INSTITUTIONAL FACTORS INFLUENCING STUDENTS' UNREST IN SECONDARY SCHOOLS IN NAIROBI NORTH DISTRICT, KENYA
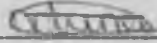
Muli Francisca

A Research Project Submitted in Partial Fulfillment of the Requirement for the Degree of Master of Education in Educational Administration.
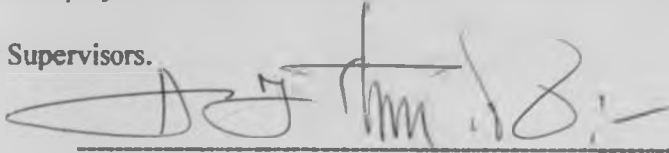
University of Nairobi

2012

DECLARATION.

This research project is my original work and has not been presented for a degree in any other university.

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Muli Francisca

This research project has been submitted for examination with our approval as University Supervisors.

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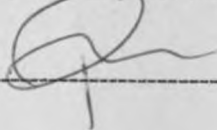
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I dedicate this work to my beloved brothers Raphael, Charles, and my sisters Mary and Florence as well as the Little sisters of St. Francis of Nairobi.

ACKNOWLEDGEMENTS

ABSTRACT

The study sought to identify institutional factors influencing students' unrests in secondary schools in Nairobi North, Kenya. Specifically to identify causes of secondary students' unrest, establish the extent to which peer pressure contributes to students' unrest, assess the extent to which head teachers leadership contributes to students' indiscipline and unrest, assess the extent to which indisciplined prefects influence secondary school students' unrests, establish the measures that have been taken by teachers to curb unrests in schools. The study was guided by the theory of conflict originated by Karl Max (1818-1883).

This study used descriptive survey to establish institutional factors influencing unrests in secondary schools. The target population of the study included all the 40 secondary schools in the district which are comprised of 40 head teachers, 1,034 teachers and 14,100 students. A sample of 792 respondents made up of 22 head teachers, 110 teachers, and 660 students were selected through stratified random sampling. Questionnaire tools were used to collect the data where three sets of tools were developed for students, teachers and head teachers. Piloting was done to improve on the validity of the tools. The Pearson product-moment correlation coefficient formula was employed to test the reliability and a coefficient of 0.80 was realized. Data was analyzed using descriptive statistics using the Statistical Package for Social Sciences (SPSS) version 17.0

The study found that the causes of unrest included poor school administration, parents' lack of concern of their children, bad company, influence of students into bad company within the school, strict school rules, poor diet and bad food in schools, poor teacher-student relationship, poor leadership, too much free time given to students, dysfunctional families, inadequate teachers in schools, drug abuse and peer pressure among students, lack of guidance and role models, lack of proper guidance & counseling, lack of strict rules to moderate students, lack spiritual guidance, adolescence pressure. Teachers managed discipline through administering punishment, dialogue, addressing their grievances, holding motivational talks, being firm on indiscipline cases, caning and expulsion, guidance & counseling, establishing disciplinary committees, invitation of external counselors, encouraging free channels of communication, provision of good quality food, establishing well defined school rules, and sending students for their parents.

The study concluded that Peer pressure, head teachers leadership, prefects' indiscipline and teachers' management of discipline contribute to secondary school students' unrest. The study recommended that Ministry of Education to organizes annual training for secondary school prefects on managing fellow students in schools. Head teachers association where they would meet on a regular basis to share experiences on managing students discipline in their respective schools and Teachers Service Commission revises the teachers transfer policy especially when it was in the middle of the syllabus. The study was also limited to only one District in Nairobi County which was not likely to reflect the social class, structure and attitudes of other districts in the country. The findings of the study therefore need to be applied in other places with some caution. A replication of the study country wide is therefore necessary as an area for further research.

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LIST OF ABBREVIATIONS AND ACRONYMS

MOE   Ministry of Education

MOEST   Ministry of Education Science and Technology

NCCK   National Council of churches of Kenya

PTA   Parents Teachers Association

SPSS   Statistical Package for social sciences.

CHAPTER ONE

INTRODUCTION.

1.1. Background of the study.

In the last thirteen years, there has been a terrifying increase in episodes of school violence and related deaths. This was highlighted in April 1999 by the tragic shooting at Columbine High in Littletone, Colorado in which two troubled students opened fire on their classmates and the faculty. Twelve students and one teacher were killed before the gun men committed suicide. In May, the same year a 15 year old student wounded six other students while in December in the same year at Oklahoma a middle school student took a hand gun to school and wounded five students (Kreiner, 2000).

The extent of indiscipline in schools suggests a serious crisis, one that could lead to social disintegration. This is a critical issue in that, for significant majority of youth, education is likely to remain for a long time the simple most important source of hope, advancement and security against poverty in Kenya, Africa and the rest of the world. International terrorism and domestic strife and problems divert attention and resources away from social services like education. Since schools mirror problems within the society, violence in educational institutions is real as elsewhere and so there is need for ways to understand and resolve issues of unrest and indiscipline (Koech, 2004).

In Nigeria, during 1972-1979 and 1990, educational institutions were in so much conflict that soldiers were deployed to schools to assist in control of students' behaviour. Several conferences were held on the same without much ado (Ndu, 2000).In Kenya, student-student, student –teacher, student-Administration conflict is common and more than not culminate into unrests. The unrests have ranged from sit in to violent destruction of property and loss of lives (Ageng'a &Simatwa, 2011). Cases of student unrests became rampant from 1991 when St Kizito (now St. Cyprian), invaded girls

dormitory and violently raped a number of them. In the process, 19 girls lost their lives. In spite of Government's effort to curb the violence, things moved from bad to worse. In Nyeri High School, four prefects were burnt to death while they slept in their cubicles (Daily Nation17th June 1999). In Kyanguli Secondary School in Machakos County, students were burned to death and scores injured (Ministry of Education, 2001).

Students' unrest is a prevailing problem affecting schools not only in Kenya but also across the many nations around the world. According to Wango (2009), the schools must provide enabling environments that allow children to achieve their potential. The school should therefore provide opportunities for children to gain self confidence and build their self esteem. The school is expected to follow a national curriculum which influences young minds.

A study by Kikuma (2004) reported that, while addressing the heads annual meeting in 2001, Eshiwani told the heads that students' strikes are symptoms of inability of the school to cultivate relevant moral values among the youth and the situation threatens socio-economic development of the nation. Students' strikes do not just happen because of only one issue which has not been solved, but because of several long standing issues which the school authority has either ignored or authority's response has not been satisfactory. School strikes are a common feature of deviant behaviour and consequences of such behaviour include incidences like unrest, rape, loss of lives and school property and lose of school time due to frequent closures. Factors that lead to students strikes includes autocratic styles of leadership, peer pressure, lack of competent teachers, stress related to over burden curriculum and lack of adequate facilities and resources among others.

Education Act (1968) defines a manager as any person or body of persons responsible for the management of school. The regular upsurge of the unrests in schools puts the capability of the head teachers in this respect in serious doubt. Although the Act confers extensive powers on the Minister of Education over the management and regulation of education in Kenya, the day to day running of affairs in the school falls squarely on the shoulders of the head teacher. Indeed, the Act presumes that the head teachers are knowledgeable on educational management.

Koech (2004) concurs with National council of churches in Kenya (NCCK) that youth unrests in schools and colleges are a major problem affecting the Kenyan society. According to NCCK, a large number of institutions have been hit by the disturbances as Kenyan students tend to resort to violence whenever they are aggrieved (NCCK, 1992).

According to Griffins (1996) riots, strikes and other forms of mass indiscipline have for years affected boarding schools in Kenya. He observes that good discipline brings good results in every field of school endeavors. Eshiwani (1993) argues that school discipline must be maintained at all times because it is only when there is good discipline that proper learning can be expected to take place. In other words, indiscipline amongst students must be eliminated in schools to ensure that schools' social environment are peaceful and conducive for learning.

Mbiti (2007) observes that unrests especially in secondary schools have become a serious problem in many countries. There is hardly a term that passes without a strike. The causes of unrest and other habits of rebellion among school pupils are not fully understood. Numerous studies have been conducted on this subject and their findings seem to vary from one country or even from one region to another. What is usually seen as indiscipline may be an expression of deeper problems and it is distressing that in the

majority of cases where school strikes have occurred, school heads and education administrators alike have simply labelled the involved pupils as rebellious who have to pay heavily for their sins. There is hardly any time wasted in trying to investigate the root cause of school strikes, even when it is known to the authorities that the students have resorted to mass indiscipline after other rational approaches have failed.

A study carried out by Opondi (2005) shows clearly that the causes of unrest in secondary schools have been generalized as caused by drug abuse, strict rules in the school, Poor communication channels, autocratic leadership, negative impact of mass media, poor diet, incitement by teachers, ineffective guidance and counseling and peer influence.

In spite of the recommendations of various task forces and commissions as well as the pursuant government policies on education and in particular school management, students' unrests continue increasing in learning institutions and particular in secondary schools in Kenya. Currently, the main concern has shifted to the frequency and the violent nature of student unrest witnessed in secondary schools. For example in the month of June 2008 alone, about 300 secondary schools were hit by student unrest that saw disruption of learning in schools and destruction of property worth millions of shillings (Kagendo, 2009) This continued relentlessly in the month of July 2008 with loss of young life being witnessed in Upper hill high school in Nairobi County.

A number of studies have been carried out on the factors contributing to student unrest and indiscipline in secondary schools in various parts of Kenya and each has come up with the possible contributing factors and in some cases suggested the possible solutions. For example Amukula (2005) carried out an investigation into factors influencing school strikes in Central Division, Machakos District. Some of the factors

she found include poor and inadequate food, poor relations between students and teachers and head teachers, harsh and unjustified punishments among others. Similar results were obtained in a study carried out in Masaba Division in Kisii by Ochieng (2007). However, there seems to be no study on institutional and students factors influencing unrests in secondary schools in Nairobi North, in Nairobi County. There is therefore a need for such a study if only to sensitize all the stakeholders in education and more especially the teachers and school managers on the need to manage students' unrests and indiscipline and to assess the effectiveness of methods and strategies used in maintaining discipline in secondary schools.

1.2 Statement of the problem.

In the last four years, Kenyan secondary schools have increasingly experienced widespread unrests and indiscipline with devastating consequences. For instance, according to Sang (2008), more than 300 secondary schools went on strike in Kenya between the month of May and August 2008, resulting in destruction of property worth millions of shillings (Afro news, July, 2008). Most of the schools affected were from Nairobi County from which a young life was lost in Upper hill high school in Nairobi West. Four public secondary schools and one private school all from Nairobi North went on strike as others closed down following the same wave of unrest. At Queen of Apostles which is a junior church sponsored seminary, two big dormitories were burned down and property worth millions of shillings were also destroyed (Sang 2008) The question therefore is what could be the cause of these unrests in secondary schools? Could institutional factors such as head teachers' leadership, be the major cause?

Although a few studies have been carried out in Kenya to analyse the causes of strike in secondary schools, such studies have not been conducted in Nairobi North. The intended study was therefore generated by the acts of unending unrests in Nairobi North District.

1.3 Purpose of the study.

The purpose of this study was to investigate institutional factors influencing students' unrests in secondary schools in Nairobi North, Kenya

1.4 Objectives of the study.

The study aimed at achieving the following objectives:

i.   To analyse causes of secondary students' unrest in Nairobi North district.

ii.   To establish the extent to which peer pressure contributes to secondary school students' unrest.

iii.   To determine the extent to which head teachers leadership contributes to students' indiscipline and unrest.

iv.   To establish the extent to which indisciplined prefects influence secondary school students' unrests.

v. To investigate the measures that has been taken by teachers to curb unrests in schools.

1.5   Research questions

The questions were based on statement of the problem and the stated objectives:

i.   What are the causes of secondary school students' unrest?

ii.   To what extent does peer pressure contribute to students' unrest?

iii.   To what extent does head teachers leadership contribute to students' indiscipline and unrest?

iv.   To what extent do indisciplined prefects lead to students' indiscipline in schools?

v.   What measures have been taken by teachers to curb unrests in schools?

1.6 Significance of the study.

This study is significant to various stake holders in education. To the Ministry of education, it will inform on policy decisions regarding students welfare in schools.

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Secondary school principals will be able to know various problems facing their students and ways of addressing them in order to avert the students' strikes. Board of governors and parents teachers association will be able to address various problems affecting their schools and therefore making governance possible. Teachers training colleges and universities will benefit from the body of knowledge governed by the study. The study will finally form a base on which other researchers can develop their studies.

1.7. Limitations of the study.

Limitations of the study are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations (Best & Kahn, 1998). The major limitation of this study is that it was not be possible to control the attitude of respondents as they gave their responses which may affect the validity of responses. The researcher therefore assured them that their identity was to be treated with confidentiality. The study was also limited to only Nairobi north district which is not likely to reflect the social class, structure and attitudes of other districts countrywide. The findings of the study therefore would need to be applied in other districts with some caution.

1.8. Delimitations of the study.

The researcher collected data from both private and public secondary schools in the district and targeted students, teachers and head teachers. Questionnaires were used to collect the data.

1.9 Assumptions of the study.

The study held the following assumptions:

1. That the respondents identified for the study were in a position to accurately identify the causes of students' unrest and indiscipline in schools.

2. That schools have developed standard procedures of dealing with indiscipline.

3. That the respondents would give information requested honestly and truthfully free of any biases.

1.0 Definition of significant terms.

Discipline refers to commonly acceptable standards of behavior or norms of society. It could also mean obedience to the rules and regulations.

Guidance refers to a process of helping students to develop academically and realize their full potential through school academic and vocational programmes

Indiscipline refers to unruliness or unwillingness to make the efforts required to achieve the objectives chosen by the management.

Influence refers to capacity to have an effect on the character of someone.

Institutional factors refers to things connected with the learning institution that influence students' unrest.

Unrest refers to a situation where students protest violently over certain unsuitable conditions in institutions of learning.

Violence The use of physical force to cause harm by students to their fellow students or teachers in secondary schools.

1.11 Organization of the study;

This study was organized in five chapters. Chapter one consists of introduction, background to the problem, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations, delimitations, basic assumptions of the study, and definition of significant terms. Chapter two focused on literature review under the following sub-headings: school discipline, causes of students'

unrest, head teachers' leadership, and measures used in dealing with students' indiscipline in schools, summary of the literature review, conceptual frame work and theoretical frame work.

Chapter Three covers the methodology of the study. This explored the following headings: the research design, the target population, sample size and sampling technique, the research instruments, instrument reliability, instrument validity, the data collection procedures and data analysis techniques. Chapter four covers data analysis, presentation and interpretation. Chapter five presents summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction.

In this chapter literature related to students' unrest and indisciplined in secondary schools has been presented in the following headings: school discipline, causes of students' unrest in secondary schools, the peer pressure as a cause of students' unrest. Head teachers leadership ,Students indiscipline and unrests caused by undisciplined prefects, Methods used in dealing with students discipline in schools and the summary of literature review.

2.2. General views on school discipline

Any school discussion is incomplete without the consideration of discipline. To many people discipline mean punishment, pain, and fear. According to this view, discipline is a negative word. It has to do with a wrong doer. Discipline can be connected with training not correcting, guiding not punishing, arranging conditions for learner not just restricting. The word discipline should be used to mean a system of guiding the individual to make reasonable decisions responsibly. The head teacher must have a thorough understanding of discipline as a subject (Mbiti, 2007).

A study carried out by Muchiri (1998) showed that all secondary schools experienced discipline problems. The kinds of discipline problems experienced were drug abuse and drug addiction, rudeness and disobedience, truancy, absenteeism, failure to complete home work, laziness, lack of seriousness, sneaking out of school, bullying and wearing inappropriate attire. The most frequently occurring discipline problem was a drug abuse and drug addiction (37.4%).

According to Ministry of Education (1999), discipline is concerned with establishment and maintenance of order and harmonious functioning of a society. A school is also a society on a small scale and discipline within a school serves the purpose of ensuring that learning can take place within a peaceful environment. Discipline is the most important component of running an educational institution. No progress can be made without it. It is manifested when institution becomes a harmonious, respectable and secure place. It also teaches the students to become aware of their actions and consequences of their action.

Mbiti (2007) points out that some causes of indiscipline is due to rigidity by the school Administration. A number of heads of school in modern times are still sold to the traditional scheme of discipline where children are seen but not heard. School rules are made and then pinned on the school notice board without being explained or discussed with the pupils for their understanding. Some teachers and to great extent heads of schools are not friendly to children under these circumstances, rules are to be followed blindly without being explained fully to the pupils. In many schools, there exists no dialogue between school heads and teachers and the pupils on why certain rules are in force, even when such rules can be justifiably defended in an open discussion between pupils and the Administration.

A study by Muchiri (1998) showed that disciplinary methods used in schools were seen to have serious short comings by the teachers. These short comings were excessive use of punishment and suspension, lenience and laxity in handling students' discipline. In his findings he noted that discipline was handled by small clique, little or no co-operation from parents, inconsistency of disciplinary cases, punishments given were not commensurate to offenses committed and students were not given chance to defend

themselves. The major shortcoming was excessive use of punishment and suspension (22.8%) and leniency and laxity in handling students' discipline (19.4%).

There can be no order in any school nor can the objectives of the institution be achieved unless clear rules and regulations are established to enforce discipline. In a school situation, a high standard of discipline must be observed, if the school management is to achieve maximum performance, hence learning programmes of any school to succeed, students discipline is mandatory(Kinyua, 2004). Eshiwani (1993) agrees with this view when he says that school discipline must be maintained at all times because it is only when there is discipline that proper learning can be expected to take place. Griffin (1996) likewise supports the above view by saying that good discipline brings good results in every field of school endeavors. This indicates both Eshiwani (1993) and Griffin (1996) are in agreement that discipline is central pillar for the entire school programmes success and the school administrators are responsible.

2.3. Causes of students' unrests and violence in secondary schools.

There are many factors known to contribute to students' unrest and indiscipline. For example according to a study by Kagendo (2009), students will turn unruly and even cause damage when they lack enough course teachers or teachers are incompetent especially in highly esteemed subjects like mathematics, English language and Sciences (Ayieko, 1988). Other causes include; lack of communication for example in a school setting some privilege may be withdrawn without notice and this can cause students' unrest. There is also unsatisfied needs for example if a given teacher is not competent in his or her teaching subject, it may lead to student unrest if not properly handled. Idleness in schools is another factor where by students have so much free time of engagement with the wrong characters among the peers.

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In her findings, Kagendo (2009) found out that peer influence to indulge in bad behaviour such as drug abuse is a major cause of unrest in secondary schools. Bad example especially by teachers may force the students to copy and use bad language from teachers or other students. Some other cause of unrest and indiscipline could be due to low levels of learners mental development, teachers behavior, classroom atmosphere, home background and poor school management among others. A report by task force (2001) was informed that the authoritarian structure of a school contributed a lot to the students' unrest. Most secondary schools are characterized by poor administration, which creates a wide gap between the students and administration.

2.3.1 Peer influence and students' unrest.

According to Muchelle (1996) and Amukula(2005), when students lose their self image and respect, such students end up in engaging in inappropriate behaviour which include strikes or drug abuse. This line of thought is supported by NCCK research findings on students' unrest in schools and colleges (1992). The report says that, when youth suffer from a condition commonly referred to as identity crisis, being at adolescent stage of human growth and development are in confusion. Most of them turn to rebellious activities such s, strikes, smoking, drinking, drug abuse and give in into peer pressure. According to Kikuma (2004), the relationships that students establish in and out of school are also a major factor in their school behavior when individual succumb to peer pressure. They lose their self image and self respect and when they do not have supportive systems to fall back to, they end up in engaging in inappropriate behavior. This has led to emergence of school cultures, where some schools have an infamous culture of strikes. Each cohort group coming to that school always strives to maintain that tradition. In a way this becomes an existing ideology in that school which is copied among the students and spread to other schools.

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According to Magana (2009), peer pressure is partly brought about by weakening of family. Bundi(2004) postulates that to many children , the company of peers offers a chance to let out steam and feel accepted. Buch wa Buchere (2008) contents that students are unable to control their instincts once they consume substances. For example in Pittsburgh America on Friday night of April 24,1998, an eighth grade student aged 14 years burst into a school dance killing a teacher and wounding another and two other students. According to his friend, the teenager liked to smoke marijuana and listened to ghoulish sounds of the musical group called Marilyn mansion(Marez , 2004) Mazeras (2008) asserts that although drug abuse and substance is a social issue, schools cannot afford to ignore the problem owing to impact. Devanessan (2008) maintains that peers are the most important aspect of students' lives. Some students will go along anything just to be included as a member of the group. To them being excluded means stress, frustration and sadness. Peers are adolescent who are about the same age or maturity level and they tend to do everything together. For example in upper Hill school, a group of students molested a fellow student and in this case the student was ready for anything since he was under threat an indication of indiscipline in secondary schools.

2.3.2. Head teachers' leadership and unrest.

Addressing the problem of poor management in schools, the Kenya secondary school heads Association (KSSHA) came up with the idea of establishing a code of conduct for school head teachers to stem excesses in school administration (Daily nation 27, August, 2009)

Mutindi (2006) in her finding on school management noted that proper management of educational institutions is perquisite for sound discipline, hence quality education. Appointment of head teachers should be based on qualification, experience and competence. On appointing prefects, all teachers and students should be involved and

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duties of prefects clearly stated to avoid incidences of duplication. Schools should be involved in outreach programs to create social harmony.

Education Act (1968) revised, (1980) Cap 211 Laws of Kenya, gives the Board of Governors power to manage secondary schools. The head teacher or a person acting in that capacity is the chief executive of the Board of Governors, the head teachers performs some of the management functions in an effort to implement educational policies, he thus plans, coordinates, directs and controls the school programmes to ensure that the goals of the school has been achieved. The head teacher who is also the school manager must combine his or her knowledge in management skills and dynamic leadership skills to effectively implement the schools programmes to ensure that the goals of the school have been achieved.

Eshiwani (1993) concurs with this view as he says that in order for head teachers to succeed in their work, they should posses' knowledge in management however this is not always the case. Sometimes good classroom teachers are appointed to the position of head teachers without formal training in management and this leads to a lot of managerial problems. On the same issue Mbiti (2007) says that the chief executive of a school is the head teacher and the success of any school depends on how effective the head teacher is as an administrator of the school. For head teachers to succeed in their work, they should have proper managerial skills. Effective communication is important to school management for it is used to pass information and to control students' behavior and motivate them by emphasizing the rules and regulations that can lead to good discipline. Lack of proper communication can lead to strikes.

National Council of Churches of Kenya (NCCK) on students' unrest in schools and colleges (1992) supports this view in their report which points out that breakdown in

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communication hampers dialogue between students and school management that is heads and teachers. The lack of communication means that students' views are not listened to and this leads to anger and unrest.

2.3.3 Prefects leadership and unrest.

Amukula (2005) notes that prefects should ensure that there is good working relations between students , teachers and head teachers and students on the other hand should accept that they are learners and they should therefore learn what is beneficial to them from their parents, teachers and peers.

Griffin (1996) looks as prefects as students charged with day to day organization of discipline of the school. School prefects therefore are recognized as student leaders who perform important roles for the smooth running and the success of schools however in many schools that may not always be the case.

According to the report of the task force on students discipline and unrest in secondary schools (MOEST, 2001) some prefects molest other students. This does not always auger well with the rest of the students. Many times it leads to hatred and as a result students' unrests. The prefects system plays a very important role in administration of a school. A good prefect is the one who is self disciplined, respectful, well balanced, and presentable, moderate, obedient, creative and mature and has leadership qualities. The task force was informed that more than not students were not involved in the selection of prefects but were imposed on them by the school administration. In some schools prefects were given special privileges such as uniforms, special diet and cubicles. This also angers the rest of the students and can lead to unrest in school.

Mutindi (2006) observed that some schools did not involve teachers and students in selection of prefects. This leads to appointment of unpopular or ineffective prefects who

are academically weak hence unable to cope with added responsibilities. Failure to involve teachers and students in this selection can lead to strikes and indiscipline in schools.

2.4. Measures taken in dealing with students' indiscipline in schools.

Okumbe (2007) defines discipline as the action by management to enforce organizational standards. In order to successfully achieve the objectives of school, college or university, all members of the school are required to strictly adhere to the various behaviour patterns necessary for maximum performance. Students should be well informed about the school rules and the consequences of breaking them. A useful and effective method of communicating the rules is the use of hand book.

A study carried out by Oriya (2005) established that some secondary schools in Kisumu District benefited from schools Board of Governors (B.O.G), Parents Teachers Association (PTA) and school sponsors who organize tours manually to secondary schools in the district to advise students on academic discipline and welfare matters. The tours focused on schools that had experienced cases of indiscipline in course of time. The study found out that most 16 (90%) schools did use the suggestion box to collect views on issues that affected the students on a weekly basis. This helped the administration to address the issues before they become explosive. It was only 4(20%) schools that the study found the parenting system where students were assigned to teachers so that they could help a student with a problem. This system assisted administration on dealing with individual students' problem.

Another method used to solve cases of students unrest and indiscipline problem was peer counselling. Oriya (2005) noted that guidance and counseling department in all schools had organized peer counseling club which even offered spiritual guidance. Once they identified a child with a problem, they offered him/her spiritual guidance counselor

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for records and follow up purposes. Such guidance efforts helped to address otherwise difficult deviance problems among students.

Amukula (2005) established from students that punitive methods were used more than preventive ones. The use of corporal punishment light and heavy manual work were the leading disciplinary measures used in the maintenance of students discipline in the schools. Other methods were suspension and expulsion. According to students' responses, preventive disciplinary measures for maintaining discipline like guidance and counseling and warning were insignificantly used. Head teachers perceived that punitive disciplinary measures were commonly used. This included manual work, suspension and corporal punishment. The head teachers cited preventive methods commonly used were guidance and counseling and summoning of the parents. Head teachers perceived punishment (punitive) methods were more popular. This include: light and heavy manual work as well as punishment. The non physical methods for disciplining students included suspension, teaming up with parents, guidance and counseling and expulsion

According to the report on totally integrated quality education and training, Government of Kenya (1999) says mutual social responsibility, if properly inculcated into the minds of the youth through an inclusive education curriculum, would play a critical role in the development of such virtues as honesty, confidence, work ethic, concern for others welfare and overall integrity of character. This implies that schools as centres of learning ought to have an inclusive curriculum, that is, a carefully and well developed curriculum with diversified curriculum activities which adequately cater for all academic and non-academic needs for students. This should be implemented to the letter in an effort to inculcate self-discipline in the individual student.

2.5 Summary of literature review.

The issues from the literature review indicates that there exists an acute state of students' unrest in secondary schools. A study carried out by Muchiri (1998) shows clearly that all schools experience discipline problems. Griffin(1996) and Eshiwani (1993) agrees that discipline is central pillar for entire school programmes success and the school administrators are responsible for what happens in the school environment. Kinyua (2004) supports the above segments when he says that there can be no order in any school nor can the objectives of the institutions be achieved unless clear rules and regulations are established to enforce discipline.

However Apondi (2005) disagrees with the above when he says that it has been generalized that factors leading to strikes in learning institutions are the same all over. Another researcher who totally disagrees with Muchiri(2008) and Griffin(1996) is Kagendo(2009) when she says that school unrest could be caused by school mismanagement and poor leadership by the administrators. Following all the above arguments, the researcher takes the initiative to carry out a research in Nairobi North that has been hit by the wave of strikes to investigate the institutional factors influencing students' unrest in the stated district.

2.6 Theoretical framework.

Causes of students' protests in secondary schools are many and varied. The theory which is best suited to explain unrest and indiscipline cases under investigation is conflict theory. The conflict theory originated from Karl Max (1818-1883) and other psychologist like Max Weber (1864-1920). Karl Max was able to see the poor people

being exploited by the rich and being denied avenues to resources thus conflict. The theory explores how conflict arises in a community set up (Kagendo 2009).

This theory is therefore the best suited for this study because it seeks to investigate the endless indiscipline and unrests that has been experienced in most of the secondary schools across the world. The schools and the society at large expect the students to obey the school regulations and rules and yet the students have inclined to breaking those rule thus conflict between the students and administration.

The strength of this theory is that it introduces the idea and a view that the society is made of competing interest groups with their own expectations and goals. When these expectations are not met or fulfilled there is disharmony thus disagreements. This is true to a school set up because once students' basic needs are not fulfilled the results are strikes and indiscipline cases in schools. The limitations of the theory is the fact that it does not offer solutions of all the problems and at the same time it cannot control the way individuals look at things from their perspective.

The theory is applicable to this study because it addresses the issues of conflict and indiscipline cases in learning institutions. The theory is realistic as it adds knowledge in the society about conflicts in social institutions. This is applicable in schools because the school administrations expect the students to obey the rules and regulations contrary to those students have been inclined to breaking those rules and regulations thus conflict.

2.7 Figure 1; Conceptual frame work indicating factors influencing students' unrest and indiscipline

Head teacher leadership styles	Students' indiscipline.	Prefects
• Autocratic. • Dictatorship • Laissez-fair • Autocratic leadership	• Drug and alcohol. • Exam phobia. • Rudeness.	• Irresponsible. • Indisciplined • Unreasonable . • Arrogant.

Peer pressure	School unrest, indiscipline and disturbances.	Punitive method.
• Influence • Social groups • Association • Identity		• Corporal punishment • Suspension • Manual work • Kneeling.

Damage of school property.	High dropout rate	Lose of lives, rape and injuries

The conceptual frame work shows that students' unrests and indiscipline can be caused by institutional factors such as head teachers leadership, indisciplined students, prefects leadership styles, peer pressure and punitive method used to deal with indiscipline and unrest in schools. Consequently, when there is good leadership and proper discipline is instilled in students there is harmony in school. Indiscipline and unrest leads to damage of properties and even loss of lives in learning institutions.

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RESEARCH METHODOLOGY

3.1 Introduction

This chapter was divided into the following sub headings; Research design, target population, sample size and sampling procedures, research instrument, validity of the instrument, reliability of the instrument, data collection procedures and data analysis techniques.

3.2 Research design

Mwiria and Wamahiu (1995) observe that survey research can investigate behaviour or levels of students' discipline. To enable the researcher collect adequate data on the research study, choice of research method is of utmost concern. This study therefore used descriptive survey to establish institutional factors influencing unrests in secondary schools in Nairobi North District .The survey design collects data about variables or subjects as they are found in social system or society. Surveys are used to seek public opinions regarding certain issues affecting the society. Descriptive survey design according to Mugenda and Mugenda (1999) determines and reports things the way they are. The choice of the descriptive survey design was made based on the fact that in this study the researcher was interested in the state of affairs in the field and no variable was manipulated. Besides, according to Mugenda and Mugenda (1999) it is the best method available to scientists who are interested in collecting original data for the purpose of describing a population which is too large to observe directly. Such is the data that the research intends to gather.

3.3 Target population

The target population may be defined as all members of a real or hypothetical set of people, event or objects to which a researcher wishes to generalize the results of the

study (Borg &Gall, 1989). The target population of this study consisted of all the secondary schools in Nairobi North District where teachers, head teachers and students were the key respondents. There are 40 secondary schools in the District, with 40 head teachers, 1,034 teachers and 14,100 students. The teachers were useful because of the role they play in formation of the students. They interact with the students in many different situations. They could therefore provide useful information concerning the study. The students are useful in the study since they are the ones who have directly participated in various forms of indiscipline and unrests. Head teachers are useful in the study as they are managers of their institutions.

3.4 Sample size and sampling techniques;

According to Orodho (2004) sampling is the process of selecting a subject of cases in order to draw conclusions about the entire set. Sampling is important because one can learn something about a large group by studying a few of its members. There are total of 40 secondary schools in Nairobi north district out of which 22 schools were sampled according to Mugenda and Mugenda (2003:42) who observes that a research should take a big sample size. To sample the respondents, the 10 percent size of the accessible population advocated by Gay (1992) was used. This means 5 teacher from each school were sampled thus a total of 110 teachers participated in the study. A total of 660 students from the sampled schools also participated in the study. Thus total of 792 respondents participated in the study. The simple random technique was used where all the individuals in the defined population had an equal and independent chance of being selected as a member of the sample. A stratified random technique was also used based on gender, and the school categories that we have in the district. This was to ensure all categories of schools are catered for. Purposive sampling was used for head teachers so that all head teachers of selected schools participated in the study. Finally proportional

stratified sampling was used because some schools have higher population. All head teachers of the schools selected participated in the study. Thus a total of 792 respondents participated in the study.

3.5 Research instruments

The research instruments involved separate questionnaires for students, teachers and head teachers. According to Kombo and Tromp (2006), a questionnaire is a research instrument that gathers data over a large sample. It can reach a large number of subjects who are able to read and write independently. It is preferred as it allows for anonymity of respondents and uniformity of questions thus allowing comparability. The researcher used open ended questionnaires which are easier to analyze, administer and economical in terms of time and money (Mugenda &Mugenda, 1999; Orodho, 2005). Open ended questions were also used since they permit greater depths of response. A section of questionnaire sought personal information of respondents while section B had questions related to institutional factors influencing students' unrests in secondary schools in Nairobi north district involving relevant questions to each category of respondents.

3.6 Validity of instruments

According to Borg and Gall (1989), validity is the degree to which a test measures what it purports to. Content validity was used to validate the content employed in the instrument; expertise of the supervisor was sought. The pilot study helped to improve face validity. Administration of the questionnaire ensured internal validity while generalization of the study findings ensured the external validity of the instrument.

3.7 Reliability of the instrument

Mugenda and Mugenda (1999), define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The researcher piloted the study in two schools not included in the main study to enhance the reliability of the instrument and help to gauge the clarity and relevance of the items. Items found to be inadequate for measuring the variables were either discarded or fine-tuned to improve the quality of the research instrument. As such, the instrument captured all the required data. The Test-Retest reliability method was used to establish the extent to which the content of the instrument is consistent in eliciting the same response every time the instrument is administered. This involves administering the same instrument twice to the same group of subjects with a time lapse between the first and second test. The Pearson product-moment correlation coefficient formula was employed as shown below.

$$\frac{\sum xy - \left(\sum x\right)\left(\sum y\right)}{N}{\sqrt{\left(\sum x^2 \frac{\left(\sum x^2\right)}{N}\right) - \left(\sum y^2 - \frac{\left(\sum y\right)^2}{N}\right)}}$$

Where: x = first test,

y = second test

Σxy = Sum of the gross product of the values of each variable.

$(\Sigma x)\,((\Sigma y)$ = product of the sum of x and of y

Σ = sum of the values

The study achieved a reliability coefficient of 0.87 which confirmed that the instruments used yielded reliable information. According to Mugenda and Mugenda (1999), a coefficient of 0.80 or more simply shows that there is high reliability of data.

3.8 Data collection procedures

Data collection refers to gathering specific information aimed at providing or refuting some facts (Kombo &Tromp, 2006). The researcher sought permission to conduct research in the district by obtaining a research permit from the National Council for Science and Technology and thereafter wrote letters to head teachers to be allowed to do the study. An endorsement from the University of Nairobi authorities for the research was sought. The researcher also paid a courtesy call to the District Commissioner and the District Education Officer to inform them of the intended study. The sampled schools were visited to inform the head teacher about the study and make arrangements for issuing of questionnaires. Thereafter, the questionnaires were administered and collected at an agreed time and date.

3.9   Data analysis techniques

Mugenda and Mugenda (1999) argue that data must be cleaned, coded, keypunched into a computer and analyzed. After data collection, there was a cross-examination to ascertain their accuracy, competences and identify those wrongly responded to. Qualitative data was structured in terms of themes, patterns and interrelationships, and de-textualised through summaries, charts, diagrams and illustrations to make it more manageable. It was analyzed thematically through discussion to answer research questions and objectives in relation to the topic. Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS) version 17.0. This processed the frequencies and percentages which were used to discuss the findings.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1   Introduction

This chapter presents the analysis and findings of the study. It provides general information on the study on institutional factors influencing students' unrest in secondary schools in Nairobi North District, Kenya. The chapter starts with the background information of the respondents. It then identifies causes of secondary students' unrest. It then establishes the extent to which peer pressure contributes to students' unrest. It proceeds to assess the extent to which head teachers leadership contributes to students' indiscipline and unrest. It then assesses the extent to which indisciplined prefects influence secondary school students' unrests, and finally establishes the measures that have been taken by teachers to curb unrests in schools.

4.2   Questionnaire return rate

The study targeted the 22 secondary schools in the district. Three questionnaire sets were used to collect the required information. A total of 792 questionnaires were distributed to 22 head teachers, 110 teachers and 660 students in the district, out of which 792 questionnaires were returned giving a response rate of 100% which was deemed to be very good for data analysis. Data was then analyzed using the Statistical Package for Social Sciences (SPSS) version 17.0 to process the frequencies and percentages which would be used to get the findings.

4.3   Demographic information

The study sought demographic information of the head teachers, teachers and pupils in terms of their gender. This information was necessary in order to get background information about the respondents before assessing the institutional factors that influenced students' unrest in the district. To determine the distribution, the head

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teachers, teachers and pupils were asked to indicate their gender. The head teachers,
responses were as shown in Table. 4.1.

Table 4.1
Distribution of head teachers by gender

Gender	Frequency	Percent
Male	12	55
Female	10	45
Total	22	100

The study sought to establish the head teachers' gender because it is assumed that

women are marginalized and as a result very few can head schools.

The study observed that most of the school heads were males suggesting that there were

more male head teachers than females in the district this was probably because fewer

female teachers sought headship positions in the district. Majority of female teachers did

not seek to head schools probably because of their commitment in their families The

distribution of teachers by gender was as shown in Table 4.2.

Table 4.2
Distribution of teachers by gender

Gender	Frequency	Percent
Male	34	31
Female	76	69
Total	110	100

Data revealed that majority of the teachers were females with only small percent of male

representation implying that there were more female teachers in the district than the

males. This finding concurred with the Wachira (2011) who found out that were more

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girls schools than boys schools in the district which could be a result of the emphasis of the girl child education.. The distribution of students by gender was as shown in table 4.3

Table 4.3
Distribution of students by gender

Gender	Frequency	Percent
Male	264	40
Female	396	60
Total	660	100

Data revealed that both genders had a substantial representation at secondary schools in the district which is in line with the national population gender trend as per the most recent National Census (2009). However the number of female students was higher than that one of the males because there were a higher number of schools for female students in the district than those ones for male students as a result of the emphasis on the girl child education.

To get a background about students' unrest in schools in the district, the study enquired about the worst cases of indiscipline that students in the schools had witnessed. The students indicated that some of the forms of indiscipline in schools included students fighting with teachers, a student fighting with the school director, students beating the school watchmen, students abusing teachers, students taking drugs like bhang and alcohol, boarding students beaten up by their fellow students, from four students beating up form two students to a point of hospitalization, students breaking into

staffrooms, students carrying phones to schools, students carrying sharp objects to schools, form four students sneaking out of school during the national examinations, homosexuality, refusal to sit exams, refusing punishment from the teachers, shouting in class when the teacher is in, sneaking out of school, stealing books, students carrying weapons that are not supposed to be used in school, students fighting with knives, students threatening a teacher with a gun, and theft of school and student property like books, laptops, shoes, and solar panels. The study observed that out of the 660 students polled, 392 (65%) of them had witnessed one form of indiscipline or the other in their respective schools probably as a result of poor discipline management in public schools. To establish the frequency of the incidents, the students were asked to indicate when the incidents occurred. The results were as shown in table 4.4.

Table 4.4
Year when students witnessed worst case of indiscipline

Year	Frequency	Percent
2006	4	1
2008	6	2
2009	8	2
2010	12	3
2011	134	34
2012	228	58
Total	**392**	**100**

Findings show that the higher percent of the students witnessed these cases in the year 2012 suggesting that most of the incidents had happened between January and June 2012 when this study was conducted. The trend was also observed to be increasing over

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time where there were very few cases were reported in 2006 and very many cases in 2012. This could be attributed to the effects of the post election violence of 2007/2008 following the disputed presidential elections where initiatives like new constitution and awareness campaigns have made Kenyans more aware about their rights as citizens. This finding suggests that school indiscipline was a critical issue that needed to be addressed by all the stakeholders in the education sector in the light of the changing social political environment.

4.4   Causes of secondary students' unrest.

To identify causes of secondary students' unrest, teachers were asked to list the most common causes of students' unrest. The teachers indicated that the causes of unrest included poor school administration, parents' lack of concern of their children, bad company, influence of students into bad company within the school, strict school rules, poor diet and bad food in schools, poor teacher-student relationship, poor leadership, too much free time given to students, dysfunctional families, inadequate teachers in schools, drug abuse and peer pressure among students, lack of guidance and role models, lack of proper guidance and counseling, lack of strict rules to moderate students, lack spiritual guidance, adolescence pressure.

This finding suggests that some school administrations were weak and inadequately catered for their students' welfare which precipitated students' unrest. Some schools had too strict rules that were so difficult for the students to bear while others lacked strong rules giving students too much leeway. In the process students became uncontrollable

and did as they willed. Some schools were noted to have poor and substandard diet leading to valid complaints from the students.

Poor parentage was found to be a major factor influencing students unrest suggesting that a number of families were either dysfunctional or the parents never followed up the track record of their children in schools leading to students having too much freedom to do as they willed.

All the students polled were in their adolescence stage of human development, a condition that was a precipitate of peer pressure, experimentation with drugs, and demand for freedom. In absence of strong spiritual guidance and counseling, students gave into peer pressure and violence leading to cases of fighting, drug abuse and rebellion.

4.5   Contribution of peer pressure to students' unrest.

To establish the extent to which peer pressure contributes to students' unrest, the study enquired the kind of unrest students in the district were likely to engage in. The study found out that burning of dormitories, fighting among students, boycotting classes, theft of school property, refusing punishment from teachers, being shabby, playing when lessons are on dozing in class when lessons were in progress, striking against school administration, bullying of fellow students, and drug abuse were the most likely triggers of student unrest. This line of thought is supported by NCCK research findings on students' unrest in schools and colleges (1992). The report says that when youth suffer from a condition commonly referred to as identity crisis, being at adolescent stage of human growth and development are in confusion. Most of them turn to rebellious

activities such as smoking, drinking, drug abuse and finally give in to peer pressure. However a research finding by Magana (2009) disagrees with that when she says that peer pressure is partly brought by weakening of families.

On the likely hood of burning dormitories the results were as shown in table 4.5.

Table 4.5
Frequency of Burning of dormitories

	Frequency	Percent
Very common	3	3
Fairly common	2	2
Not common	25	23
Not applicable	80	72
Total	**110**	**100**

Findings show that burning of dormitories was not common in the district as confirmed by high percent of the teachers this was probably because most of the schools in the district were day schools as opposed to boarding schools. A small percentage confirmed that burning of dormitories still existed probably because some students did not wish to stay in school compound as they felt that day schools offered much freedom as compared to boarding schools. This finding is in line with the findings of Wachira (2011) who found out that majority of the schools in the district were day schools. However 5 percent of the teachers in the district indicated having dormitories burnt up by students in their respective schools suggesting that students in the districts were likely to burn dormitories.

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On fighting among students, the results were as shown in table 4.6

Table 4.6
Frequency of fighting amongst students

Response	Frequency	Percent
Very common	20	18
Common	13	12
Fairly common	29	26
Not common	36	33
Not applicable	12	11
Total	**110**	**100**

Data reveals that at least majority of the respondents indicated that fighting amongst students was fairly common suggesting that most of the schools in the district recorded cases of students fighting frequently as a result of indiscipline among students. This concurred with research finding by Muchiri (1998) who found out that all schools experienced discipline problems. The kind of problems experienced were fighting among students, drug abuse, rudeness, sleeping in class while lessons were on, truancy, absenteeism and fighting the teachers. The most frequent occurring discipline problem was fighting and drug addiction (37.4%) It was noted that 44 percent of the schools recorded such issues rarely suggesting that they had managed to maintain student discipline in their respective schools. This finding suggests that in as much as there were students' unrest in schools in the district, there were schools that had managed to maintain school discipline probably as a result of a proactive school administration.

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Results on class boycotts were as shown in Table 4.7.

Table 4.7
Frequency of students' boycott of classes

Response	Frequency	Percent
Very common	16	15
Common	22	20
Fairly common	26	24
Not common	30	27
Not applicable	13	12
Did not respond	3	3
Total	110	100

Findings show that at majority of the teachers had witnessed students' boycott of classes in their schools suggesting that most of the schools in the district faced this challenge. The study however found out that 14 percent of the schools did not experience class boycotts suggesting that they had found out systems and mechanisms of arresting boycott of classes probably through strict school regulations. A research findings by Oriya (2005) shared the same line of thought that most of the schools had strong mechanisms in place as guidance and counseling department in all schools had organized peer counseling clubs which even offered spiritual guidance. Once they identified a child with a problem they offered him or her spiritual guidance counselor for records and follow up purpose. Such guidance efforts helped to address otherwise difficulty deviance among students.

Results on theft of school property were as shown in Table 4.8.

Table 4.8
Frequency of students' theft of school property

Response	Frequency	Percent
Very common	27	25
Common	28	26
Fairly common	23	21
Not common	22	20
Not applicable	9	8
Did not respond	1	1
Total	**110**	**100**

Findings show that most of the schools had registered cases of theft of school property where students were involved. This finding confirms that theft of school property by students was a major problem in the district. Again there was a small proportion of schools that did not experience the problem suggesting that they had a way of instilling discipline to students associated with theft of school property. On refusing punishment from teachers the results were as shown in Table 4.9

Table 4.9
Frequency of students' refusal of teachers' punishment

Response	Frequency	Percent
Very common	24	22
Common	15	14
Fairly common	22	20
Not common	38	35
Not applicable	9	8
Did not respond	2	2
Total	**110**	**100**

Teachers punishments are indicators of students having been non compliant with one school regulation or the other. Findings show that most of the students in the district were likely to be indisciplined as was confirmed by 55 percent of the teachers which was confirmed by the fact that a similar proportion of the schools in the district had experienced cases of students' refusal of teachers' punishment. The fact that students refused punishment in the district meant that teachers were not in control of students and unrests were highly likely. On being shabby the results were as shown in Table 4.10.

Table 4.10
Frequency of students being shabby

Response	Frequency	Percent
Very common	17	16
Common	21	19
Fairly common	25	23
Not common	44	40
Not applicable	1	1
Did not respond	2	2
Total	**110**	**100**

Data revealed that majority of the schools had problems with students being untidy and poorly maintained. This was probably as a result of many schools being day schools and as such regular inspections were not conducted on students. This could be an indicator that students never washed clothes, polished their shoes, or combed their hair regularly when going to school. However in some of the schools, students' hygiene was not an

issue suggesting that their respective administration were keen and had managed to instill discipline on their students regarding cleanliness. The study further found out that playing when the lesson was on was fairly frequent in 58 percent of the schools, dozing in class when lesson was in progress in 59 percent of the schools, bullying of fellow students in 39 percent of the schools, drug abuse in 41 percent of the schools. Striking against school administration was fairly common in 33 percent of the schools.

4.6 Head teachers' leadership and students' unrest.

The third objective was to assess the extent to which head teachers' leadership contributes to students' indiscipline and unrest. To achieve this, the teachers were asked to comment on a number of administrative issues that were suspected to contribute to students' unrest. On whether school mismanagement by Head teacher caused the students unrest the results were as shown in table 4.11

Table 4.11
Effect of head teachers' mismanagement on students' unrest.

Response	Frequency	Percent
Agree	47	42.7
Disagree	60	54.5
Did not respond	3	2.7
Total	110	100.0

Majority of the teachers in schools did not believe that head teachers mismanagement would trigger students' unrest as indicated by 55 percent of the teachers. This was probably because most of those schools were managed through school management

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committees which controlled most of the resources including budgeting, procurement, financial reporting and auditing. As a result there were minimal instances where the head teacher would have a final say on any of those issues. However there was a substantial response of 43 percent of the teachers who indicated that head teachers mismanagement of school resources was likely to trigger students' unrest. For instance the study earlier observed that poor diet and substandard food made students uncomfortable thus triggering unrest. This was an indication of the administration procurement of substandard food and cooking services leading to poor diets for students leading school unrests. On transfer of effective teachers, the results were as shown in table 4.12

Table 4.12
Transfer of effective teachers on students' unrest.

	Frequency	Percent
Agree	57	52
Disagree	40	45
Did not respond	4	4
Total	**110**	**100**

The study found out that transfer of teachers triggered student unrest in most schools within the district. This was because the teachers affected by the transfers happened to be the most the most effective and highly performing in their subjects. This was confirmed by 51 percent of the teachers. This could be an indicator of an underlying problem within the TSC on teachers' transfer procedures suggesting that teachers in some schools in the district were transferred against their will and probably in the middle of the term thus triggering students' unrest in protests.

Teachers transfers affect student in the sense that syllabus coverage is affected as a result of time wasted before a new teacher could be assigned the subject in question. Different teachers also employ different teaching methodologies and student could be incline to prefer particular methodologies as opposed to others. As a result, the change of subject teachers causes disorientation to students who have to cope with different teaching methodologies from the previous teacher. Some teachers are known to instill the confidence of passing exams to students than others. Students would therefore feel uncomfortable loosing teachers who are known to prepare students for exams well in advance.

Change of headteachers affects the smooth running of schools as a result of change management issues in administration brought about by the change of guard. The incoming head teacher may employ different management skills from the predecessor some of which may not be popular with teachers and students. Depending on the magnitude of these issues, students may result into the use of unrests and strikes as a way of conveying their grievances. On drug abuse, the results were as shown in Table 4.13

Table 4.13
Effect of drug abuse on students' unrest.

Attribute	Frequency	Percent
Agree	65	59
Disagree	40	36
Did not respond	5	5
Total	110	100

Findings show that drug abuse was a major contributor to students' unrest as reported by 59 percent of the teachers. Drug abuse made students rebellious to instruction and if a large number of students were involved, students' unrests were likely to follow. Majority of the schools in the district were day schools suggesting that student would probably use drugs outside the school compound making it difficult for the school administration to enforce some rules. In 36 percent of the schools, drug abuse was not an issue of concern suggesting that they had mechanisms to control students' drug abuse probably through physical inspections and restriction of substances that students could carry into boarding schools. Drunkenness for instance was rated a key contributor to students' unrest as confirmed by 67 percent of the teachers. Drunken Students encouraged others into the practice and influenced them to becoming unruly and consequently causing the unrests.

Further analysis indicated that acute shortage of teaching learning resources like books was a possible contributor to students' unrest as indicated by 51 percent of the teachers. Other contributors included harsh school rules and regulations as confirmed by 52 percent of the teachers, unclear defined procedures in the administration of students discipline as confirmed by 60 percent of the teachers, laxity of teachers due to lack of professional commitment as indicated by 60 percent of the teachers, poor working relations between students and teachers and head teacher indicated by 65 percent of the teachers, insensitivity among head teachers who did not respect students as confirmed by 48 percent of the teachers, inadequate and poor quality food as confirmed by 56 percent of the teachers poor performance in national examination as confirmed by 52 percent of the teachers, unclear and ineffective channels of communication between

head teachers, teacher and students which was confirmed by 63 percent of the teachers and congestion in dormitories which was confirmed by 41 percent of the teachers

4.7 Indisciplined prefects influence secondary school students' unrests.

The fourth objective was to assess the extent to which indisciplined prefects influence secondary school students' unrests. To get this information, the teachers and students were asked whether prefects contributed to students' unrests. The teachers' responses were as shown in table 4.14

Table 4.14
Teachers' response on unofficial rules introduced by prefects

Attribute	Frequency	Percent
Agree	59	54
Disagree	49	45
Did not respond	2	1
Total	110	100

The study found out that majority of the teachers were in agreement that prefects contributed to students unrest because some of the prefects introduced some unofficial rules which turned out to be too harsh and consequently caused students unrests. The students' responses were as shown in Table 4.15

Table 4.15
Students' response on unofficial rules introduced by prefects

Attribute	Frequency	Percent
Agree	330	50
Disagree	310	47
Did not respond	20	3
Total	660	100

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Majority of the students indicated that indeed prefects introduced some rules and punishment which were too punitive for the students. For instance physical assault of students, washing clothes for prefects, extending prep hours, soliciting of bribes, reducing sleeping hours for students, and forcing students to run long distances (cross country) unnecessarily. This finding confirms the teachers' position that prefects were at times a possible trigger for students' unrests.

According to the report of the task force on students discipline and unrest in secondary schools (MOEST, 2001) some prefects molest other students which does not auger well with the rest of the students. Many times it leads to hatred and as a result students' unrests. A good prefect is the one who is self disciplined, respectful, well balanced, and presentable, moderate, obedient, creative and mature and has leadership qualities. The task force was informed that more than not students were not involved in the selection of prefects but were imposed on them by the school administration. In some schools prefects were given special privileges such as uniforms, special diet and cubicles. This also angers the rest of the students and can lead to unrest in school.

4.8 Measures that have been taken by teachers to curb unrests in schools

The fifth objective was to establish the measures that have been taken by teachers to curb unrests in schools. This information was necessary because it would form a basis of recommendation in order to minimize cases of students' indiscipline and unrests. The headteachers are the principal administrators and managers of their respective schools they are therefore answerable to the other educational stakeheldoers whenever issues of students' indiscipline and unrests arise. On the other hand, teachers handle students on a daily basis and therefore have records of students' discipline. Their position therefore is

so critical to this study because they would give information even on the mildest cases of indiscipline.

The head teachers and teachers were asked about the specific methods their respective schools used to maintain students discipline. The study found out that they managed discipline through administering punishment, dialogue, addressing their grievances, holding motivational talks, being firm on indiscipline cases, caning and expulsion, guidance & counseling, establishing disciplinary committees, invitation of external counselors, encouraging free channels of communication, provision of good quality food, establishing well defined school rules, and sending students for their parents.

The teachers indicated that discipline could also be enforced by parents who should partner with teachers on discipline of their children, be strict to their children, follow up their children's students life, advising their children on responsibility, consult with teachers on matters of concern about their children, talk to children on money usage, and follow the academic progress of their children.

The teacher indicated that prefects should adhere to school rules, assist teachers to enforce school rules and regulations, avoid use of corporal punishment, be fair and friendly to all students be good role models, and be a good link between staff and administration. The students should adhere to rules and regulations, accept correction and punishment, avoid bad company, avoid drug abuse, be responsible always and focus on exams. The teachers on the other hand should act as role models, administer punishment fairly, counsel students, be friendly with students, encourage responsibility, and be aware of students' welfare

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter deals with the summary, conclusion and recommendations of the study. The study was institutional factors influencing students' unrest in secondary schools in Nairobi North District, Kenya.

5.2   Summary of the study

The purpose of this study was to analyze institutional factors influencing unrests in secondary schools in Nairobi North, Kenya. Five research objectives were formulated to guide the study. The first one was to identify causes of secondary students' unrest while the second one was on the extent to which peer pressure contributes to students' unrest. The third one was to assess the extent to which head teachers leadership contributes to students' indiscipline and unrest and the fourth was on the extent to which indisciplined prefects influence secondary school students' unrests. The fifth objective was to establish the measures that have been taken by teachers to curb unrests in schools. Related literature on institutional factors that influence students' unrest was reviewed. A theoretical and conceptual framework was provided.

The study targeted the 22 secondary schools in the district. The study employed descriptive survey method and stratified random sampling method to get a sample of 22 headteachers and 110 teachers and 660 students to participate in the study. Three questionnaire sets were used to collect the required information and a return rate of 100% was achieved. Data was analyzed thematically through discussions to answer the research questions and objectives in relation to the topic. The Statistical Package for Social Sciences (SPSS) version 17.0 was used to process the frequencies and percentages which were used to discuss the findings.

5.3   Discussion of the study findings

The first objective was to identify causes of secondary students' unrest. The study found that the causes of unrest included poor school administration, parents' lack of concern of their children, bad company, influence of students into bad company within the school, strict school rules, poor diet and bad food in schools, poor teacher-student relationship, poor leadership, too much free time given to students, dysfunctional families, inadequate teachers in schools, drug abuse and peer pressure among students, lack of guidance and role models, lack of proper guidance & counseling, lack of strict rules to moderate students, lack spiritual guidance and adolescence pressure. The study found out that poor parentage was found to be a major factor influencing students unrest suggesting that a number of families were either dysfunctional or the parents never followed up the track record of their children in schools leading to students having too much freedom to do as they willed. These findings agreed with the findings of Kagendo (2009) and Ayieko (1998.)

The second objective was to establish the extent to which peer pressure contributes to students' unrest. The study found out that burning of dormitories was not common in the district however some students in the districts were likely to burn dormitories, fighting amongst students was fairly common because most of the schools in the district recorded cases of students fighting frequently. That students' boycott of classes, theft of school property where students were involved, students' refusal of teachers' punishment, students tidiness, playing when the lesson was on, dozing in class when lesson was in progress, bullying of fellow students in the schools, drug abuse and Striking against school administration was fairly common in quite a number of schools.

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According to Kikuma (2004), the relationships that students establish in and out of school are also a major factor in their school behavior where individual succumb to peer pressure.

All the students polled were in their adolescence stage of human development, a condition that was a precipitate of peer pressure, experimentation with drugs, and demand for freedom. In absence of strong spiritual guidance and counseling, students gave into peer pressure and violence leading to cases of fighting, drug abuse and rebellion.

The third objective was to assess the extent to which head teachers leadership contributes to students' indiscipline and unrest. The study found out that that head teachers mismanagement of school resources was likely to trigger students' unrest. For instance the study observed that poor diet and substandard food made students uncomfortable thus triggering unrest. This was an indication of the administration procurement of substandard food and cooking services leading to poor diets for students leading school unrests. Mbiti (2007) points out that some causes of indiscipline are due to rigidity by the school Administration. A number of heads of school in modern times still hold onto the traditional scheme of discipline where children are seen but not heard.

Transfer of effective teachers triggered student unrest in most schools within the district which could be an indicator of an underlying problem within the TSC on teachers' transfer procedures suggesting that teachers in some schools in the district were transferred against their will and probably in the middle of the syllabus thus triggering students' unrest in protests. The study found out that drug abuse was a major contributor to students' unrest since it made students rebellious to instruction and if a large number of students were involved, students' unrests were likely to follow. The Majority of the

schools in the district were day schools suggesting that student would probably use drugs outside the school compound making it difficult for the school administration to enforce some rules. Drug abuse was not an issue of concern in some schools suggesting that they had mechanisms to control students' drug abuse probably through physical inspections and restriction of substances that students could carry into boarding schools.

The study found out harsh school rules and regulations, unclear defined procedures in the administration of students discipline, laxity of teachers due to lack of professional commitment, poor working relations between students and teachers and head teacher were key contributors to students' unrest.

Other contributors to students' unrest include insensitivity of head teachers who did not respect students, inadequate and poor quality food, poor performance in national examination, unclear and ineffective channels of communication between head teachers, teacher and students, congestion in dormitories and acute shortage of teaching learning resources like books.

The fourth objective was to assess the extent to which indisciplined prefects influence secondary school students' unrests, the study found out that harsh and unofficial rules introduced by prefects in schools sometimes caused students unrests. According to the report of the task force on students discipline and unrest in secondary schools (MOEST, 2001) some prefects molest other students which at times trigger students unrests in schools. Prefects should adhere to school rules, assist teachers to enforce school rules and regulations, avoid use of corporal punishment, be fair and friendly to all students be good role models, and be a good link between staff and administration. Students should

adhere to rules and regulations, accept correction and punishment, avoid bad company, avoid drug abuse, be responsible always and focus on exams. The teachers on the other hand should act as role models, administer punishment fairly, counsel students, be friendly with students, encourage responsibility, and be aware of students' welfare

The fifth objective was to establish the measures that have been taken by teachers to curb unrests in schools, The study found out that teachers managed discipline through administering punishment, dialogue, addressing their grievances, holding motivational talks, being firm on indiscipline cases, caning and expulsion, guidance & counseling, establishing disciplinary committees, invitation of external counselors, encouraging free channels of communication, provision of good quality food, establishing well defined school rules, and sending students for their parents. discipline could also be enforced by parents who should partner with teachers on discipline of their children, be strict to their children, follow up their children's students life, advising their children on responsibility, consult with teachers on matters of concern about their children, talk to children on money usage, and follow the academic progress of their children.

5.4 Conclusions

The study found that the causes of unrest included poor school administration, parents' lack of concern of their children, bad company, influence of students into bad company within the school, strict school rules, poor diet and bad food in schools, poor teacher-student relationship, poor leadership, too much free time given to students, dysfunctional families, inadequate teachers in schools, drug abuse and peer pressure among students, lack of guidance and role models, lack of proper guidance and counseling, lack of strict rules to moderate students, lack spiritual guidance, adolescence pressure.

The study found that head teachers mismanagement of school resources was likely to trigger students' unrest especially where poor diet and substandard food made students uncomfortable thus triggering unrest. This was an indication of the administration procurement of substandard food and cooking services leading to poor diets for students leading to unrests. Harsh and unofficial rules introduced by prefects in schools sometimes also caused students unrests.

The study found that teachers managed discipline through administering punishment, dialogue, addressing their grievances, holding motivational talks, being firm on indiscipline cases, caning and expulsion, guidance & counseling, establishing disciplinary committees, invitation of external counselors, encouraging free channels of communication, provision of good quality food, establishing well defined school rules, and sending students for their parents.

5.4   Recommendations

Based on the finding of the study, the following recommendations were made.

i.   That the Ministry of Education organizes annual training and seminars for secondary school prefects on managing fellow students in schools. The study found out that harsh and unofficial rules introduced by prefects in schools sometimes caused students unrests.

ii.   That the Ministry of Education encourages a head teachers association where they would meet on a regular basis to share experiences on managing students discipline in their respective schools. The study found that 44 percent of the schools recorded fighting amongst students rarely suggesting that they had managed to maintain student discipline in their respective

schools suggesting that in as much as there were students' unrest in schools in the district, there were schools that had managed to maintain school discipline probably as a result of a proactive school administration.

iii. That the Teachers Service Commission revises the teachers transfer policy especially when it was in the middle of the syllabus or where the teachers were unwilling to transfer.

iv. The study found that transfer of effective teachers triggered student unrest in most schools within the district which could be an indicator of an underlying problem within the TSC on teachers' transfer procedures suggesting that teachers in some schools in the district were transferred against their will and probably in the middle of the syllabus thus triggering students' unrest in protests.

5.5 Suggestions for further research

Based on the findings of this research the following areas are recommended for further research.

i. A study to establish the effect of students unrest and school performance in examinations

ii. A study to establish the causes of students' unrest in the other districts country wide in hot spot areas

iii. A study to establish the effect of home related factors on students' indiscipline.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION TO THE RESPONDENTS

University of Nairobi
P.O Box 30197
Nairobi- Kenya
Date_____

Dear Respondent,

REF: RESEARCH

I am a student at the University of Nairobi carrying out a research on institutional factors influencing unrest in secondary schools in Nairobi North district. Your school has been selected for the study. The purpose of this letter is to request you to allow me to carry out the study. Be assured that the information will be only for the purpose of this study. Kindly be honest as you can in your response and respond to all the items.

Yours sincerely,

Muli Francisca

APPENDIX II

STUDENTS' QUESTIONNAIRE

Please answer the following questions as accurately as possible, without any fear. This is not a test. These questions are intended for an educational research. Whatever you write will be used for intended purpose only. Do not write your name on this questionnaire. This questionnaire consists of three sections. Please attempt all questions.

SECTION ONE

Answer appropriately either by putting a tick () in the brackets or write briefly in the space provided.

1. Write the name of your school ---

2. Indicate your gender: Male ( ) Female ( )

3. Indicate your age--

4. Indicate your form:

     Form two ( )

     Form three ( )

     Form four ( )

SECTION TWO

5. Some secondary schools experience many serious students' indiscipline problems, some of which have led to unrests. Below is a list of such problems. As honestly as possible tick ( ) against each problem you consider common in your school.

Key: C-common, V.C-very common, F.C-fairly common, N.C-not common, N.A-not applicable

No	Item	C	V.C	F.C	N.C	N/A
i	Burning of dormitory					
ii	Fighting amongst students					
iii	Boycotting classes					
iv	Theft of school property					
v	Refusing punishment from teachers					
vi	Being shabby					
vii	Playing when the lesson is on					
viii	Dozing in class when lesson is in progress					
ix	Striking against school administration					
x	Bullying of fellow students					
xi	Drug taking e.g. smoking bang					

6a. what is the worst case of students' indiscipline you have witnessed in your school?

     b. When did it occur?

     c. How did the students behave?

7. Below are some factors that could influence students to be undisciplined. Tick ( ) the ones which may influence students to misbehave. Add any factors which may not be mentioned.

     i.   Friends at school   ( ).

     ii. Friends outside school   ( ).

     iii. Parents   ( ).

     iv. Teachers   ( ).

     v. Head teachers   ( ).

     vi. Politicians   ( ).

SECTION THREE

8. In question No. 5.to 7, you indicated what you perceived to be prevalent and serious problems of students indiscipline in your school. In this question, a list of the most likely causes of students indiscipline as generally perceived by students is provided. Think about each item carefully and as honestly as possible indicate your opinion by ticking ( ) agree or disagree. Agree means that particular item is cause of students indiscipline, disagree would mean, that the item is not a cause of students indiscipline in your school.

No	ITEM	AGREE	DISAGREE
i	School mismanagement by Head teacher		
ii	Transfer of effective teachers.		.
iii	Drug abuse, smoking and bhang		
iv	Drunkenness, consumption of alcohol.		
v	Acute shortage of teaching learning resources e.g. books		
vi	Harsh school rules and regulations.		
vii	Unclear defined procedures in the administration of students' discipline.		
viii	Laxity of teachers due to lack of professional commitment		
ix	Poor working relations between students and teachers and head teachers.		
x	Insensitivity among head teachers who do not recognize students.		
xi	Inadequate, poor quality food		
xii	Poor performance in national examination		
xiii	Unclear and ineffective channels of communication between head teachers , teachers and students		
xiv	Harsh unofficial rules introduced and enforced onto the students by prefects.		
xv	Congestion in dormitories		

9. Suggest how students discipline could be enforced by:

i.Parents--

ii Head teachers---

iii. Prefects--

iv. Students--

v Teachers---

10.. When was your school last involved in the worst indiscipline problem?_____

11. What was it and what was the nature of indiscipline?_____

12. How did the students react/behave?_____

QUESTIONNAIRE FOR TEACHERS

Please answer the following questions as accurately as possible. These questions are intended for an educational research. Whatever you write will be used for intended purpose only. Do not write your name on this questionnaire. This questionnaire consists of three sections. Please attempt all questions.

SECTION ONE.

1.   Write the name of your school---

2.   State your highest level of education and training----------------------------

3.   For how long have you been a teacher? --------------------------------------

   1-5yrs [ ]   6-10yrs [ ]   11-15yrs [ ]   15-20yrs [ ] Over 20yrs [ ]

4.   For how long have you been a teacher in your current school? -------------

   1-5yrs [ ]   6-10yrs [ ]   11-15yrs [ ]   15-20yrs [ ] Over 20yrs [ ]

SECTION TWO

5.   Some secondary schools experience many serious students' indiscipline problems, some of which have led to unrests. Below is a list of such problems. As honestly as possible tick ( ) against each problem you consider common in your school.

   Key: C-common, V.C-very common, F.C-fairly common, N.C-not common, N.A-not applicable.

No	Item	C	V.C	F.C	N.C	N/A
i	Burning of dormitory					
ii	Fighting amongst students					
iii	Boycotting classes					
iv	Theft of school property					
v	Refusing punishment from teachers					
vi	Being shabby					
vii	Playing when the lesson is on					
viii	Dozing in class when lesson is in progress					
ix	Striking against school administration					
x	Bullying of fellow students					
xi	Drug taking e.g. smoking bhang					

6. In your honest opinion what do you think are the factors involved in creating a
    state of students' indiscipline/unrest?

SECTION THREE

In question No. 1 to 5. you indicated what you perceived to be prevalent and serious problems of students indiscipline in your school. In this question, a list of the most likely causes of students indiscipline as generally perceived by students is provided. Think about each item carefully and as honestly as possible indicate your opinion by ticking ( ) agree or disagree. Agree means that particular item is cause of students indiscipline, disagree would mean, that the item is not a cause of students indiscipline in your school.

No	ITEM	AGREE	DISAGREE
i	School mismanagement by Head teacher		
ii	Transfer of effective teachers.		
iii	Drug abuse, smoking and bhang		
iv	Drunkenness, consumption of alcohol.		
v	Acute shortage of teaching learning resources e.g. books		
vi	Harsh school rules and regulations.		
vii	Unclear defined procedures in the administration of students' discipline.		
viii	Laxity of teachers due to lack of professional commitment		
ix	Poor working relations between students and teachers and head teachers.		
x	Insensitivity among head teachers who do not recognize students.		
xi	Inadequate, poor quality food		
xii	Poor performance in national examination		
xiii	Unclear and ineffective channels of communication between head teachers , teachers and students		

xiv	Harsh unofficial rules introduced and enforced onto the students by prefects.	AGREE	DISAGREE
xv	Congestion in dormitories		

7. Suggest how students' discipline in your school could be enforced by:

    i.   Parents--

    ii. Head teachers---

    iii. Prefects---

    iv. Students--

    v. Teachers---

8. When was your school last involved in the worst indiscipline problem?------------------

9. What was it and what was the nature of indiscipline?---------------------------------------

10. How did the students react?---

11. What specific methods does your school use to maintain students discipline?

_____

_____

HEAD TEACHERS' QUESTIONNAIRE

Please answer the following questions as accurately as possible.   These questions are intended for an educational research. Whatever you write will be used for intended purpose only. Do not write your name on this questionnaire. This questionnaire consists of three sections. Please attempt all questions.

SECTION ONE.

1. What is the name of your school? --

2. Indicate your gender Male ( )   Female ( )

3. State your academic/professional training qualification. ----------------------------
   P1 [ ]   P2 [ ]   Diploma [ ]   A.T.S [ ]   B.Ed [ ]   Masters [ ]
   Others, (please specify)_____

4. For how long have you been a teacher? --
   5yrs [ ]   6-10yrs [ ]   11-15yrs [ ]   15-20yrs [   ] Over 20yrs [   ]

5. For how long have you been a head teacher? ---
   5yrs [ ]   6-10yrs [ ]   11-15yrs [ ]   15-20yrs [   ] Over 20yrs [   ]

6. For the responsibility you have held, have you been trained to enhance your performance?

SECTION TWO

Answer appropriately either by putting a tick ( ) in the brackets or write briefly in the space provided.

7 a What is the worst case of students indiscipline have you witnessed in your school? ---

b. When did it occur? --

c. How did the students behave? --

8. In your honest opinion, what do you think are the factors involved in creating a state of indiscipline and unrest?

----

9. As an educationist, how do you think discipline can be enforced by;

i.Parents---

ii Teachers---

iii. Students---

iv. Prefects--

v. Head teachers--

10. State the nature of indiscipline problems you encounter in your school

----

11. What are some of factors contributed by school administrators that lead to strikes

----

12. What do you think are the general causes of students' strikes in secondary schools?

----

14. What measures as a principle do you take to handle students with indiscipline problems?_____

_____

AUTHORIZATION LETTER

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website. www.ncst.go.ke

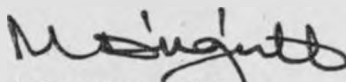Our Ref: **NCST/RCD/14/012/595**

Date: **28th May 2012**

Francisca Muli
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Institutional factors influencing students' unrest in secondary schools in Nairobi North District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi Province** for a period ending **30th June, 2012.**

You are advised to report to **the Provincial Commissioner and the Provincial Director of Education, Nairobi Province** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.
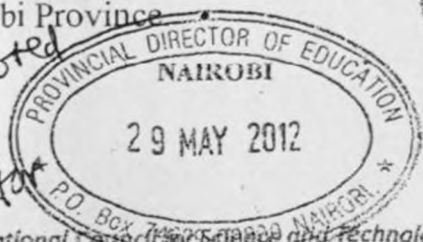
DR. M. K. RUGUTT, PhD HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The Provincial Commissioner
The Provincial Director of Education
Nairobi Province

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Mies/Institution
Franciaca Muli
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in

	Location
	District
Nairobi	**Province**

on the topic: Institutional factors influencing students' unrest in secondary schools in Nairobi North District, Kenya.

for a period ending: 30th June, 2012.

PAGE 3

Research Permit No. *NCST/RCD/14/012/595*
Date of issue *28th May, 2012*
Fee received *KSH. 1,000*

**Applicant's
Signature**

**Secretary
National Council for
Science &Technology**