuse has been used. Furthermore, schools have formed partnerships with external organizations e.g. NGOs, to enhance the improvement of the school environment and also solicit for financial support for needy students. Similarly schools are encouraging harmonious relationships within the school through the creation of small school family cells. Hence students are grouped to form a family that minds the welfare of one another. Such family set – ups in schools are further helping in curbing the problem of bullying.

To handle political interference secondary schools have strengthened and empowered the stakeholders, e.g. by encouraging parents to actively participate in schools activities and to regularly attend school meetings. In addition, it was established that schools have restructured the administrative teams, e.g. appointing qualified and competent individuals to both the BOG and PTA. The study are embracing and utilizing modern technology so as to ensure security

and reliability in both water and electricity supply. In terms of security, some schools have resorted to outsourcing it from competent and qualified security firms such as Group 4 Securicor (G4S). It was also revealed that some other schools are linked with 911, a security firm. The schools have responded to water and electricity problem by investing in boreholes and power generators.

The schools have responded to the challenges of highhandedness and financial mismanagement by having the head teachers and HODs attend workshops and seminars on modern management practices. For instance, the Kenya Secondary Schools Heads Association organizes regular seminars where such training and guidance is given by selected personalities. School heads have been encouraged to allow all to participate by proper use of the delegation strategy.

In response to the socio- cultural condition of conservatism and hopelessness among the students, schools have resorted to various strategies. For instance, sometimes staff transfers have been initiated so as to eliminate or minimize resistance to change. It was also found out that students are continuously being encouraged to keep a positive attitude about their school and work towards self – employment. A number of schools are in the process of ensuring that the school environment is made homely, e.g. through water and sanitation provision, so as to motivate the students to feel proud of their school. In addition, clubs' activities, such as science club, have been tailored to champion the entrepreneurial culture within schools.

5.2 Limitations of the Study

The major limitation of the study was the fact that some respondents were either unavailable or unwilling to answer the questionnaire. This study was carried out when KCSE was taking place and thus the respondents were away supervising KCSE. In addition, other respondents had fresh memories of the recent student unrest and its impacts. They were not very cooperative in giving information.

In addition, the researcher lacked enough financing. The research involved travelling in the whole region covered by Nairobi Provincial Secondary Schools, data analysis and

interpretation. All these required enough funding. This was not forthcoming as the researcher self-sponsored the research.

Finally, the researcher did not have enough time to adequately undertake the research. This is because the researcher is a full time employee cum businessman. Apportioning time to do both secondary and primary research was a limiting factor.

5.3 Recommendations for Further Research

Student unrest is an endemic public problem. It is an emerging national issue that must be contained and done away with so as to minimize or eradicate their aggregate damage. At the national level, efforts are underway to deal with the culture of violence that is threatening to become contagious to the students who adopted the same behavior as a way of pushing for their far-fetched demands.

This study covered the determination of the challenges of student unrest and the response strategies adopted by schools in addressing student unrest proactively. However, there is need for a baseline study to be carried out, covering the effectiveness of response strategies adopted by provincial secondary schools in Nairobi. In addition, the researchers would give attention on the impact of free secondary school education on student unrest.

There is also need to carry out a comprehensive study on the impact of abolition of corporal punishment on student unrest. This would give a more comprehensive view that would be taken to develop effective strategies and implementation programs in countering student unrest in schools.

5.4 Implications on Policy Formulation

For policy matters, it is recommended that qualified guidance and counseling staff be posted to secondary schools to offer professional and psychological support to the school's community. The teacher would identify and encourage interested and concerned external personalities and organizations to participate in school-based campaign against student unrest.

Similarly, the Ministry of Education would consider establishing a fully operationalised Research and Development (R&D) department. This department should investigate the challenges of student unrest and also formulate responses proactively to student unrest in a continual basis. In addition, the department will monitor the implementation and progress of interventional strategies and then make improvements based on what is learned as well as on new developments in the field.

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APPENDIX I

The external environment: Segments and Elements

SEGMENT	ELEMENT
Demographic segment	<ul style="list-style-type: none"> • Population size • Age structure • Geographic distribution ethnic mix • Income distribution
Economic segment	<ul style="list-style-type: none"> • Inflation rates • Interest rates • Trade deficits or surpluses • Budget deficits or surpluses • Personal savings rates • Gross domestic products
Political/Legal segments	<ul style="list-style-type: none"> • Competition and anti-monopoly laws • Taxation laws • Deregulation philosophies. • Labor training laws • Education philosophies and policies.
Socio-cultural segments	<ul style="list-style-type: none"> • Women in work force. • Workforce diversity • Attitude about the quality of work life. • Concerns about the environment. • Shifts in work and career preferences. • Shift in preferences regarding product and services characteristics.
Technological segments	<ul style="list-style-type: none"> • Product innovation • Applications of knowledge. • New communication technologies • Focus of private and government-supported R&D expenditures.

APPENDIX II

The Five Forces Competitive Model and Challenges

FORCE	CHALLENGES
Bargaining power of suppliers.	<ul style="list-style-type: none"> ▪ Dominated by few large firms that are concentrated than industry sold to. ▪ Lack of satisfactory substitute products. ▪ High switching costs for industry. ▪ Industry firms not significant customers. ▪ Supplier's goods are critical to buyer's marketplace success.
Bargaining Power of buyers.	<ul style="list-style-type: none"> ▪ Purchase a large portion of industry's total output. ▪ Sales of product account for a large portion of seller's annual revenues. ▪ Industry's products are undifferentiated or standardized. ▪ Could switch to another product at little, if any cost.
Threat of substitute products.	<ul style="list-style-type: none"> ▪ Consumers face few, if any switching costs. ▪ Substitute products price is lower. ▪ Substitute product is of high quality or lower price than the competing product.
Intensity of rivalry among competitors.	<ul style="list-style-type: none"> ▪ Challenging actions. ▪ Recognition to improve market position. ▪ Rivalry based on price, quality and innovation
Threat of new entrants.	<ul style="list-style-type: none"> ▪ Additional production capacity is brought in. ▪ Increase in efficiency and effectiveness. ▪ Increase in overheads.

APPENDIX III

LIST OF PROVINCIAL SECONDARY SCHOOLS IN NAIROBI (Source: Official Kenya Education Directory, 2006)

- | | | |
|-------------------|--------------------|-----------------------|
| 1.Aga Khan High | 11.Kahawa Garrison | 21.Nairobi Milimani |
| 2.Aquinas High | 12.Kamukunji | 22.Nembu High |
| 3.Buru Buru Girls | 13.Kamiti | 23.Ngara Girls High |
| 4.Dagoretti High | 14.Kangemi | 24.Nile Road |
| 5.Dandora | 15.Kayole | 25.Ofafa Jericho |
| 6.Eastleigh | 16.Langata | 26.Our Lady of Fatima |
| 7.Highway | 17.Maina Wanjigi | 27.Our Lady of Mercy |
| 8.Hospital Hill | 18.Moi Girls | 28.Pangani Girls |
| 9.Huruma Girls | 19.Muhuri Muchiri | |
| 10.Jamhuri High | 20.Mutuini | |

APPENDIX IV

Letter of Authority to Collect Data

29.Parklands Arya Girls

30.Parklands

31.Precious Blood

32.Pumwani

33.Ruaraka High

34.Ruthimitu

35.St. George's

36.St. Teresa's Boys

37.State House Girls High

38.Uhuru

39.Upper Hill

OF SURVEY DATA

Research student of the University of Nairobi, in the School of Business, in partial fulfillment of the requirements for the degree of Master of Business Administration (MBA).

Research project entitled:

Student Unrest among Nairobi Provincial Secondary schools

has been selected to form part of the study. I therefore kindly request you to fill out the attached questionnaires.

The information provided will be used exclusively for the purpose of this research and will be treated in strict confidence. A copy of the final report will be mailed to you on request. Your cooperation will be highly appreciated.

Yours sincerely

Maria W. J.

Dr. Dyma M.
Senior Lecturer/Supervisor

APPENDIX IV

Letter of Authority to Collect Data

Dear Respondent

COLLECTION OF SURVEY DATA

I am a postgraduate student of the University of Nairobi, in the School of Business. In partial fulfillment of the requirements for the degree of Master of Business Administration (MBA), I am undertaking a research project entitled;

“Response Strategies to Student Unrest among Nairobi Provincial secondary schools.”

The institution has been selected to form part of the study. I therefore kindly request you to assist me in filling out the attached questionnaire.

The information provided will be used exclusively for the purpose of this research and will be treated in strict confidence. A copy of the final report will be availed to you on request.

Your cooperation will be highly appreciated.

Yours sincerely

Maikuri B. J.

Dr. Ogutu, M

Senior Lecturer/ Supervisor

- i. -----
- ii. -----
- iii. -----
- iv. -----
- v. Others (state)-----

4. a) Do you have a teacher disciplinary committee?

Yes

No

b) If the answer to the above question is yes,

i. How often do you hold meetings per term? (tick)

. None

. Rarely

. Often

. Quite Often

ii. State the kind of motivation given to the disciplinary committee

iii. What is the level of implementation of the recommendations of the disciplinary committee? (tick)

Very low

Fairly low

Low

High

Very high

5. (I) What is the contribution of the following to student unrest?

Please insert a cross at the level

	1. Very low	2. Fairly low	3. Low	4. High	5. Very high
a) Drug abuse	1	2	3	4	5
b) Lack of parenting	1	2	3	4	5
c) Media influence	1	2	3	4	5
d) Peer influence	1	2	3	4	5
e) Adolescence	1	2	3	4	5
f) Overburdened syllabi	1	2	3	4	5
g) Others (Indicate)					

(II) What is the impact of decisions made by PTA on student unrest?

1 2 3 4 5

(III) What is the role of parents in reducing student unrest?

- i)
- ii)
- iii)
- iv)
- v) Others (State)

6. (I) State the qualifications of at least five members of the PTA committee.

Position of Member	Highest Qualification
i)-----	-----
ii)-----	-----
iii)-----	-----
iv)-----	-----
v)-----	-----

(II) Do you think they are qualified and competent enough to handle student unrest?

Yes

No

7. The lack of students' elected body leads to student unrest (tick)

Strongly agree

Undecided

Disagree

Strongly disagree

8. State specific strategies used by the head of the institution in preventing student unrest.

(i)

(ii)

(iii)

(iv)

(v) Others (State)

9. Lack of sufficient teaching resources is a great contribution to student unrest (tick)

Very true

True

Not true

Undecided

10. Low morale in the teaching force hinders the fight against student unrest (tick)

Strongly agree

Agree

Strongly disagree

Disagree

11. Mass demonstrations and strikes in Kenya have greatly influenced student unrest (tick)

- Very true
- True
- Not true
- Undecided

12. Abolition of corporal punishment has greatly increased student unrest (tick)

- Strongly agree
- Agree
- Strongly disagree
- Disagree

13. The Ministry of Education's contribution to alleviating student unrest is not sufficient (tick)

- Strongly agree
- Agree
- Strongly disagree
- Disagree

14. The lack of properly constituted and motivated guidance and counseling department leads to failure to contain student unrest (tick)

- Strongly agree
- Agree
- Strongly disagree
- Disagree

15. Lack of physical education exercise leads to student unrest (tick)

- Strongly agree
- Agree
- Strongly disagree
- Disagree

Thank you