INFLUENCE OF SCHOOL-BASED FACTORS ON STUDENTS UNREST IN PUBLIC SECONDARY SCHOOLS IN KWALE COUNTY, KENYA

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DECLARATION

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

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DEDICATION

This work is dedicated to my wife Albinah, Sons Joe, John and daughter Wendy who sacrificed their comfort to ensure that I complete this course. My parents who encouraged me throughout the course. Finally to my late brother Karimi who was assassinated in the struggle for the second liberation of our beloved country.

ACKNOWLEDGEMENTS

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ABBREVIATIONS AND ACRONYMS

BBC   British Broadcasting Corporation

BOM   Board of Management

CDE   County Director of Education

DEO   District Education Officer

EADIS   Eastern Africa Drug Information System

ICPA   International Commission on Prevention of Alcoholism

KCSE   Kenya Certificate of Secondary Education

KESSHA   Kenya Secondary School Heads Association

MDGs   Millennium Development Goals

MoE   Ministry of Education

MOEST   Ministry of Science and Technology

NACADA   National Agency for Campaign against Drugs

NCCK   National Council of Churches of Kenya

NGOs   Governmental Organizations

NSDUH   National Survey on Drug Use and Health

P.T.A   Parents Teachers Association

SPSS   Social Package for Social Sciences

UNDCP   United Nations Drug Control Programme

UNODC   United Nations Office on Drugs and Crime

ABSTRACT

The study aimed at investigating the influence of school-based factors on students unrest in public secondary schools in Kwale County, Kenya. The study was guided by the following objectives; to establish how principals management of access to drugs and substance, teachers' use of guidance and counselling, teachers' discipline management approaches and teachers' compliance with children's rights influence students' unrest in public secondary schools in Kwale County, Kenya. This study was based on System theory by Ludwig von Bertalanffy (1996). The study used descriptive survey design. The target population of this study comprised 60 public secondary schools, 60 principals, 600 teachers, 120 prefects form 3 and 4 classes in Kwale County, Kenya. The sample size was 240 respondents that included 30 principals, 120 teachers, 60 prefects (form 3 and 4) and 30 school presidents. One hundred and ninety five responded of which 30 were principals, 95 teachers, 40 prefects form 3 and 4 classes and 30 school presidents. The BOM members were stratified in to two to involve 8 male and 7 female members from each school. Stratified sampling was used to select the respondents. Questionnaires for teachers and class prefects and interview schedules for principals were used for data collection. Reliability analysis was done through test-retest method. Reliability coefficient of 0.7 deemed the instrument reliable. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data was obtained from journals and schools data base. Data collected was analyzed using SPSS (Statistical Package for Social Sciences). Descriptive statistics and thematic analysis were used. The findings showed that the four schools that were effective in the management of access to drugs and substance abuse in terms of principals' management had three cases of school unrests compared to six for those schools that were not effective in managing drugs and substances. The study also found out that the two schools which had teachers' practice better guidance and counselling among the students had only two cases of school unrests compared to six for those schools that did not have better guidance and counselling. Schools that were effective in using various discipline approaches and whose teachers complied with children's rights had only one case of students' unrest in their secondary schools compared to three for those schools that lacked. The study recommends that government initiate programmes that enhance principal's management of access to drugs and substance since the current methods being applied seem not to be effective. This is because the teachers highlighted lack of proper practices to check on drugs and substance abuse in the public secondary schools. This can be done through the DEOs and principals in the public secondary schools. There should be further research on the influence of head teachers' leadership styles on students' unrest in public secondary schools in Kwale County, and the effect of teacher – students' ratio on student unrest in public secondary schools in Kwale County, Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Student unrest refers to any form of disruptive behaviour that interferes with smooth running of an educational institution (Christians, 2005). It is manifested inform of boycott, sit-ins, riots, stone throwing demonstrations and strike. According to UNESCO (2010) education is a basic need that must be attained and conferred to every child. This is strengthened by the major goals outlined in the Millennium Development Goals (MDGs) that outline and insist on Education for all by the year 2015 (MDGs, 2009). Thus, education has a definite role to play in the development of people and countries. It has been cited as one of the most important determinants of economic growth. It is both an indicator, and an instrument, of development. Education increases labour productivity in both urban and rural sectors, and economic returns to investment in education are typically high.

A 1994 national survey in suburban, urban and rural schools in the United States of America found that two major factors were held responsible for students' unrest that led to school violence were not numerous and not limited to: disintegration of the family; and increased depiction of violence in the media and popular music. Other factors included; alcohol and drug abuse, and easy access to weapons, such as guns. Poverty and inequitable educational opportunities also predispose school youths to violence (Ohsako, 2007).

The developing countries have been the major receptors of students' unrest that has often given birth to major violent and destructive outcomes (World Bank Statistics, 2012). For example, according to a study conducted on 0 to 17 years old children in Bangladesh, unrest that led to violence among children was considered a global health problem and was the most inhuman type of intentional injury (Human Rights Watch, 2010).

Recent studies from Africa have also shown that physical fighting among school going adolescents is prevalent especially when they feel that their voices are never heard (Human Rights Watch, 2010). For example, Rudatsikira, et al. (2007) reported that 50.6% of adolescents had engaged in a physical fighting with their fellow students, teachers, authority or prefects within the past 12 months prior to the survey in Namibia, southern Africa. While deaths were the most severe consequences of interpersonal violence, the effects of school violence include: interference with the normal learning activities of students; weapon carrying for defensive purposes on school grounds; serious injury and increased medical costs and absenteeism from school (WHO, 2009).

Students' discipline is a matter of great concern to all educational stakeholders; it is vital for the smooth and effective running of educational programmes in schools (Achoka, 2003; MoE 2012). Despite the existence of policy guidelines (Republic of Kenya, 2001) to facilitate enhanced discipline in schools, cases of indiscipline such as absenteeism, sneaking, drug abuse, defiance of authority,

stealing, bullying, boy–girl relationship, students unrest are still reported majorly in coeducational schools.

According to UNESCO (2009) students' unrest and violence in secondary schools is not a new problem. It occurs between two or more individuals as interpersonal violence, or it involves identifiable groups in the society and erupts as intergroup violence between two or more different religions or ethnic groups. For centuries, violence has been a commonplace feature of school life with its causes embedded in the social, cultural, historical and economic contexts of its time (Leach, 2003; Achoka, 2009). The focus of unrest that leads to violence can be individuals, objects or the school itself, and the nature of the damage can be psychological, physical or material. Since the middle of the 20th century, violence against children has increasingly been viewed as a violation of their fundamental human rights, in particular of their right to physical safety and psychological security and well-being (Rukundo, 2009; UNICEF, 2011).

As pertains to Kenya, the students' unrest behavior has a long history and several pieces of evidence attests to this increased surge. From the beginning of the 20th century, cases of student unrest are evident in Kenya (Republic of Kenya, 2001; MoE, 2012). The first case of student unrest was reported in Maseno School in 1908. During the 1980s and 1990s, the number of schools experiencing student unrest increased. According to available statistics, student unrest had increased tremendously from 0.9 percent in 1980 to 7.2 percent in 1990 (Republic of Kenya,

2009). These comprise of the known and recorded cases of student unrest though the figures are likely to be higher because of the unknown and unrecorded cases.

Students' unrest has not spared urban schools as was witnessed in Nairobi province with unrest rocking upper hill school ,dormitory burnt one student dead. Nairobi school, Lenana school, Moi girls Nairobi and Dagoreti high school in 2008 (Omari, 2011). In Coast province schools have not been spared by unrest either as follows: Mazeras school in Kwale County is perennially in the news; hardly a term passes without a unrest characterized by torching of the dormitory, Malindi high school during July, 2010 students went on strike destroying the administration block and baying for the principal's blood. (Education Newspaper, July, 2010) Kwale high school in July 2011 went on strike burning a dormitory protesting against the mock examination, Waa High school of Kwale County in March 2011 walked out of school protesting failure of the school administration to address their grievances, Kigwede mixed secondary school walked to the DEO's office Msambweni July 2011 protesting high handedness of the principal among others (Kiprop, 2012). This study therefore investigated the influence of school-based factors on student unrest in public secondary schools in Kwale County.

1.2 Statement of the problem

Despite the numerous efforts that include formulating policies to guide school discipline by the government to curb the incidences of students' unrest in

secondary schools, the same still continues to be a bone of contention in Kenya (MoE, 2012). Like any other organization, a school is a social agent through which students socialize and learn to appreciate one another (Kibera &Kimokoti, 2007). It shapes a child's values, beliefs and emotions. However, this key role of education is unattainable if adequate policies are not put in place to regulate the management of students. This has left room for external influence on students leading to vulnerability to negative attitudes, general indiscipline, school instability, and to some extent, less school participation. Violence is prevalent in many Kenyan schools as recently seen in many schools in Kwale County like Waa Girls in February 2014 among others (Kiprop, 2012).

Most scholars have recently concentrated their research on the causes of students' unrest in higher institutions of learning while the elementary and secondary level of learning have not been given the best share of the research they deserve, although, they are the most affected by either mild or eruptive students' unrest (UNICEF, 2011). The need for a safe and non-violent environment is a necessity for smooth teaching and learning. Lack of discipline in a school creates an environment that can become violent and unsafe. The secondary education system in Kenya has been prone to students' unrest that has not been addressed for a long time.

Table 1.1: Number of strikes in secondary schools in Kwale County from 2012 to 2014

Sub County	Number of schools	Incidences of unrest (exam boycott, burning, walkout)		
		2012	2013	2014
Matuga	23	7	6	5
Kinango	17	5	4	3
Msambweni	20	4	6	5
Total	**60**	**16**	**16**	**13**

The table indicates that 75 percent of secondary schools in Kwale County have had increase number of school unrest cases. Therefore, this study sought to investigate the influence of school-based factors on student unrest in public secondary schools in Kwale County.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of school-based factors on students' unrest in public secondary schools in Kwale County, Kenya.

1.4 Objectives of the study

This study was guided by the following objectives:

i.   To establish how management of access to drugs and substances influences students' unrest in public secondary schools in Kwale County, Kenya.

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ii. To establish how teachers' use of guidance and counseling influences students' unrest in public secondary schools in Kwale County, Kenya.

iii. To examine the influence of teachers' discipline management approaches on students' unrest in public secondary schools in Kwale County, Kenya.

iv. To examine the extent to which teachers' compliance to children's rights influence students' unrest in public secondary schools in Kwale County, Kenya.

1.5 Research questions

The study was guided by the following questions:

i. To what extent does principals' management access to drugs and substances abuse influence students' unrest in public secondary schools in Kwale County, Kenya?

ii. How does teachers' use of guidance and counseling influence students' unrest in public secondary schools in Kwale County, Kenya?

iii. What is the effect of teachers' discipline management approaches on students' unrest in public secondary schools in Kwale County, Kenya?

iv. To what extent does teachers' compliance to children's rights affect students' unrest in public secondary schools in Kwale County, Kenya?

1.6 Significance of the study

This study provides insight to the principals on ways of improving students' discipline in secondary schools. The principals, deputies and teachers of

secondary schools may find the findings of this study helpful in that they may be able to establish a committed school displinary body as suggested by all the school stakeholders.

Others who may benefit from the study included BOM's and PTA's being the bodies' in-charge of discipline in secondary schools. MOE and KESI benefits greatly from research findings while giving seminars and workshops to secondary schools administrators on maintaining discipline in secondary schools.

1.7 Limitations of the study

The respondents were not willing to reveal detailed information sought for in this study. This was overcome by explaining to the respondents of the significance of the study. The researcher furthermore presented a letter from the institution explaining the purpose of the study is for academic work only and assuring them of anonymity.

1.8 Delimitations of the study

This study was confined in public secondary schools in Kwale County, Kenya. It would have been more appropriate to conduct this study in the whole country since in school based factors in public secondary schools and their role in students unrest in schools is not unique to only one County.

The study was concerned with the specific objective of finding out if principals'
management of access to drugs and substance, teachers' use of guidance and
counselling, teachers' discipline management approaches and teachers'
compliance to children's rights influence students' unrest. The study involved
principals, teachers, school captains and students.

1.9 Assumption of the study

The study was premised on the following assumptions:

(i) The participants were cooperative and able to give the required information
without any reservations.

(ii) The schools had well-kept records on school unrest.

1.10 Definitions of significant terms

This study used the following definition of significant terms:

Adherence to children's rights refers to human rights of children with particular
attention to the rights of students to special protection and care afforded to minors
by the teachers. The rights include freedom of thought, conscience and religion,
freedom of association, privacy, parental responsibility and state assistance.

Autocratic leadership style refers to a situation the leader makes all decisions
concerning what, when, where and how things are done and who will do them.

Compliance with human rights refers to the observance of the stipulated guideline in handling of students by the teachers in schools.

Drugs and substance abuse refers to dependence on an illegal drug or a medication by students that lead to an increased risk of problems and an inability to control oneself.

Effective guiding and counselling refers to the essential elements in discipline management of students that assist them overcome the number of challenges they experience at home and at school.

Management of access to drugs refers to characteristic ways of the principals making decisions relating to teachers and other subordinates in secondary schools that influences drugs and substance circulation among students that involves checks at entry points, using informers, CCTV installation in schools.

Students' unrest refers to indiscipline shown by students. It is shown in schools in the form of riots, demonstrations, protests, boycotts, harassments, and cultism.

1.11 Organization of the study

The study comprises of five chapters. Chapter one presents the introduction comprising of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions, and definition of significant terms and organization of the study.

Chapter two comprises of literature review regarding influence of principals' management of drugs and substance, teachers' guiding and counselling, teachers' preventing and resolving students' discipline problems and teachers' creation of awareness of children's rights on students' unrest and their relationship as well as theoretical and conceptual framework. Chapter three deals with research methodology covering: research design, sampling procedures, research instruments and validity and reliability data collection procedure and data analysis procedures.

Chapter four contains data analysis, interpretation and discussion. Chapter five summarizes the study findings, makes conclusions, recommendations and suggestion for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter summarizes the literature that is already in existence regarding determinants of students' unrest in secondary schools and their relationship. It presents an overview of school unrest perspective in secondary schools, principals' management of drugs and substance, principals' leadership style behaviour, teachers' discipline management approaches and teachers' creation of awareness of children's rights, summary of literature review, theoretical and conceptual framework.

2.2 Concept of school unrest perspective in secondary schools

According to Khan (1972) cited by Davies (2010), the student unrest does not exist in vacuum. It reflects a deep and growing unrest in the society as whole. The Kenyan society is passing through a spiritual and moral crisis. The average man is horrified that some people in responsible positions throw all sense of righteousness and morality to the winds. In the same strain, the youth conscious of the troubled present and a perplexing future have fallen into moral nihilism.

Similar opinion has been expressed by Loomis Steven and Jacob Rodriguez, (2009) who analyzed the causes of student unrest. He opined that the deterioration of general social and economic conditions tends to give serious turn to student unrest. Hence, indiscipline is obviously a manifestation of socio-economic crisis.

Besides, there is hardly any relationship between the present day higher education and the socio-economic demands of natural life. Youth unrest is a symptom of the widespread disease of social indiscipline in our country, which is manifested in phenomena like corruption, bribery, nepotism and political immorality including defections for personal ends. Similarly, the restlessness among youth is framed and influenced by the malaise existing in the adult world. It is in fact surprising that there is so little youth unrest.

Another factor is the growing phenomenon of trade unionism amongst the academic and non-academic employees, also generating restlessness in school (UNESCO, 2009). For example, the rampant situation of students unrest experienced in the country during the 2008 was greatly associated with the outcome of the 2007 disputed election and the post violence results that grouped most people to tribal and social categories.

The social grouping was too strong that it once saw students rise against each other. This was because they believed they belonged to the 'wrong' social class/tribe, teachers and even management that came from one who was not 'their own' (Simatwa, 2010). A massive transfer of students from one school that belonged to a particular tribe, political affiliation and religion was unavoidable. The real cause of student indiscipline is related to the general problems which students in Kenya face in their day to day lives. The continuing pressure of inadequate facilities, sub-standard educational preparation, too much content, fear

of exams and the fear of unemployment after graduation, make students more open to indiscipline. The widespread frustration of the Kenyan student sometimes expresses itself in violent demonstration. Therefore, secondary schools problems are born out of general frustration (Wako, 2009).

According to Soloman (2009), the students' protest has been interpreted as a reaction of some students who are convinced of the sickness of the modern society and see school as mere reflection of that society and want to destroy them or convert them into centers of social revolution. Therefore, student unrest is viewed not as an isolated phenomenon, but as a part of the total system. The present revolt of the youth is symptomatic of the sickness of our schools from lower primary to universities (Eshiwani, 2010).

2.3 Management of access to drugs and substance and students' unrest
According to Gillis (1996) cited by UNICEF (2011) young people are individuals in the process of development and change. Gillis further notes that during this period they experiment with newly discovered aspects of their physical and emotional selves. During this period the youth are likely to experiment with drugs and some will become addicted.

Another survey of youth in southern Nigeria, also found out that the source of drugs for drug using-students was friends in the same or neighbouring schools, and students who reported using drugs had more drug using than abstinent friends

(Nevadomsky, 1982:75 cited by WHO, 2010). Confirming this finding, Kiiru (2004) argues that peer pressure influences youth to use substances under the false impression that some drugs stimulate appetite for food, increase strength and give wisdom as well as courage to face life besides the power to pass exams. Although it is presumed that there are similarities in the prevalence of psychoactive substance use between young people in rural and urban areas, it is also generally assumed that, at least for some drugs, there are clear differences.

According to the Ministry of Education (2011) adolescents with substance abusing parents experience a higher rate of parental and /or family problems than do adolescents whose parents do not abuse substances. This may cause poor parent-child attachment, which may in turn lead to a lack of commitment to conventional activities, thereby at times leading to adolescent drug taking, a major facilitator to students' deviant behaviours. It further adds that youths with poor home support tend to seek support and understanding elsewhere. Many find affection, understanding and support in the lifestyle of a drug abusing subgroup.

Imbosa (2012) carried out a study in six boys' secondary schools in Nairobi with the aim of finding out the strategies and programmes used in the schools to increase drug awareness and curb their use and abuse. The study involved both students and teachers. It established that drug use and abuse occurs in the student population as result of a complex range of factors including parental engagement in substance abuse, depression, anxiety, learning difficulties and low self-esteem,

all of which are beyond the scope of the programmes put in place by the schools to address the problem. This drugs abuse was found to have a great negative impact on the overall observance to the rules and regulations in the schools by the abusers leading to frequent students' unrests.

2.4 Effective use of guiding and counseling and students' unrest

Guidance and counseling as a movement was started in America at the beginning of 20th Century as a reaction to change process in an industrialized society. Guidance and counseling services were set up within the department of education in September 1968 when the recommendations made by Louis, a consultant sent over to Malta by United Nation's Educational Scientific and Cultural Organization (UNESCO), were taken up. Globally, guidance and counselling services are essential elements in discipline management of people in all societies.

School guidance and counselling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at school. Nziramasanga (1999) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to the indiscipline in secondary schools caused by their children. UNESCO (2002:2) adds that "African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the

upbringing of young people". Rapid sociological changes emanating from modernization and urbanization stress students.

In Malawi the need for guidance and counseling is recognized when a survey was done of 20 school counselors in southern and central regions and the main problems examined. It was proven that, there is great need for a clear rationale and guidelines for Guidance and Counseling programmes, (Taylor & Francis, 1998). The main goal is to help the counselee learn to deal more effectively with himself and the reality of his environment. Allis and Kamel (1999) conducted a cross-section survey on indiscipline among 2170 preparatory and secondary school students enrolled in the mainstream governmental schools in Alexandria in Egypt. Indiscipline among school students and its predictors were investigated. Few indiscipline cases were related to family background whereas the majority was related to the children themselves. Schools are social systems which have several objectives to achieve and the role of guidance and counseling is vital in shaping the discipline of the students.

2.5 Teachers' discipline management approaches and students' unrest

Larfela (2010) outlines the ways in which teachers can contribute to positive discipline of students. They can build the environment by: Creating an atmosphere of trust and teamwork; Respecting students as individuals with rights and a sense of expression; Willingness to accept dissenting opinions from students without being abusive; Being accessible to students; Recognizing

whatever accomplishment a child makes because children as humans bloom when they are praised; Cultivating friendship and partnership with students; Being human to students and their representatives; Participating in the formulation of rules and the enforcement of the agreed code of conduct; and, They should act as role models to the students by being disciplined and upholding moral standards. Some of the discipline management practices that can enhance students discipline include expulsion, suspension and confinement of students.

According to a research carried out by African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) cited by Omari (2011) corporal punishment could actually trigger students' unrest. With the outlawing of corporal punishment, the research identifies common forms of disciplinary methods which teachers in Kenya use as; smacking, pulling ears, scolding, tapping, forcing child to kneel on hard floor, standing in the sun, physical exertion, denying child use of toilet, pulling hair, isolating the child, burning their fingers and washing child's mouth with soap.

Although it is common knowledge that the role of teachers in secondary schools is to teach, it is worth noting that the kind of teaching and behaviours that they demonstrate in school can either generate or hinder violence in the same schools. The Nation Team in "School closed as students run riot" which appeared in the Daily Nation (2005, September p.6) , noted that in September 2005, the students of Chebisaas Girls Secondary School in Nandi South District rioted leading to the

closure of the school. They complained of shortage of teachers among other grievances like poor handling being received from the teachers perceived as bad.

Of all the influences in a school that provoke misbehaviour or good behaviour on the part of students, the most pervasive is that of teachers, this is because they interact with students directly (Simatwa, 2010). Personality, character, attitudes and observable actions are all factors that determine the effectiveness of a teacher's relationships both with students and colleagues. The personality of the teacher is crucial. Those who demonstrate qualities of kindness, sympathy, and understanding, radiate warmth among the students. Teachers in this respect are required to be professional in their way of doing work (Simatwa, 2010).

2.6 Teachers' compliance to children's rights and students' unrest

Ejieh and Akinola (2009) study on children' rights and participation in schools, explored the awareness levels and views of Nigerian primary school children. A case study approach was adopted in this study. The findings revealed that nine out of the 144 pupils in the study (less than 1%) showed that they were aware that they had some rights as children by mentioning some of those rights, such as right to life, right to education and right to play. Fifty six of them (or about 39%) claimed to be aware of their rights but had wrong notions of what rights are by mentioning these, among others as some of their rights: 'right to respect from teachers'; 'right to write notes in class'; 'right to ask questions'; 'right to do things in my own way'; 'Right to separate children who are fighting'; and, 'right

to help my parents at home'. The rest of the pupils stated that they had not heard of the term. Seven out of the nine pupils that were aware of children's rights were in the primaries five and six of the private school located in the university.

The reasons for the persistent and illegal use of corporal punishment include the legacy of authoritarian education practices. Many schools, by using an autocratic approach, undermine the legitimacy of their school Codes of conduct, (Christians, 2005). Flaws regarding the rules, within this approach, are that they can be restrictive, ambiguous and unexplained, authoritarian and illegitimate, legalistic and poorly taught and no collaboration and unfairness is perceived (Schimmel, 2003).

Kamanyi (2012) conducted a study on children' right awareness among teachers and students in secondary schools in Nairobi province. The study established that children's rights continue to be violated in secondary schools by both teachers and students themselves. The study revealed that, rising cases of students' unrest in secondary schools stem out from students' rights violations. It was established that intra-student rivalry, which has resulted to a lot of suffering and sometimes death, is associated with those violations. Lack of avenues for dialogue in most secondary schools was found to be another factor that leads to students' unrest.

2.7 Summary of literature review

There have been a number of studies done on student discipline, its causes and effects and strategies used in the management of student discipline. Kagendo (2009) observed that strategies used in most schools in the management of student discipline include guidance and counseling, reward, punishment, behavior modification, adequate communication, and having clear set of school rules.

Larfela (2010) outlines the ways in which teachers can contribute to positive discipline of students. They can build the environment by creating an atmosphere of trust and teamwork; respecting students' rights and a sense of expression. This study does not highlight other factors leading to school unrest like principals' management of drugs and substance, principals' leadership style behavior, teachers' discipline management approaches and teachers' creation of awareness of children's rights. Therefore this study seeks to fill the knowledge gap.

2.8 Theoretical framework

This study was based on the System Theory by Ludwig von Bertalanffy (1901-1996). Systems theory emphasizes that real education systems are open to, and interact with, their environments, and those they can acquire qualitatively new properties through emergence, resulting in continuing evolution (Banathy, 1996). It aims to specify possible courses of reactions and actions, together with their risks, costs and benefits. Four major concepts underlie the systems approach: Specialization: An education system will be divided into smaller components

allowing more specialized concentration on each component. Grouping: To avoid generating greater complexity with increasing specialization, it becomes necessary to group related disciplines or sub-disciplines. Coordination: As the components and sub-components of the education sector are grouped, it is necessary to coordinate the interactions among groups for efficiency.

Emergent Properties: Dividing the education sector into subsystems requires recognizing why the system as a whole is greater than the sum of its parts. Systems approach, developed independently of systems theory, applies systems principles to aid education decision-makers with problems of identifying, reconstructing, optimizing, and controlling the education sector, while taking into account multiple objectives, constraints and resources (Banathy, 2000).

This theory that relates to a real education system can be related to the different factors that influences school unrest. This study investigated the influence of principals' management of access to drugs and substance, teachers' use of guidance and counseling, teachers' discipline management approaches and teachers' compliance to children's rights on students' unrest.

2.9 Conceptual framework of the study

The conceptual framework outlines the dependent, independent and intervening variables as discussed in the literature review and elaborated in the Figure 2.1.
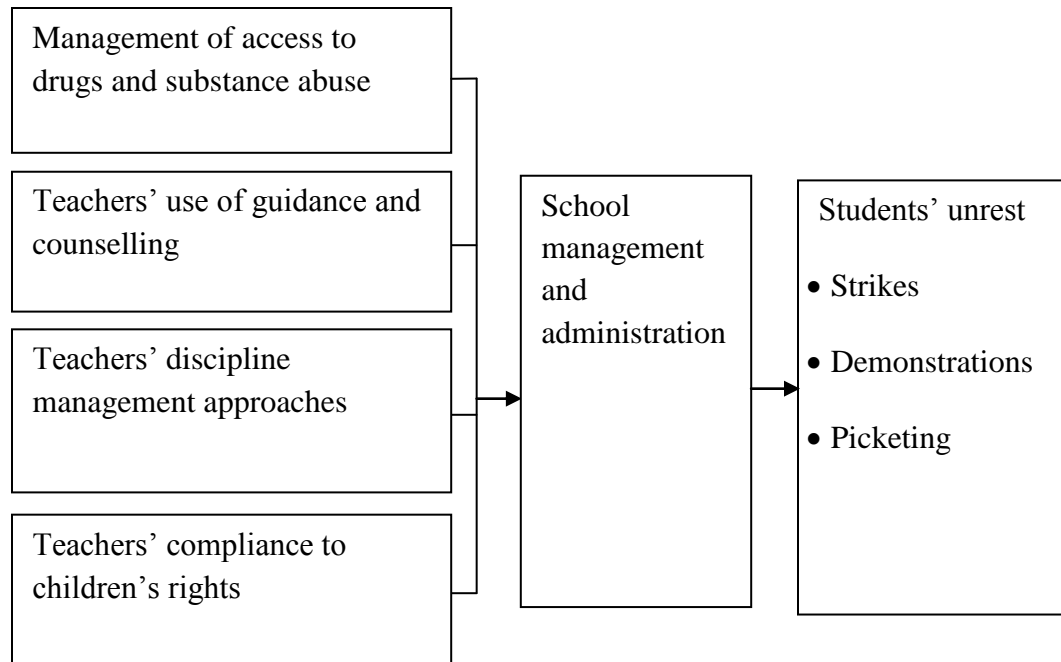
Figure 2.1: Conceptual framework illustrating the relationship between school based factors and student unrest

Figure 2.1 indicates the interaction between the variables that students' unrest in secondary schools in Kwale County. The independent variables are the variables the researcher cannot manipulate or change which include principals management of access to drugs and substance, teachers' use of guidance and counseling, teachers' discipline management approaches and teachers' compliance to children's rights. Students' unrest is the dependent variable while school management and administration act as intervening variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology used in the research. It focuses on the research design, target population, sample size and sampling procedures, research instruments, validity of the instrument, reliability of the instrument, data collection procedures and data analysis techniques.

3.2 Research design

Research design refers to the procedures selected by a researcher for studying a particular set of questions or hypothesis; this includes the researcher's choice of quantitative or qualitative methodology, and how, if at all, causal relationships between variables or phenomena are to be explored (Orodho, 2004). Descriptive survey design was used since it helps to obtain information concerning the current phenomenon and wherever possible to draw valid general conclusions from facts discussed. A survey is a method of collecting information by interviewing or administering a questionnaire to a sample (Jwan, 2010).

3.3 Target population

Target population is a set of people or objects the researcher wants to generalize the results of the research (Jwan, 2010). There were 60 public secondary schools in Kwale County. These involved two National schools: one girls another boys school, 10 county boarding schools: six girls schools and four boys schools, 18

district boarding and day while 30 are district day schools (Kwale County Education office, 2014). The study targeted the 60 principals, 600 teachers, and 120 prefects of Form 3 and 4 classes. The target population was 780 respondents.

3.4 Sample size and sampling procedure

According to Mugenda and Mugenda (2003), for descriptive study 10 percent of accessible population is enough. Given that the target population was heterogeneous due to the nature of the schools in the region, stratified random sampling was used to allow full participation of the schools. Three categories of respondents were targeted that include the principals, teachers, and class prefects.

The study sampled 50 percent of the schools to involve 30 public secondary schools. This is because Jwan (2010) advocated for a range of 20 percent to 50 percent for a descriptive study. The study purposively sampled the two national schools one boys' school the other girls' school. Six County/provincial schools: three boys' and three girls' schools were included in the sample. In the district boarding category, four schools were sampled to represent each gender. The rest were sampled from the mixed boarding /day and day schools as outlined in the sample grid. The study sampled 20 percent of the 600 teachers to randomly involve 120 teachers. Two teachers were randomly picked to be the respondents in each sample school. Two prefects from form 3 and 4 were randomly picked to represent the schools randomly selected and 50% of the 60 school presidents to involve 30. This made 240 respondents.

Table 3.1: Sample size

Category	Target population	Sample size	%
Principals	60	30	50
Teachers	600	120	20
Prefects (form 3&4)	120	60	50
School presidents	60	30	50
Total	**780**	**240**	

From the target population of 780 the study sampled 30% to involve 240 respondents.

3.5 Research instruments

These are tools that are used by the researcher to collect data from the sampled respondents in a study (Kombo & Tromp, 2006). The questionnaires Appendix III and IV were used to collect data from the teachers and class prefects while the principals were interviewed. The semi-structured questions were asked together with some open ended questions. It was necessary to combine the closed and a few open-ended response items. Most of the items adopted a Likert scale (1-Strongly disagree, 2-disagree, 3-undecided, 4-Agree, 5-strongly agree). The questionnaires were used on teachers and students' background information and gather information on the students' unrest.

3.5.1 Validity of the instruments

Validity is exposing the instruments to a small number of respondents to test its suitability. Validity is a measure of how well a test measures what it is supposed to measure (Mugenda & Mugenda, 2003). Validity is the degree to which results obtained actually represent the phenomenon under investigation. The instruments were piloted in six schools that are 10% of the 60 targeted public secondary schools (Jwan, 2010). The procedure repeated in two weeks. Piloting helped the researcher to eliminate any ambiguity in the research instruments to ensure they generate valid results of the research. The schools where piloting took place were not part of the actual study. Validity was established through close consultation and expert judgment of the supervisors; they verified the validity of the research instruments used in the study.

3.5.2. Reliability of the instrument

Reliability is the measure of the degree to which a research instrument yields consistent results after a repeated trial (Mugenda & Mugenda 2003, Orodho 2004). Test-retest method was used to test the reliability of the instruments. Test-retest technique involved administrating the same instrument twice to the same group within two weeks. Reliability correlation coefficient (r) was calculated using the spearman rank order.

Rho(r) =   Where: r = Spearman's coefficient of correlation.

d = difference between ranks of pairs of the two variables

n = the number of pairs of observation.

When a correlation (r) of 0.5 and above is obtained as recommended by researchers (Orodho, 2004). This study picked r of 0.7 which was above 0.5 as an indication of the instrument being reliable.

3.6 Data collection procedure

The first step will be to get permit from the National Commission for Science, Technology and Innovation. The researcher got permission from the County Director of Education (CDE) and the Sub-County Director of Education officers (SCDEs) to undertake research in the district then request permission from the head teachers so as to undertake the study in their schools. The County Director of Education (CDE) was informed that the study would take place in the region. The researcher visited the sampled schools and administered the questionnaires and conducted the interviews. Appointments to the sampled schools were arranged prior to the visits to avoid any inconveniences to the respondents.

3.7 Data analysis techniques

Data analysis is the process of bringing order, structure and meaning to the information collected (Mugenda & Mugenda, 2003). According to Kothari (2008), data analysis includes sorting, editing, coding, cleaning and processing of data. The data therefore was sorted, edited, coded, cleaned and processed. This was done using SPSS (Statistical Package for Social Sciences) software of version 24. Qualitative data was analyzed thematically. The analysis was used to analyze

the information from the interview schedule. The content was organized as per themes drawn from study objectives. Descriptive statistics that is mean and standard deviation was used to analyze quantitative data and then presented using frequency tables, charts and graphs.

The study used descriptive and thematic analysis to analyze principals' management of access to drugs and substance, teachers' use of guidance and counselling, teachers' discipline management approaches and teachers' compliance to children's rights influence on students' unrest.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation and the interpretation of findings. The data presented analyzes the influence of school-based factors on students unrest in public secondary schools in Kwale County, Kenya. The study was guided by the following objectives: To establish how principals management of access to drugs and substances influences students' unrest, To establish how teachers' use of guidance and counselling influences students' unrest, To examine the influence of teachers' discipline management approaches on students' unrest and to examine the extent to which teachers' compliance to children's rights influence students' unrest in public secondary schools in Kwale County, Kenya. The data was analysed using frequency tables and thematic analysis.

4.2 Response rate

Out of 240 respondents that included 30 principal, 120 teachers, 60 prefects, 30 school prefects, 195 responded, of which 30 principal, 95 teachers, 40 prefects (form 3 & 4), 30 school presidents. This represented an 81.25 percent response rate, which is considered satisfactory to make conclusions for the study. This can be related to Mugenda and Mugenda (1999) who said a 50 percent response rate is adequate, 60 percent good and above 70 percent rated very good. This implies

that basing on this assertion; the response rate in this case of 81.25 percent is very good.

Table 4.1

Response rate

Category	Sample size	Response	%
Principals	30	30	100
Teachers	120	95	79
Prefects (form 3&4)	60	40	66
School presidents	30	30	100
Total	**240**	**195**	**81.25**

4.3 Demographic information

The main purpose of this study was to find out the influence of school-based factors on students unrest in public secondary schools in Kwale County, Kenya. As such, the study found it paramount to find out the demographic information; gender, academic qualification, duration as principals and classes of prefects, since they form the basis under which the interpretation of the data collected would be justifiably made.

The demographic information of the respondents was based on their gender, academic qualifications and the duration in the learning institute. The demographic data sought in the study included general profile of the study's

respondents with regards to gender, academic qualification, duration for principals. Demographic information on prefects included gender, class and title. For students the information included gender and class.

Table 4.2

Distribution of respondents by gender

	Principals		Teachers	
Gender	Frequency	Percentage	Frequency	Percentage
Male	18	60	50	53
Female	12	40	45	47
Total	**30**	**100**	**95**	**100**

From Table 4.2, it can be deduced that the finding on the influence of school-based factors on students' unrest in public secondary schools in Kwale County is a reflection of both gender.

Table 4.3

Academic qualifications of principals

Qualification	Principal		Teachers	
	Frequency	Percentage	Frequency	Percentage
Masters	5	16	12	14
PGDE	5	16	8	8
BA/BSC	20	68	69	72
Diploma	0	0	6	6
Total	**30**	**100**	**95**	**100**

From the Table 4.3, majority of principals 20 (68 percent) had attained bachelor degree while only 5 (16 percent) had masters and post graduate. From this it can be deduced that majority had a bachelor degree. Majority 69 (72 percent) of the teachers had bachelors while 12 (14 percent) had masters degree, a few 8 (8 percent) had post graduate diploma education. This shows that the principal and teachers were educated to understand the influence of school-based factors on students' unrest in public secondary schools in Kwale County .

Figure 4.1 Duration as a principal
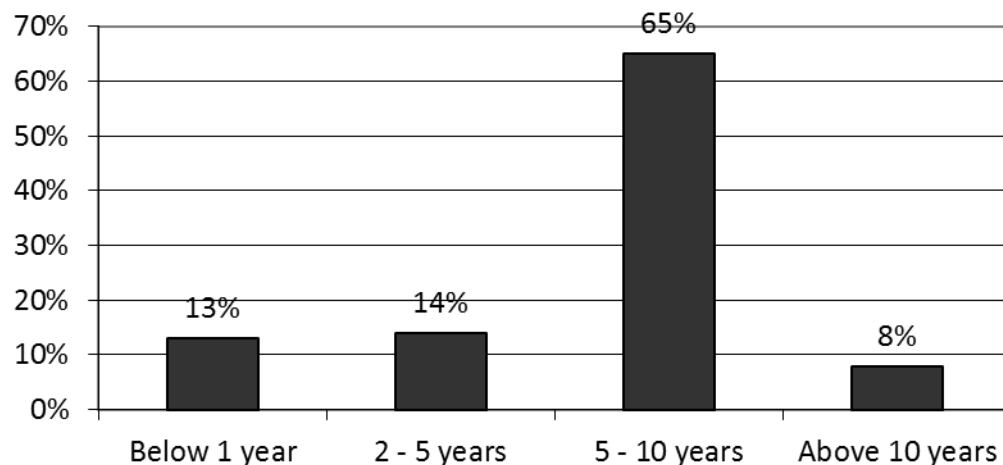
From the Figure 4.1 above, majority of the principals 19 (65 percent) had been principals for a period of 5-10 yrs respectively while 3 (13 percent) of the principals reported to have had below 1 year. From this it can be deduced majority of principal had been there for duration of 5-10 years. This implies that principals can provide information on the influence of school-based factors on students' unrest.

The students were also requested to respond to an item which sought to establish their class. Their responses are presented in Figure 4.3.

Figure 4.2 Class of prefects
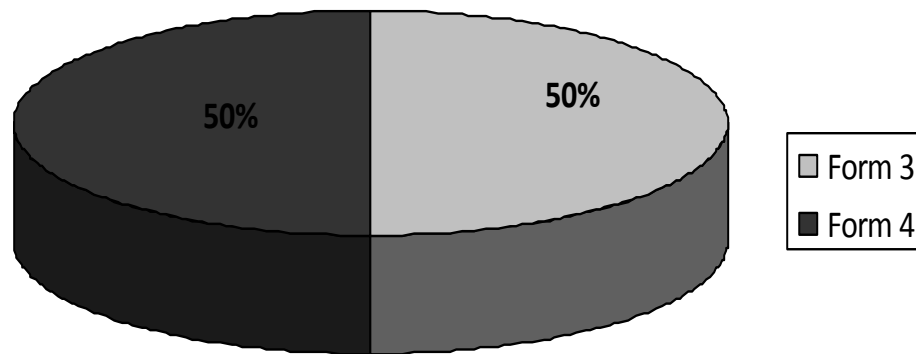
From the Figure 4.2, there was equal number 20 (50 percent) of Form 3 and 4 prefects. From this it can be deduced that both form 3 and 4 prefects were involved in the study. Being in form three and four implies that they had experience of the influence of school-based factors on students' unrest hence are able to provide valid information.

4.4 Management of access to drugs and substance and students' unrest

The study investigated the influence of principals' management of access to drugs and substance on students' unrest.

**Figure 4.3 Management of access to drugs and substance abuse and students'
unrest**
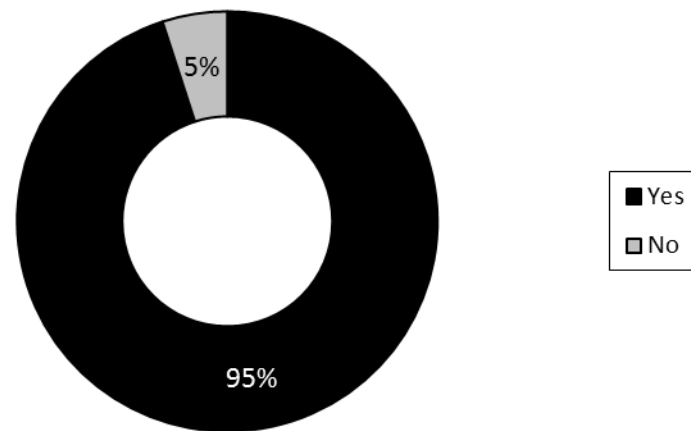
Majority 38 (95 percent) of the prefects respondents indicated that the principals'
management of access to drugs and substance abuse influence students' unrest
while 2 (5 percent) disagreed. Imbosa (2012) carried out a study in six boys'
secondary schools in Nairobi with the aim of finding out the strategies and
programmes used in the schools to increase drug awareness and curb their use and
abuse. The study involved both students and teachers. It established that drug use
and abuse occurs in the student population as result of a complex range of factors
including parental engagement in substance abuse, depression, anxiety, learning
difficulties and low self-esteem, all of which are beyond the scope of the
programmes put in place by the schools to address the problem. This drugs abuse
was found to have a great negative impact on the overall observance to the rules
and regulations in the schools by the abusers leading to frequent students' unrests.

Table 4.4

Principals' management of access to drugs and substance abuse and students' unrest

Statements	Strongly agree	Agree	undecided	Disagree	Strongly disagree
There is though check at point of entrance to reduce access to drugs and substance	13 (15%)	8 (8%)	3 (3%)	28 (29%)	43 (45%)
Security laxity enhances access to drugs by students	56 (59%)	13 (14%)	0 (0%)	6 (6%)	20 (21%)
Indiscriminate checks encourages students drug peddling in school	60 (63%)	15 (16%)	0 (0%)	9 (9%)	11 (12%)
Principals being accessible to students can control access to drugs and substances	75 (79%)	4 (5%)	0 (0%)	7 (7%)	9 (9%)
Use of informers controls access to drugs and substance	34 (36%)	17 (18%)	8 (8%)	16 (17%)	20 (21%)
Installation of CCTV can control access to drug and substance abuse	80 (84%)	10 (10%)	0 (0%)	5 (6%)	0 (0%)

Majority 71 (74 percent) of the teachers respondents disagreed that there is through check at point of entrance has reduced access to drugs and substance while 69 (73 percent) agreed that security laxity enhances access to drugs by students. Majority 75 (79 percent) agreed that indiscriminate checks encourages students drug peddling in school while 79 (84 percent) indicated that Principals being accessible to students can control access to drugs and substances. A majority 51 (54 percent) agreed that the use of informers controls access to drugs and substance while 90 (94 percent) indicated that the installation of CCTV can control access to drug and substance abuse by students. A survey of youth in southern Nigeria, found out that the source of drugs for drug using-students was friends in the same or neighbouring schools, and students who reported using drugs had more drug using than abstinent friends (Nevadomsky, 1982:75 cited by WHO, 2010). Confirming this finding, Kiiru (2004) argues that peer pressure influences youth to use substances under the false impression that some drugs stimulate appetite for food, increase strength and give wisdom as well as courage to face life besides the power to pass exams. Although it is presumed that there are similarities in the prevalence of psychoactive substance use between young people in rural and urban areas, it is also generally assumed that, at least for some drugs, there are clear differences.

4.5 Teachers' use of guidance and counseling and students' unrest,

The study investigated teachers' use of guidance and counseling influence on students' unrest. The researcher studied the area that students benefit most from teachers guidance and counseling. The students preference for counseling, best category in supporting guidance and counseling in the schools and the challenges in terms of how serious the guiding and counseling are in school.

Table 4.5

Area that students benefit most from teachers guidance and counseling

Response	Yes	No
Learning	29 (73%)	11 (27%)
Relationships	39 (97%)	1 (3%)
Problem solving	35 (88%)	5 (12%)
Discipline observance	37 (92%)	3 (8%)

Majority 39 (97 percent) of the prefects respondents indicated relationships as the area that students benefit most from teachers guidance and counselling. Guidance and counselling services were set up within the department of education in September 1968 when the recommendations made by Louis, a consultant sent over to Malta by United Nation's Educational Scientific and Cultural Organization (UNESCO), were taken up, Summit (1997). Globally, guidance and

counseling services are essential elements in discipline management of people in all societies.

Table 4.6

Students preference for counseling

Response	Frequency	Percentage	School unrest cases
Peer counselor	12	31	3
Teacher counselor	16	40	2
Parents	7	17	4
School principal	5	12	4
Total	**40**	**100**	

Majority 16 (40 percent) of the prefects indicated that students prefer teacher counselling as a preference for counselling. School guidance and counselling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at school. The schools that practiced teacher counselling had fewer school unrest cases. Nziramasanga (1999) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to the indiscipline in secondary schools caused by their children. UNESCO (2002:2) adds that "African adults have

become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people". Rapid sociological changes emanating from modernization and urbanization stress students.

Table 4.7: Best category in supporting guidance and counseling in the schools

Best category	Frequency	Percentage
The support from the school administration	15	37
The teacher counsellor's experience	9	22
The peer counselling method	12	30
Availability of reading and reference material	4	11
Total	**40**	**100**

Majority 15 (37 percent) of the respondents indicated that the best category in supporting guidance and counselling is there being support from the school administration. Majority 34 (54 percent) indicated that the peer counselling method. Allis and Kame (1999) conducted a cross-section survey on indiscipline among 2170 preparatory and secondary school students enrolled in the mainstream governmental schools in Alexandria in Egypt. Indiscipline among school students and its predictors were investigated. Few indiscipline cases were

related to family background whereas the majority was related to the children themselves. Schools are social systems which have several objectives to achieve and the role of guidance and counseling is vital in shaping the discipline of the students.

Table 4.8 Challenges in guidance and counseling in schools

Statements	Very serious challenge	Serious challenge	Fairly serious challenge	Not a serious challenge
Few guidance and counseling sessions	16 (17%)	42 (44%)	21 (22%)	16 (17%)
Inexperienced teacher counselors	14 (15%)	9 (9%)	24 (25%)	48 (51%)
Lack of financial support from the school administration	51 (54%)	12 (13%)	21 (22%)	11 (11%)
Lack of moral support from the school administration	1 (1%)	24 (25%)	61 (64%)	9 (10%)
No involvement from peer counselors	12 (17%)	9 (5%)	14 (15%)	60 (63%)

Majority 42 (44 percent) of the teacher respondents agreed that few guidance and counselling sessions was a serious challenge 16 (17 percent) indicated it to be a very serious challenge. Majority while 48 (51 percent) indicated that inexperienced teacher counsellors was not a serious challenge. Majority 51 (54

percent) indicated that lack of financial support from the school administration was a very serious challenge while 21 (22 percent) indicated it to be a fairly serious challenge. Majority 61 (64 percent) indicated that lack of moral support from the school administration was a fairly serious challenge. Majority 60 (63 percent) indicated that no involvement from peer counsellors was not a serious challenge. In Malawi the need for guidance and counselling is recognized when a survey was done of 20 school counsellors in southern and central regions and the main problems examined. It was proven that, there is great need for a clear rationale and guidelines for Guidance and Counselling programmes, (Taylor & Francis, 1998). The main goal is to help the counselee learn to deal more effectively with himself and the reality of his environment.

4.6 Teachers' discipline management approaches and students' unrest

The researcher studied the teachers' discipline management approaches and students' unrest. The study investigated if the teachers' play a role in resolving students disciplines problems in school.

Figure 4.4 Teachers' role in resolving students discipline
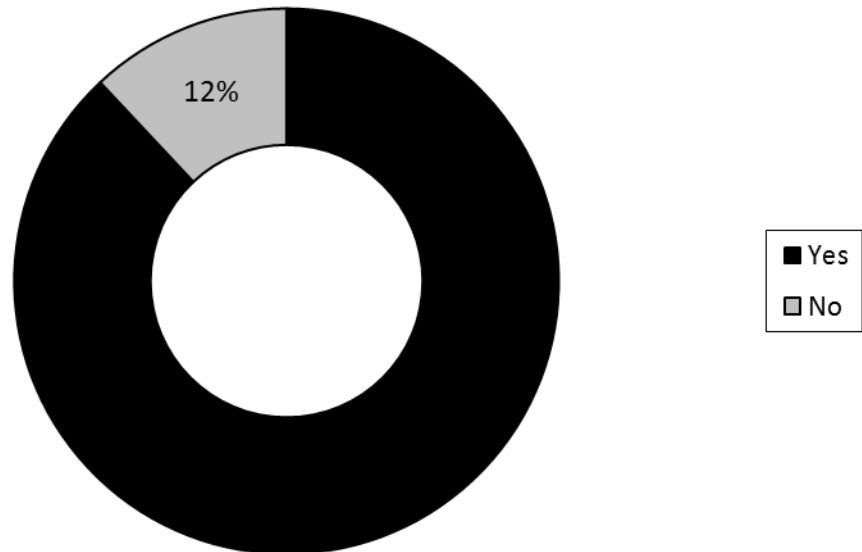
Majority 35 (88 percent) of the prefects respondents indicated that the teachers' play a role in resolving students discipline problems in school while 5 (12 percent) disagreed.

According to a research carried out by African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) cited by Omari (2011) corporal punishment could actually trigger students' unrest. With the outlawing of corporal punishment, the research identifies common forms of disciplinary methods which teachers in Kenya use as; smacking, pulling ears, scolding, tapping, forcing child to kneel on hard floor, standing in the sun, physical exertion, denying child use of toilet, pulling hair, isolating the child, burning their fingers and washing child's mouth with soap.

Table 4.9

Methods of preventing and resolving students' discipline problems

Statement	Strongly agree	Agree	undecided	Disagree	Strongly disagree
Creating an atmosphere of trust and teamwork.	8 (21%)	2 (5%)	0 (0%)	7 (17%)	23 (57%)
Respecting students' rights	24 (61%)	11 (27%)	3 (7%)	0 (0%)	2 (5%)
Willingness to accept dissenting opinions from students without being abusive.	4 (11%)	7 (17%)	0 (0%)	13 (32%)	16 (40%)
Being accessible to students.	12 (31%)	17 (42%)	0 (0%)	9 (22%)	2 (5%)
Recognizing whatever accomplishment a child has.	4 (10%)	9 (23%)	4 (10%)	18 (45%)	5 (12%)
Cultivating friendship and partnership with students.	11 (28%)	4 (10%)	0 (0%)	19 (47%)	6 (15%)
Participating in the formulation of rules and the enforcement of the agreed code of conduct	6 (15%)	3 (8%)	10 (25%)	0 (0%)	21 (52%)
Demonstrate qualities of kindness	13 (34%)	9 (22%)	2 (5%)	11 (27%)	5 (12%)
Act as role models to the students by upholding moral standards	12 (30%)	6 (15%)	0 (0%)	13 (33%)	9 (22%)

Majority 30 (74 percent) of the prefects respondents disagreed that the methods

teachers use in preventing and resolving students' discipline problems involves

creating an atmosphere of trust and teamwork while majority 35 (88 percent) indicated respecting students' rights. Majority 29 (72 percent) disagreed that the teachers use the method of willingness to accept dissenting opinions from students without being abusive while 29 (73 percent) agreed that the teachers were accessible to students. Majority 23 (57 percent) indicated that the teachers recognizes whatever accomplishment a child has while 25 (62 percent) indicated that the teachers cultivation of friendship and partnership with students is a method used by the teachers. Majority 21 (52 percent) of the prefects disagreed that the teachers participated in the formulation of rules and the enforcement of the agreed code of conduct while 22 (56 percent) of the prefects agreed that teachers demonstrated qualities of kindness. Majority 22 (56 percent) disagreed that the teachers act as role models to the students by upholding moral standards.

Larfela (2010) outlines the ways in which teachers can contribute to positive discipline of students. They can build the environment by: Creating an atmosphere of trust and teamwork; Respecting students as individuals with rights and a sense of expression; Willingness to accept dissenting opinions from students without being abusive; Being accessible to students; Recognizing whatever accomplishment a child makes because children as humans bloom when they are praised; Cultivating friendship and partnership with students; Being human to students and their representatives; Participating in the formulation of

rules and the enforcement of the agreed code of conduct; and, They should act as role models to the students by being disciplined and upholding moral standards.

4.7 Teachers' compliance to children's rights and students' unrest

The researcher investigated teachers' compliance to children's rights and students unrest. The study probed the type of discipline most commonly applied in the schools and the extent to which drugs and substance abuse influence students' unrest.

Table 4.10

Type of discipline most commonly apply in school

Type of discipline	Frequency	Percentage	Incidence of unrest
Preventive	5	12	3
Corrective	1	2	6
Both preventive and corrective	34	86	4
Total	**40**	**100**	

Majority 34 (86 percent) of the teachers respondents indicated that both preventive and corrective types of discipline are the most common in their schools while 5 (12 percent) indicated preventive as the type used by the teachers. One (2 percent) indicated that their school apply corrective types of discipline used in

their schools. The schools that employed preventive type of discipline had fewer cases of school unrest than those that employed corrective or both creative and preventive measures.

Kamanyi (2012) conducted a study on children' right awareness among teachers and students in secondary schools in Nairobi province. The study established that children's rights continue to be violated in secondary schools by both teachers and students themselves. The study revealed that, rising cases of students' unrest in secondary schools stem out from students' rights violations. It was established that intra-student rivalry, which has resulted to a lot of suffering and sometimes death, is associated with those violations. Lack of avenues for dialogue in most secondary schools was found to be another factor that led to students' unrest.

Table 4.11

Most common causes of student indiscipline in schools

Response	Frequency	Percentages	School unrest
Parental influence	8	8	2
Societal influence	10	10	3
Drug abuse	45	47	5
Peer pressure	30	31	6
Political interference	2	4	1
Total	**95**	**100**	

Many 45 (47 percent) of the teachers respondents indicated the most common cause of student indiscipline as those from drug abuse while 30 (31 percent) indicated it to be from peer pressure influence. Drug abuse and peer pressure was found to be the most common causes of student unrest. The schools with higher number of students abusing drugs had the most number of school unrest at 5 as compared to 2 for those schools that did not face the problem of drug and substance abuse.

Table 4.12

Extent to which drugs and substance abuse influence students' unrest

Response	Frequency	Percentages
Very large extent	38	41
Fairly large extent	41	43
Large extent	9	9
Little extent	5	5
Not at all	2	2
Total	**95**	**100**

Majority 38 (41 percent) of the teachers respondents indicated that the drugs and substance abuse influence the students' unrest to a very large extent. A few 41 (43 percent) indicated it to be to a fairly large extent. Ejieh and Akinola (2009) study on children' rights and participation in schools, explored the awareness levels and

views of Nigerian primary school children. The findings revealed that nine out of the 144 pupils in the study (less than 1%) showed that they were aware that they had some rights as children by mentioning some of those rights, such as right to life, right to education and right to play. Fifty six of them (or about 39%) claimed to be aware of their rights but had wrong notions of what rights are by mentioning these, among others as some of their rights: 'right to respect from teachers'; 'right to write notes in class'; 'right to ask questions'; 'right to do things in my own way'; 'Right to separate children who are fighting'; and, 'right to help my parents at home'. The rest of the pupils stated that they had not heard of the term. Seven out of the nine pupils that were aware of children's rights were in the primaries five and six of the private school located in the university.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study and makes conclusions based on the results. The purpose of the study was to investigate the influence of school-based factors on students' unrest in public secondary schools in Kwale County, Kenya. The study was guided by the following objectives; to determine the extent to which principals' management of access to drugs and substance, teachers' use of guidance and counselling, teachers' discipline management approaches and teachers' compliance to children's rights influence students' unrest.

5.2 Summary of the study

The study aimed to find out the influence of school-based factors on students unrest in public secondary schools in Kwale County, Kenya. The researcher singled out four factors that he deemed are the school-based factors influencing student's unrest in public secondary schools in Kwale County. The objectives were to determine the influence of; management of access to drugs and substances, teachers' use of guidance and counselling, teachers' discipline management approaches and teachers' compliance to children's rights on students' unrest.

Out of 240 respondents that included 30 principal, 120 teachers, 60 prefects (form 3 & 4), 30 school presidents, 195 responded, of which 30 principal, 95 teachers,

40 prefects (form 3 and 4), 30 school presidents. Questionnaires and interview schedules were used for data collection. Reliability analysis was done through test-retest method. Pearson's product moment's correlation was used to test reliability. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data was obtained from journals and schools data base. Data collected was analyzed using SPSS (Statistical Package for Social Sciences). Descriptive statistics and thematic statistics were used.

The findings on the principals' management of access to drugs and substance and students' unrest found that majority of the prefects respondents indicated that the principals' management of access to drugs and substance abuse influence students' unrest. Majority of the teachers respondents disagreed that there is thorough check at point of entrance has reduced access to drugs and substance while others indicated that security laxity enhances access to drugs by students. Majority 75 (79 percent) agreed that indiscriminate checks encourages students drug peddling in school while others indicated that principals being accessible to students can control access to drugs and substances. A majority 51 (54 percent) agreed that the use of informers controls access to drugs and substance while others indicated that the installation of CCTV can control access to drug and substance abuse by students.

Findings on teachers' use of guidance and counseling and students' unrest found that majority of the teacher respondents agreed that few guidance and counseling sessions was a serious challenge. Respondents indicated that inexperienced teacher counsellors were not a serious challenge. Majority 51 (54 percent) indicated that lack of financial support from the school administration was a very serious challenge. Majority 61 (64 percent) indicated that lack of moral support from the school administration was a fairly serious challenge. Majority 60 (63 percent) indicated that no involvement from peer counsellors was not a serious challenge. Majority of the prefects respondents indicated relationships as the area that students benefit most from teachers guidance and counselling. Majority of the prefects indicated discipline observation as the area that students benefit most. Majority of the prefects indicated that students prefer teacher counselling as a preference for counselling. Majority 15 (37 percent) of the respondents indicated that the best category in supporting guidance and counselling is there being support from the school. Majority 34 (54 percent) indicated that the peer counselling method while others indicated the availability of reading and reference material.

The findings on the teachers' discipline management approaches and students' unrest indicated that majority 35 (88 percent) of the prefects respondents indicated that the teachers' play a role in resolving students discipline problems in school. Majority 30 (74 percent) of the prefects respondents disagreed that the

methods teachers use in preventing and resolving students' discipline problems involves creating an atmosphere of trust and teamwork. Majority 29 (72 percent) disagreed that the teachers use the method of willingness to accept dissenting opinions from students without being abusive. Majority 23 (57 percent) indicated that the teachers recognizes whatever accomplishment a child has while others indicated that the teachers cultivation of friendship and partnership with students is a method used by the teachers. Majority 21 (52 percent) of the prefects disagreed that the teachers participated in the formulation of rules and the enforcement of the agreed code of conduct. Majority 22 (56 percent) disagreed that the teachers act as role models to the students by upholding moral standards.

Findings on teachers' compliance to children's rights and students' unrest indicated that majority 34 (86 percent) of the teachers respondents indicated that both preventive and corrective types of discipline are the most common in their schools. One (2 percent) indicated that their school apply corrective types of discipline used in their schools. Many 45 (47 percent) of the teachers respondents indicated the most common cause of student indiscipline as those from drug abuse while 30 (31 percent) indicated it to be from peer pressure influence. A few indicated it to be from societal influence. Majority of the teachers respondents indicated that the drugs and substance abuse influence the students' unrest to a very large extent.

5.3 Conclusions

It can be concluded that principal's effective management of access to drugs and substance influence students' unrest. The lack of thorough checking at point of entrance and security laxity enhances access to drugs and substances by students. Indiscriminate checks discourages students drug peddling in school and principals being accessible to students can control access to drugs and substances. Informers controls access to drugs and substance same to the installation of CCTV can control access to drug and substance abuse by students.

Teachers' effective use of guidance and counselling influences students' unrest. Few guidance and counselling sessions is a serious challenge in the schools. Inexperienced teacher counsellors were not found to be a serious challenge. Lack of financial support from the school administration was a very serious challenge while lack of moral support from the school administration was a fairly serious challenge. There being no involvement from peer counsellors was not a serious challenge. Relationships as the area that students benefit most from teachers guidance and counselling while some indicated learning. Discipline observation is the area that students benefit most and also problem solving. Students prefer teacher counselling as a preference for counselling as others preferred peer counsellor. A few preferred parents while others preferred the school principal. The best category in supporting guidance and counselling is there being support

from the school. Peer counselling method and availability of reading and reference material were other methods highlighted.

Teachers' discipline management approaches influences students' unrest. Teachers' play a role in resolving students discipline problems in school. The methods teachers use in preventing and resolving students' discipline problems involves creating an atmosphere of trust and teamwork while others indicated respecting students' rights. Teachers use the method of willingness to accept dissenting opinions from students without being abusive while others indicated that teachers were accessible to students. Teachers recognize whatever accomplishment a child has and teachers were found to cultivate friendship and partnership with students is a method used by the teachers. Teachers participated in the formulation of rules and the enforcement of the agreed code of conduct Teachers did not demonstrate qualities of kindness and not act as role models to the students by upholding moral standards.

It can be concluded that teachers' compliance to children's rights influence students' unrest. The findings indicated that the schools practice both preventive and corrective types of discipline. The most common cause of student indiscipline is drug abuse and a few was from peer pressure influence. Some schools had most common cause of indiscipline to be from societal influence, parental influence and from political interference. Drugs and substance abuse influence the students' unrest to a very large extent.

5.4 Recommendations

The following are the recommendations:

1. The government should initiate programs that enhance principal's management of access to drugs and substance. This is because the students highlighted lack of proper practices to check on drugs and substance abuse in the public secondary schools in Kwale County. This can be done through the DEOs and principals in the public secondary schools.

2. To government should enforce policies on teachers' use of guidance and counselling in Kwale County. This should be done by the Ministry of Education enlightening the principals and teachers on how best they can implement the guiding and counselling policies.

3. The study found out that teachers' discipline management approaches influences students' unrest. The Ministry of Education should therefore formulate better discipline management practices that will guide the schools through the help of the principals and the teachers in enforcing them in the secondary schools.

4. To government through the Ministry of Education should enforce the teachers' compliance to children's rights. This will help reduce the school unrest in public secondary schools in Kwale County.

5.5 Suggestions for further research

The following are areas for further research:

 i. Influence of head teachers leadership styles on students' unrest in public secondary schools in Kwale County, Kenya.

 ii. The effect of teacher – students' ratio on student unrest in public secondary schools in Kwale County, Kenya.

 iii. The influence of school environment on student unrest in public secondary schools in Kwale County, Kenya.

 iv. The influence of subordinate staff on students' unrest in public secondary schools in Kwale County, Kenya.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

University of Nairobi,

P.O. Box 30197,

Nairobi.

Dear Sir/Madam,

RE: DATA COLLECTION

I am a student from University of Nairobi pursuing a Masters of Education in Educational Administration**.** I am carrying out a research entitled: ***"Influence of School-Based Factors on Student Unrest in Public Secondary Schools in Kwale County."*** Please allow me to carry the study in you school. The research is meant to help in fulfilling the research objectives. The researcher assures you of the confidentiality and identities of the respondents.

Yours faithfully,

Nduthuh M. Mathai

ESS/74872/2009.

APPENDIX II: INTERVIEW SCHEDULE FOR THE PRINCIPALS

Responses to these questionnaires will have no identities. Please tick (√) where applicable or fill in the required information on the spaces provided.

Answer the questions as indicated by ticking in the box or filling in the blank space.

Section A: Background Information

1. (a) What is your school type?

   Boys' boarding ( ) Girls' boarding ( ) Mixed boarding ( ) Mixed day ( )

   (b) Teaching experience? Below 1 year ( ) 2-5 years ( ) 5-10 years ( )

   10 years and above ( )

   (c) Academic qualification?

   Diploma ( ) S1 ( ) BA/BSC with PGDE ( )   Masters ( )

   Any other (specify) _____

Section B: Principals' management of access to drugs and substance and students' unrest

2. Does principals' management of access to drugs and substance abuse influence students' unrest?

Yes [ ]   No [ ]

If Yes, please expain?..

………………………………………………………………………………………

3. How does the following aspects on principals' management of access to drugs and substance abuse influence students' unrest? Strongly disagree 1, Disagree 2, Not sure 3, Agree 4 and Strongly agree 5

Statements	1	2	3	4	5
Through check at point of entrance has reduced access to drugs and substance					
Security laxity					
Indiscriminate checks					
Being accessible to students.					
Use of informers					
CCTV					

Section C: Teachers' use of guidance and counseling and students' unrest

4. Do you think your school takes guidance and counseling seriously?

   Yes [ ] No [ ]

5. What is the area that students benefit most from teachers guidance and counseling in your school? Please tick appropriately.

In learning Yes [ ] No [ ] In relationships Yes [ ] No [ ]

In problem solving Yes [ ] No [ ] in discipline observance Yes [ ] No [ ]

6. Who do students prefer to go to for counseling?

Peer counselor [ ] Teacher counselor [ ] Parents [ ] The school Principal [ ]

7. Which of the following according to your view is the best category in supporting guidance and counseling in your school?

(i) The support from the school administration [ ]

(ii) The teacher counselor's experience [ ]

(iii) The peer counseling method [ ]

(iv) Availability of reading and reference material [ ]

8. Apart from guidance and counseling, what can be done to promote discipline in your school?

....

....

9. Please indicate the challenges in terms of how serious they are in your school?

Statements	Very serious challenge	Serious challenge	Fairly serious challenge	Not a serious challenge
Few guidance and counseling sessions				
Inexperienced teacher counselors				
Lack of financial support from the school administration				
Lack of moral support from the school administration				
No involvement from peer counselors				

10. Can you say that guidance and counseling is of any benefit to your school in terms of reducing school unrest?

Yes [ ]   No [ ]

Section D: Teachers' discipline management approaches and students' unrest

11. Does teachers' play a role in resolving students discipline problems in school?

Yes   [ ] No [ ]

If Yes, please explain………………………………………………………………

……………………………………………………………………………………………

....

12. In preventing students' unrest teachers' use the following methods in preventing and resolving students' discipline problems? Strongly disagree 1, Disagree 2, Not sure 3, Agree 4 and Strongly agree 5

Statement	1	2	3	4	5
Creating an atmosphere of trust and teamwork.					
Respecting students' rights					
Willingness to accept dissenting opinions from students without being abusive.					
Being accessible to students.					

Recognizing whatever accomplishment a

child has.

Cultivating friendship and partnership with

students.

Participating in the formulation of rules and

the enforcement of the agreed code of conduct

Demonstrate qualities of kindness

Act as role models to the students by

upholding moral standards

13. Which methods can teachers use to ensure they prevent and resolve students'

discipline problems?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

Section E: Teachers' compliance to children's rights and students' unrest

13. Which type of discipline do you most commonly apply in your school?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

14. Which is the most common cause(s) of student indiscipline which are

applicable in your school?

Parental influence ( ) Societal influence ( ) Drug abuse ( ) Peer pressure ( )

Political interference ( )

16. To what extent does drugs and substance abuse influence students' unrest in

public secondary schools in Kwale County, Kenya?

Very large extend   ( )   Fairly large extent ( )

Large extend   ( )   Little extent   ( )   Not at all ( )

APPENDIX III: TEACHERS' QUESTIONNAIRE

This research is meant for academic purpose. It will try to find out the challenges faced in the management of indiscipline cases in school. Kindly, you are requested to provide responses to these questions as honestly and precisely as possible. Responses to these questionnaires will be treated as confidential. Please tick (√) where appropriate or fill in the required information on the spaces provided.

1. (a) What type is your school?.

     Boys boarding ( ) Girls boarding ( ) Mixed boarding ( ) Mixed day ( )

(b) Please tick your gender as appropriate. Male ( ) Female ( )

(c) How many years have you been teaching? 1 year and below ( ) 2-5 years ( )

   5-10 years ( ) 10 and above ( )

(d) What is your highest academic qualification? Diploma ( ) S1 ( ) BA/BSC and

PGDE ( ) Masters ( ) Any other? Specify _____

2. How many years have you been in your current station_____

3. What are the main causes of indiscipline in your school in the order of gravity?

(i) _____

(ii) _____

(iii) _____

4. List down the main measures used by the administration in dealing with the above cases.

(i) _____

(ii) _____

(iii)_____

5. Which leadership style is advocated in the school?

    Democratic ( ) Authoritative ( ) Laissez faire ( )

6. During the orientation week for the form one students, do teachers meet the

students and explain the school culture, rules and regulations?(a) Yes ( ) (b) No ()

7. Do you feel the school administration react to the students complaints fast

enough? Most of the time, yes ( ) Most of the time, no ( )

8. (a) Have you had an agenda in the staff meeting to discuss the well behaved

student for rewarding?   Yes ( ) No ( )

 (b) If your response for 8 above is yes, how often is the said exercise done?

    Yearly basis ( ) Termly basis ( ) When students have completed their course ( )

17. Do you have standardized approaches of dealing with undisciplined students in

    your school? Yes ( ) No ( ) if so, what are these approaches?_____

    _____

10. Do you agree or disagree with this statement. "Caning should never have been

abandoned by the Ministry of Education because it was the most effective

punishment in controlling indiscipline in this school".

(a) Agree ( ) (b) Disagree ( )

11. (a) Does your school have a set of school rules and regulations?

    Yes ( )   b) No ( )

(b) Where are they displayed? _____

(c) Are all the consequences of undesirable behaviour known to students?

   Yes ( ) No ( )

12. (a) Have you ever punished a student by using discouraging language?

   (a) Yes ( ) (b) No ( )

(b) How often do you punish students? Always( ) Sometimes( ) Rarely( ) Never( )

(c) With outlawed corporal punishment list alternative forms of punishment you

use

_____

_____

_____

13. Do you record the punishment administered in each case? Yes ( ) No ( )

14. In your opinion, how effective is the use of punishment as a measure to instill

discipline?

_____

_____

_____

15. How many students with problems have your identified and counseled this

term? None ( ) 1-3 ( ) 4-5 ( ) Over 5 ( )

16. The table below contains statements designed for you to evaluate your school

by giving your opinions and feelings. Indicate whether you Strongly Agree (SA)

Agree (A) are undecided (U), Disagree (D) or strongly Disagree (SD) against the statements below by putting a tick (√) once for each statement.

	Statement	SA	A	U	D	SD
i.	I devote enough time to each student who needs help					
ii.	There is a room set aside for guidance and counseling in the school.					
iii.	Teachers often use punishment and harsh statements					
iv.	Teachers use guidance and counseling					
v.	Time is not set aside for counseling problematic students					
vi.	Relationship between teachers and students is good					

17. What support have you received from the headteacher moral support to enable you performs your duties? Direction/guidance ( ) Training ( ) None ( )

18. List the discipline problems you have encountered in the process of teaching in this school

(i) _____

(ii) _____

(iii) _____

19. According to you, what challenges are headteacher facing in enhancing discipline in school?_____

_____

_____

_____

20. Would you say the way the headteacher manages student discipline is consistent? (a) Yes ( )   (b) No ( )

Appendix IV: Questionnaire for class prefects

This questionnaire seeks to gather information to be used to establish the challenges of managing student's indiscipline in schools. You are kindly requested to fill this questionnaire. Your response will be used for purpose of study only. Please tick (√) where appropriate or fill in the required information on the space provided.

1. (a) What is your gender? Male ( ) Female ( )   (b) Age? _____

    (c) Indicate your class. Form 3 ( ) Form 4 ( )

2. (i) Does your school have incidences of bad behaviour? (a) Yes ( ) (b) No ( )

   (ii) How do you rate the incidences of indiscipline in your school?

       Increasing ( )   Decreasing ( ) Not certain ( )

3. How often are the students referred for guidance and counseling?

    Always ( ) Sometimes ( ) Not certain () Rarely ( ) Never ( )

4. (a) What is the consequences of not

(i) Wearing full school uniform? _____

(ii) Being punctual for class? _____

5. The table below has statements on control of discipline in this school. Indicate whether you Strongly Agree (SA), Agree (A) are Undecided (U) Disagree (D) or Strongly Disagree (SD) with the statement below by putting a tick (√).

	Statement	SA	A	U	D	SD
i.	Teachers are good to me					

ii.	Teachers often use punishment					
iii.	Teachers often guide and counsel students					
iv.	Relationship between teachers and students is good					
v.	Students of this school avoid teachers					
vi.	Time is set aside for guiding students					
vii.	Teachers devote time to help students					

5. (a) List the various types of indiscipline/bad behaviour in this school?

_____

_____

_____

 (b) In your opinion what could be causing the above mentioned misbehaviors in

this school.

Bad behaviour	Causes

6. (a) List some offences for which students have been punished for committing and the punishment meted out/given to you in each case.

Offence	Punishment	Time punished		
		Immediately	After class	On school day

(b) Would you say the teacher was fair? Yes ( ) (b) No ( )

(c) Give reasons for your answer in (b) above

_____

_____

_____

7. Which other methods are currently used by teachers in this school to discourage indiscipline?

_____

_____

_____

8. What are the effects of student's bad behaviour to learning in this school?

_____

_____

_____

9. What do you think administrators should do to minimize incidences of indiscipline among students?

_____

_____

_____

APPENDIX VI

Research clearance permit

NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No.

Date:

29th June, 2015

NACOSTI/P/15/2374/6048

Mathenge Nduthu Mathai
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of school-based factors on students unrest in public secondary schools in Kwale County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Kwale County** for a period ending **4th December, 2015.**

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

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

SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Kwale County.

The County Director of Education
Kwale County.

APPENDIX VII

Research authorization from NACOSTI

THIS IS TO CERTIFY THAT:
MR. MATHENGE NDUTHU MATHAI
of UNIVERSITY OF NAIROBI, 9-80402
LUNGALUNGA, has been permitted to
conduct research in *Kwale County*

on the topic: *INFLUENCE OF
SCHOOL-BASED FACTORS ON STUDENTS
UNREST IN PUBLIC SECONDARY
SCHOOLS IN KWALE COUNTY, KENYA*

for the period ending:
4th December, 2015

Permit No : NACOSTI/P/15/2374/6048
Date Of Issue : 29th June, 2015
Fee Recieved : Ksh 1,000

....
**Applicant's
Signature**

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

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA

NACOSTI

**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A 5612

CONDITIONS: see back page