

CAUSES FOR STUDENTS' STRIKES IN SECONDARY SCHOOLS IN TIGANIA,IGEMBE/  
MERU -NORTH DISTRICT, IN KENYA.


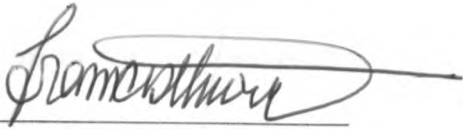
FRANCIS M'ITIIRI ✓

A RESEARCH PROJECT SUBMITTED FOR THE PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR AWARD OF POSTGRADUATE DIPLOMA IN EDUCATION OF  
THE UNIVERSITY OF NAIROBI

2011

## DECLARATION

This research Project is my original work and has not been presented to any other university for examination.

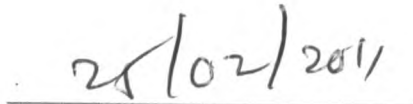


FRANCIS M'ITHIRI

DATE

Reg . No. L40/60011/08

This research Project has been submitted for partial fulfillment for the award of Postgraduate Diploma in Education with my permission as the University Supervisor.



Supervisor  
Dr. Anne Aseey, Lecturer,  
University of Nairobi

Date

## DEDICATION

I have dedicated this work to my my wife Faith Kagwiria, our two African lovely daughters Naitore Kajuju and Mwendwa Nkirote, for their prayers, encouragements and patient while away during my entire period of study.

## ACKNOWLEDGEMENTS

Writing a proposal of this nature takes months and requires support from many people in so many aspects and it is therefore difficult to list almost everyone. However, I must mention a few for the sake of humanly nature.

First and foremost, I wish to thank the University of Nairobi for allowing me pursue this program. Secondly wish to thank the Dean School of Distance Education Dr. Mboroki Guantai, lecturers Dr. Robert Ayot my Supervisor Dr. Anne Aseey who offered encouragement support and guidance during my period of study.

I thank also Equity bank for the credit facilities to partly finance my studies, and any other person who may have one way contributed to this work. May God bless you.

## ABSTRACT

The main purpose of this study will be to assess the causes of strikes in secondary schools in Meru North District. Study will be aimed at investigating the following; First, the history of students strikes in Kenya. Secondly the study will investigate the causes of strikes in the secondary schools. Thirdly, the study will investigate the role of school stake holders in addressing the said problem. And lastly, the researcher will make study recommendation to curb the spread of the strikes across the entire region.

The study employed descriptive research methodology to investigate why students in secondary schools engaged in school unrests. The research survey was based on the opinion of the research and the respondent interviewed helped to gather information needed to form the primary data. The researcher gathered information from various sources, books, journals, archives, academic papers to enable the research consider logical framework and tried to avoid and correct faulty methods and instruments used in order to tackle the research problem. The research employed primary data, observation, interview schedule and questionnaire guide. Reliability and validity of these tools is that, they were handled by the teachers themselves and students who were actually the targeted population. Among the target population are school students, teachers and other education stakeholders. Both the primary and secondary data were analyzed to extract relevant report that enabled the researcher make valid and reliable research findings and recommendation.

Some of the research findings were poor public relations, poor school nutrition, peer pressure, drugs and abuse of substance, bad leadership in management of the schools and in the community, including external and political interference, prevalent monotonous method of instructions, and examination phobia among the students,

The study made the following recommendation; pre-examination preparation, good parenting enhances discipline in the school, improvement of service delivery in various sectors of the school community.

## TABLE OF CONTENTS

ITEM.....	PAGE	
DECLARATION:.....	ii	
DEDICATION:.....	iii	
ACKNOWLEDGEMENT:.....	iv	
ABSTRACT: .....	v	
TABLE OF CONTENT: .....	vi	
CHAPTER ONE		
1.0 INTRODUCTION .....	1	
1.1. BACKGROUND TO THE STUDY.....	1 - 4	
1.2. STATEMENT OF THE PROBLEM.....	5	
1.3. OBJECTIVES OF THE STUDY.....	6	
1.4. SCOPE OF THE STUDY.....	6	
1.5. SIGNIFICANCE OF THE STUDY .....	6 - 7	
1.6. LIMITATION OF THE STUDY.....	7	
2.0. CHAPTER TWO		
2.1. LITERATURE REVIEW .....	8	
2.2. EDUCATION FOR SOCIAL CHANGE.....	9	
2.2. EDUCATION AND DEMOCRACY.....	10 - 12	
3.0. CHAPTER THREE		
3.1. METHODOLOGY OF THE STUDY .....	13	
3.1. TARGET.....	14	
3.2. INSTRUMENTS .....	15	
3.3. PROCEDURES .....	15 - 16	
3.4. DATA ANALYSIS .....	17	
4.0. CHAPTER FOUR		
4.1. FINDINGS OF THE STUDY .....	18 - 24	
5.0. CHAPTER FIVE .....		25 - 33
5.1. SUMMARY AND CONCLUSION .....	35 -37	
5.2. RECOMMENDATIONS.....		
REFERENCES:		
APPENDICES:		

CAUSES FOR STUDENTS' STRIKES IN SECONDARY SCHOOLS IN TIGANIA,IGEMBE/  
MERU -NORTH DISTRICT, IN KENYA.

FRANCIS M'ITIIRI

A RESEARCH PROJECT SUBMITTED FOR THE PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR AWARD OF POSTGRADUATE DIPLOMA IN EDUCATION OF  
THE UNIVERSITY OF NAIROBI

2011

## DECLARATION

This research Project is my original work and has not been presented to any other university for examination.

---

FRANCIS M'ITIIRI

---

DATE

Reg . No. L40/60011/08

This research Project has been submitted for partial fulfillment for the award of Postgraduate Diploma in Education with my permission as the University Supervisor.

---

Supervisor  
Dr. Anne Aseey, Lecturer,  
University of Nairobi

---

Date



## DEDICATION

I have dedicated this work to my my wife Faith Kagwiria, our two African lovely daughters Naitore Kajuju and Mwendwa Nkirote, for their prayers, encouragements and patient while away during my entire period of study.

## ACKNOWLEDGEMENTS

Writing a proposal of this nature takes months and requires support from many people in so many aspects and it is therefore difficult to list almost everyone. However, I must mention a few for the sake of humanly nature.

First and foremost, I wish to thank the University of Nairobi for allowing me pursue this program. Secondly wish to thank the Dean School of Distance Education Dr. Mboroki Guantai, lecturers Dr. Robert Ayot my Supervisor Dr. Anne Aseeey who offered encouragement support and guidance during my period of study.

I thank also Equity bank for the credit facilities to partly finance my studies, and any other person who may have one way contributed to this work. May God bless you.

## ABSTRACT

The main purpose of this study will be to assess the causes of strikes in secondary schools in Meru North District. Study will be aimed at investigating the following; First, the history of students strikes in Kenya. Secondly the study will investigate the causes of strikes in the secondary schools. Thirdly, the study will investigate the role of school stake holders in addressing the said problem. And lastly, the researcher will make study recommendation to curb the spread of the strikes across the entire region.

The study employed descriptive research methodology to investigate why students in secondary schools engaged in school unrests. The research survey was based on the opinion of the research and the respondent interviewed helped to gather information needed to form the primary data. The researcher gathered information from various sources, books, journals, archives, academic papers to enable the research consider logical framework and tried to avoid and correct faulty methods and instruments used in order to tackle the research problem. The research employed primary data, observation, interview schedule and questionnaire guide. Reliability and validity of these tools is that, they were handled by the teachers themselves and students who were actually the targeted population. Among the target population are school students, teachers and other education stakeholders. Both the primary and secondary data were analyzed to extract relevant report that enabled the researcher make valid and reliable research findings and recommendation.

Some of the research findings were poor public relations, poor school nutrition, peer pressure, drugs and abuse of substance, bad leadership in management of the schools and in the community, including external and political interference, prevalent monotonous method of instructions, and examination phobia among the students,

The study made the following recommendation; pre-examination preparation, good parenting enhances discipline in the school, improvement of service delivery in various sectors of the school community.

## TABLE OF CONTENTS

ITEM.....	PAGE	
DECLARATION:.....	ii	
DEDICATION:.....	iii	
ACKNOWLEDGEMENT:.....	iv	
ABSTRACT: .....	v	
TABLE OF CONTENT: .....	vi	
CHAPTER ONE		
1.0 INTRODUCTION .....	1	
1.1. BACKGROUND TO THE STUDY .....	1 - 4	
1.2. STATEMENT OF THE PROBLEM.....	5	
1.3. OBJECTIVES OF THE STUDY.....	6	
1.4. SCOPE OF THE STUDY.....	6	
1.5. SIGNIFICANCE OF THE STUDY .....	6 - 7	
1.6. LIMITATION OF THE STUDY.....	7	
2.0. CHAPTER TWO		
2.1. LITERATURE REVIEW .....	8	
2.2. EDUCATION FOR SOCIAL CHANGE .....	9	
2.2. EDUCATION AND DEMOCRACY.....	10 - 12	
3.0. CHAPTER THREE		
3.1. METHODOLOGY OF THE STUDY .....	13	
3.1. TARGET.....	14	
3.2. INSTRUMENTS .....	15	
3.3. PROCEDURES .....	15 - 16	
3.4. DATA ANALYSIS .....	17	
4.0. CHAPTER FOUR		
4.1. FINDINGS OF THE STUDY .....	18 - 24	
5.0. CHAPTER FIVE .....		25 - 33
5.1. SUMMARY AND CONCLUSION .....	35 -37	
5.2. RECOMMENDATIONS.....		
REFERENCES:		
APPENDICES:		

## CHAPTER ONE

### 1.1. BACKGROUND OF THE STUDY

The researcher wishes to use South African situation to provide just a brief historical background on the birth of the students strike in Kenya. Although the research will not dwell very much on factors that surround the history of strikes, South African becomes a special case to provide brief underlying reasons for students' involvement in the liberation struggle for self determination in African Continent.

The history of School strikes in African dates way back 1920's at Killington training centre in Soweto South Africa. Students went on hunger strike for more food. The presence of persistence police patrols in the streets of Soweto provoked the locals and termed it as colonial restriction to Black freedom of movements resulting. the blacks organized a peaceful demonstration to demand south African Police patrol withdrawal. The riots turned into violence leading to massive shooting on the crowds by the police. Such actions provoked the surrounded primary schools. According to John Brewer (1986), school children make very restless, tense and confused provoking school children's mass action across the entire city of Johannesburg.

Children were influenced to demand political association with the African Nation congress (A.N.C). What was seen as just simply students' unrest developed into a political outfit of students political movements; a network of school children trying to reach out for others and increase participation for their racial liberation. Teaching of English in South Africa resulted to African dissatisfaction and hence demanded equal distribution of Bantu language as language of instruction along with the English

language. English was seen as the language of the oppressor. Children in the entire Soweto schools formed a student's political wing known as the "Soweto" ( S.S.R.C).

In Kenya particularly, students strikes is characterized mostly by setting a blaze school properties such as dormitories, Laboratories, School Buses, and at times killing those who seem to stand on their way.

Two schools of thought emerged on how best to deal with the situation. The dominant school of thought advocated a return to stern disciplinary action, including caning. Those in favor of this action proposed it as an 'African' way of dealing with indiscipline and generally pointed to the 'moral decline' of societies opposed to corporal punishment, specifically the western ones. The wisdom of the Bible, "spare the rod and spoil the child" was often quoted. Another less prominent school of thought argued that it is time we examined how schools are run, listen more to the students and review the taxing curriculum. Almost everybody seemed to be in agreement that banning mobile phones and DVD players in school buses would reduce the violence.

Like all dominant institutions, including multinational corporations and the nation-state, the school is a concept that operates on a system of logic uniquely suited to the furtherance of its own objectives and agenda. The school sustains other institutions conceived on a common agenda and aiming at a common objective. These institutions include the dominant system of the market economy, the political system (also called democracy) and the global media. Their common objective is to create a mass of human beings that will further the development agenda.

To better understand this, it is important to have an idea of the history of schools, how they were conceived and designed to work. Modern models of schools first emerged strongly in Prussia (now Germany) in the 18th century. These had the stated aim of creating a class of obedient soldiers and civil servants to serve the nation in its quest to conquer the world. Later, Lord Thomas Babington Macaulay, a British politician who had considerable influence in the formulation of colonial education policies in the British colony of India, had the following to say on the matter: “It is possible for education to bring about a class of persons, Indian in blood and color but English in tastes, in opinions, in morals and in intellect.”

It was this class that would generally act as interpreters, factory workers, and civil servants to the colonial regime. It is with this thinking that modern schools and the concept of the middle class were introduced into the colonies.

Schools have been cast as, and pride themselves in being ‘objective’, ‘rational’ and ‘neutral.’ This cannot be the case because, like any other system, the school was designed to operate on and transmit certain values to achieve its objectives and these have not changed much since the days of Lord Macaulay. These values are inherent in the system, and at times work in contradiction to what were perceived as critical values held by our traditional communities. At the same time, the school often considers illegitimate other spaces and opportunities for learning that have existed since time immemorial. For example, the traditional African worldview was nurtured along context-relevant values such as co-operation and interdependence that informed societal ways of living. To be able to understand why strikes and riots in Secondary Schools are creating attention and

concern both at local, national and international scene, it is important to bring into realization that. Kenya inherited a colonial type of education system that was deficient in various aspects. First, the colonial education was good in many ways and bad in so many other ways. British Missionaries collaborated with the colonial masters to establish two parallel system of education that was based on racial line. Schools were established for whites only, while other schools were established for both blacks and Asians. Secondly, the introduction of European education interfered and replaced the African system of education that sufficiently passed values to the young people through Age sets, cultural festivals, role-modeling and so forth. African used many approaches to react against the white man method of education and conversion, by creating black self consciousness and self determination. Such a system in Kenya promoted distrust, prejudice and threatened social homogeneity. The idea of District, Provincial and National Schools was born splinting further the country into national ethnicity.

During the colonial times, Africans wanted an education system that will promote equality instead of ethnic chauvinism. African self consciousness gives birth to the struggle for better education, living standards and a sense of dignity.

It did not take long before Africans started to react against taxation, forced labor, land alienation, poor educations system and sexual exploitation of the African women. The liberation struggle brought tension between the whites and the African Nationalists leading to stubbornness, violence and riots. The methods that students use to raise against school administrators are as old as the colonial administrations in Africa. While on the other hand, politicians indeed have role-modeled students and infected them with the



spirit of violence, and riots. Therefore, the problems of student strikes in secondary schools in Kenya are a product of the society. The societies seem to condone violence, riots and demonstrations in “disguise” of democracy. Since the society has not been able to behave and conduct demonstrations maturely accompanied with responsible behaviors, student tend to act equally in the same manner hoping that politicians will come to defend them when the school administrators attempts to administer discipline and punishment. On the other hand, the same society is worried of what have become of the education institutions that were highly respected. The prestige and dignity of a young person joining secondary schools is no longer admired as they use to be. Schools were admired and referred as centers of “academia” and moral excellence.

Some of the latest students’ unrest across the country have been shocking forcing school head teachers to shut down more than two hundred and fifty schools countrywide (Daily,Nation,July 14<sup>th</sup> 2008 pp.1-5)

The case of Kenya is similar with that of the South African people though different ideologically. The government was seen to drag her feet for so long till cases of loss of lives and property began to emerge in strikes that seemed to occur spontaneously.

The government concern on the secondary schools strikes prompted the education minister Prof. Sam Ongeru to call for a crisis meeting with key players in the education sector. As the meeting went ahead, security sector on the other hand were trying to seek solutions to the crisis that has affected over Three hundred (300) schools in Kenya since 2007. Others like Najibu Balala, the minister for Tourism Industry were calling for the lifting the ban of canning. The mandate of Sam Ongeru commission was to investigate the wave of students’ unrest that have paralyzed learning in over three hundred schools in the

entire country. The team was again expected to table their findings. Ironically previous efforts have seen great committee of inquiries formed by the government and by this research was being conducted, no report was available to public point of reference. However students interviewed by the media called for the scrapping of “MOCK” examinations saying it is too difficult and was only meant to demoralize them ahead of the National examinations. While others cited the strikes to post election violence that took place in between 1990-1992, and 2008. However, having heard and seen what is happening in our secondary schools during periods of election campaigns, frankly speaking, the problem in our secondary schools is just the symptom of the problems in the Kenyan society. The country is reaping the fruit of embracing foreign ideas to the detrimental of systems of discipline in the country. First, looking keenly, the situations in Kenyan schools seem to be beyond the control of the professional teachers. Teacher’s hands have been tied to enforce discipline at the expense of the so called “popular democracy. Most of the emerging issues from schools need a close attention by revisiting the justification for the establishment of the education sector.

Secondly, the question of why schools in Kenya continue to experience sporadic and at time spontaneous strikes and violence puts our education system and the leadership of this country under scrutiny. Thirdly, The question further being asked by critics is what exactly schooling objectives entails, reasons Why parents take their children to school, the justification for the establishment and existence of secondary schools in Kenya.

During the recent wave of violent school strikes, characterized mostly by burning down of classrooms and dormitories, two schools of thought emerged on how best to deal with

the situation. The dominant school of thought advocated a return to stern disciplinary action, including caning. Those in favor of this action proposed it as an 'African' way of dealing with indiscipline and generally pointed to the 'moral decline' of societies opposed to corporal punishment, specifically the western ones. The wisdom of the Bible, "spare the rod and spoil the child" was often quoted. Another less prominent school of thought argued that it is time we examined how schools are run, listen more to the students and review the taxing curriculum. Almost everybody seemed to be in agreement that banning mobile phones and DVD players in school buses would reduce the violence.

Like all dominant institutions, including multinational corporations and the nation-state, the school is a concept that operates on a system of logic uniquely suited to the furtherance of its own objectives and agenda. The school sustains other institutions conceived on a common agenda and aiming at a common objective. These institutions include the dominant system of the market economy, the political system (also called democracy) and the global media. Their common objective is to create a mass of human beings that will further the development agenda.

To better understand this, it is important to have an idea of the history of schools, how they were conceived and designed to work. Modern models of schools first emerged strongly in Prussia (now Germany) in the 18th century. These had the stated aim of creating a class of obedient soldiers and civil servants to serve the nation in its quest to conquer the world. Later, Lord Thomas Babington Macaulay, a British politician who had considerable influence in the formulation of colonial education policies in the British colony of India, had the following to say on the matter: "It is possible for education to

bring about a class of persons, Indian in blood and color but English in tastes, in opinions, in morals and in intellect.”

It was this class that would generally act as interpreters, factory workers, and civil servants to the colonial regime. It is with this thinking that modern schools and the concept of the middle class were introduced into the colonies.

Schools have been cast as, and pride themselves in being ‘objective’, ‘rational’ and ‘neutral.’ This cannot be the case because, like any other system, the school was designed to operate on and transmit certain values to achieve its objectives and these have not changed much since the days of Lord Macaulay. These values are inherent in the system, and at times work in contradiction to what were perceived as critical values held by our traditional communities. At the same time, the school often considers illegitimate other spaces and opportunities for learning that have existed since time immemorial. For example, the traditional African worldview was nurtured along context-relevant values such as co-operation and interdependence that informed societal ways of living. To be able to understand why strikes and riots in Secondary Schools are creating attention and concern both at local, national and international scene, it is important to bring into realization that, Kenya inherited a colonial type of education system that was deficient in various aspects. First, the colonial education was good in many ways and bad in so many other ways. British Missionaries collaborated with the colonial masters to establish two parallel system of education that was based on racial line. Schools were established for whites only, while other schools were established for both blacks and Asians. Secondly, the introduction of European education interfered and replaced the African system of

education that sufficiently passed values to the young people through Age sets, cultural festivals, role-modeling and so forth. Africans used many approaches to react against the white man method of education and conversion, by creating black self consciousness and self determination. Such a system in Kenya promoted distrust, prejudice and threatened social homogeneity. The idea of District, Provincial and National Schools was born splinting further the country into national ethnicity.

During the colonial times, Africans wanted an education system that will promote equality instead of ethnic chauvinism. African self consciousness gives birth to the struggle for better education, living standards and a sense of dignity.

It did not take long before Africans started to react against taxation, forced labor, land alienation, poor education system and sexual exploitation of the African women. The liberation struggle brought tension between the whites and the African Nationalists leading to stubbornness, violence and riots. The methods that students use to raise against school administrators are as old as the colonial administrations in Africa. While on the other hand, politicians indeed have role-modeled students and infected them with the spirit of violence, and riots. Therefore, the problems of student strikes in secondary schools in Kenya are a product of the society. The societies seem to condone violence, riots and demonstrations in “disguise” of democracy. Since the society has not been able to behave and conduct demonstrations maturely accompanied with responsible behaviors, students tend to act equally in the same manner hoping that politicians will come to defend them when the school administrators attempt to administer discipline and punishment. On the other hand, the same society is worried of what have become of the education

institutions that were highly respected. The prestige and dignity of a young person joining secondary schools is no longer admired as they use to be. Schools were admired and referred as centers of “academia” and moral excellence.

Some of the latest students’ unrest across the country have been shocking forcing school head teachers to shut down more than two hundred and fifty schools countrywide

(Daily,Nation.July 14<sup>th</sup> 2008 pp.1-5)

For the last ten years most school across the country had experienced sporadic and spontaneous organized students’ riots, and demonstrations (Daily Nation February 23<sup>rd</sup>, p4). During this period many school properties and lives were destroyed. Young men and women who could have been great leaders, parents in this country are no more. In the same note, members of the school administration have become victims of student riots in this country. The study was conducted purposefully to unveil the causes of the strikes in schools across Meru North District and has attempted to come up with proposed cause of action.

## 1.2. STATEMENT OF THE PROBLEM

Immediately after independence, the Kenyan education system has been confronted with various challenges that show government mandating various education commissions and urgently to look at the education system and come up with proposals to help in carrying out implementation interventions. With the introduction of the 8:4:4 system of education, students saw more subjects being introduced leaving no room to the learners to socialize and engage in recreation. As a result pressures of life that could not be contained by the youth were diverted to riots and destruction of school properties, rape and at times leading to killings of innocent student and school staff members. Then one wonders what makes students burn down Laboratories, Dormitories and school bus? Some of these properties have been put with money from the parents or government aids. Some parents sacrificed some of their basic needs to put up a dormitory or Laboratory or buy a school bus. Since s1999 students strikes in Meru District have been worrying. They start from simple demos, protests to destructions of a higher magnitude. There is nothing done, the problem will spread across the country.

### **1.3. OBJECTIVE OF THE STUDY**

This study had the following objectives:

1. To investigate history of students strikes in Kenya.
2. To investigate the causes of strikes in secondary schools.
3. To investigate the role of school management boards and other education stake holders.
4. To attempt to make possible recommendation to curb the strikes from spreading across the entire District.

### **1.4. SCOPE OF THE STUDY**

The study was conducted in ten secondary schools in Tiganian and Igembe within Meru North District. The study was confined to the six key divisions of the District-Njia and Akachiu, Mikinduri, and Miathene; Kianjai and Muthara. The areas lies in the slopes of Nyambene hills. The ten schools have an average total population of one Thousand students.

### **1.5. SIGNIFICANCE OF THE STUDY**

The study was conducted with three purposes in mind. First, it was conducted to fill the gap of knowledge and compliment to other researches done along this line. Some of the researches done a long this line will be complemented by this research in so many ways. This research has gone to the extent of unveiling the factors contributing to students' rampage unlike where other writers talk of general strikes without real genuine reasons for secondary students to behave that way. Secondly, the research was done with intention to correct the society at large. Strikes in schools in Kenya do not just happen in isolation. Certain behaviors have been socialized by the society that one lives. Those



perceived to be role models sometimes role model the younger generation and determine the direction they will follow. Thirdly, I did this study as an attempt to challenge patterns of thinking, ideas. The research therefore is a gain to knowledge advancement and a step toward great academic writing.

#### **1. 6. LIMITATION OF THE STUDY**

This is generally a broad area of study that can not be penned down within a period of three months. Being a fulltime church clergy could not allow me to offer adequate time to give this study a serious attention due to demands of other services that also needed my pastoral attention. The geographical scope of the area under study could not be adequately covered during that period as it was quite muddy and roads were impassable forcing the researcher to travel on foot. This made the mission more complicated. Most of the time, the researcher was forced to spend extra cost on accommodation which was not planned.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1. INTRODUCTION**

A large portion of the literature review showed that strikes in secondary schools have been new phenomena. Information that were of great generally helped to send some light on the great concern that the general public have developed on strikes that occurred during the last decade. Writers such as Taylar, Harper, and Oppeheim have contributed a great deal on the issue of indiscipline, education, democracy and religious mentorship. Both authors have tried to challenge the role guidance and parenting at both home and school level. Without such attention, the above writers argue that a serious character deformation may occur.

### **2.2. LITERATURE REVIEW**

Taylor (1993) observes that the basic task of education institutions is to the full development of the learners' personality. And the process should be observable in a classroom setting. This task makes the secondary schools the training ground for character development. It is assumable that education at secondary school level will help in the wholesome growth of the entire personality and produce well grounded and responsible future citizens for the country.

### 2.3. Education for life

Education is a life long process that involves transmitting acceptable culture. Right attitude, values, morals are the aims of education. Good education is aimed at affecting the whole behavior of the learner. Education offered at secondary school level is aimed at socializing the person to develop certain attitude conformable and acceptable to the society one lives. Whatever is learned according to Taylor should help the young person to positively interact with the world. In other words learning is not just a classroom issue, but a process involving acquired skills, experiences through interaction with the society that one lives.

Taylor observes that most of the Africans were socialized in the colonial system of education and as a result Africans acquired experiences that were not compatible to the tradition education. Harper (1989); observes that colonial education was somehow authoritative and rigid in nature. Such an education of that nature did not give learners to room to seek clarification. Such an authoritarian system of education created conflict between African, colonialist and the missionaries leading to rebellion among Africans and the founding of the African independent churches and schools.

## 2.4. Education and democracy

Oppenheim (1972:2) observes that responding to every demand made by young people and opening so many doors of freedom among the students is quite problematic to school administrators. Democratic principles originating from the society have greatly influenced children and young people to demand for their rights. However, infiltration of democratic ideas into secondary schools makes the work of administration shift from one man show to team play. But, it is equally important to curtail too much freedom from the outside into school environment because it complicates the education, politics, and learning. A lot has already been learned by students from the house media on democracy and education. Students see teachers in the Television demonstrating and demanding salary increments. So we student see their role model demonstration and at times riot, and the government increases promises to increase their pay, student apply the same method to seek attention from the school administration and the society.

Dreeban (1968) observes that schools provide a learning environment for modeling norms and values that are universal to every class level. Such norms include honesty, respect for self and authority. When such a culture takes root within the education system, Dreeban states that, cheating in school examination, involvement in bullying, violence and other form of indiscipline will be minimized. Dreeban argues that schools should be a center for enabling learners to make the distinction between social roles within that particular society and behavioral responsibility.

Shipman (1985) notes that schools exist as part of the social unit in the society just like we have family units as components of the society. It is therefore expected that schools have rules just like home has rules that determine the behavior of its members. In the real sense rules in school are not bad but part of the education activity. They are meant to model student to become responsible members of that community. One of the duties of school environment is then to allow students learn such rules and given opportunity to criticize or suggest reforms to any of them. When they therefore realize that breaking any of the school rules leads them to trouble with the administration, students will always try to find other avenues to create compromise. In my view, the problem persists when administrators of the school take too long to respond their grievances.

Schools could create avenues for open forums and invite key facilitators to speak on areas of education and democracy. Such a forum are in fact meant to bring a warring community together and foster understanding to avert future turmoil that plunge education and learning in institutions.

The table below how a program on education and democracy could be developed as an initiative to bring the school community together.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Research Design**

This chapter is a logical framework demonstrating the techniques and procedures for collecting and analyzing the data to produce this study. The research used descriptive research method to investigate the research problem under study. The rationale for choosing this method was to be able to describe a sample or group of individuals. The description was derived from responses that were itemized in both the interview scheduled and the questionnaire. The response was categorized into various themes in order to be able to address the research questions, i.e why secondary school students engaged in strikes. The research was seeking to find answers on the above question through analyzing relationships of various factors that seemed associated with the occurrence of student unrests and analysis of past strikes in secondary schools.

### 3.2. Target Population

The population of the study consisted of 100 people in a ten schools. From the population, sample of 50 students was selected.

NAME OF SCHOOL	TARGET	RESPONSES
Mikunduri girls	5	
Igembe boys	5	
Maua girls	5	
Burieruri boys	5	
Kangeta girls	5	
St. Cyprian girls	5	
Kianjai girls	5	
St. Lukes boys	5	
Kanjalu girls	5	
Stake holders	50	
Totals	100	

Table 3.3.1. Represents target population

### **3.3. Sample Size**

A sample is a group of people or items selected from the population for the purpose of elimination. The researcher selected 50% of the population.

### **3.4. Research Instrument**

#### **3.4.1. Questionnaire guide**

The questionnaire used in the research was self administering. The researcher opted to use this method because the questions did not require the presence of the researcher to be filled. This eased the collection of data as many respondents were quickly reached. The method gave the respondent adequate time to give well thought out report.

#### **3.4.2. Interview Schedule**

An interview was conducted on the person that filled the questionnaire and the stake holders in education. The method gave the researcher an opportunity to freely interact with the interviewee and get rid of any rigidity that existed in the questionnaire.

#### **3.4.3. Observation**

The observation method was applied to the objects and action of interests. The desired information was researched after the observation.



#### **3.4.4. Secondary Data**

The secondary data was obtained from the books, article Newspapers and academic Thesis.

#### **3.4.5. Data analysis Method**

Once the questionnaires were received, they educated for completeness and consistency. Coding of data was done before analysis of the information collected, i.e, every form was marked with a serial number to avoid misplacement of any of the data and put in three categories "A", "B" and "C". Categories "A" were data that related to the statement of the research problem. Category "B" were information that were of general in nature and category "C" were data that was distorted in various aspects.

The second step was to synthesis Category "A" and "B" while distorted data in category "C" were discarded. In the analysis of the data, descriptive statistics including percentage, averages, frequency distribution, and tables were being used to present the research problem. Data obtained from the respondents was analyzed in a tabular for of which made work easier to understand when making the research interpretation.

## **CHAPTER FOUR:**

### **DATA ANALYSIS, INTERPRETING AND FINDINGS**

#### **Findings of the Study**

##### **4.1. Introduction**

By the end of the twentieth century, sociology and anthropology had emerged as the independent Disciplines and were making rapid strides in understanding the role of socio-cultural factors that influence the behaviors of man. Pavlop (1947), observes that man is malleable and that his personality is largely a product of the society in which he lives. When we observe certain disturbing indiscipline case among our high school students, then we know they are jus a product of our society. Along this line we are able to observe the uncooperative attitudes among the youth today. Much has been said about poor school facilities that form the basis for student grievances. Students deserve to live in a suit table environment in order to be able to concentrate and learn. The sociologist Abram Maslow (1954); is of the view that human needs are primary and paramount before addressing any social problem. If those needs are not addressed, then wrong energy will be directed to wrong things including anti-social behaviors. Maslow uses an example of an animal drive for food will probably directed toward a source for food. If the animal is thirsty, it will seek water, when hungry; it will seek food and so forth. Many of the secondary schools in these are area are build

within an environment of physical constraint. They do not have rooms for future expansions especially putting up recreation facilities which facilitate the mortar and physical skills of the learners. It is then evidence that when students go on strike is because a lot of time they have energy that has been utilized. When internal and external factors precipitate their emotions, then they result to strikes. Media houses are also known to highlight cases of violence and riots. This is how students learn to go for strikes.

#### **4.0. POOR PUBLIC RELATIONS**

John Makatiani (2008) ; believes that teachers are well trained to handle students' problems in motherly and fatherly love. This is because they are viewed as foster parents. However, the problem arises when there is no channel of communication. Communication between the students, parents, teachers, and counselors at all levels need to be enhanced. When the levels of communication are not elaborate, the learners begin to feel their effort to forward their grievance is being ignored; they will tend to create attention through organized strikes, riots and even demonstrations, boycotts of classes and boycotts of meals among others. The bone of contention between student problems comes when programs are being designed for them and they are not brought on board to have a word, they feel the policies are coming from the top and imposed on them; instead of vice versa. Issues such as school trips, coaching money, games and festivities are at times perceived by students as out fits of school administrators, they bring them into the school calendar without prior preparations. When students are approached to plan for events, they tend to develop resistance citing wastage of their time designed

for revision. In the long run, they begin to develop hardness against school administrators and create unnecessary disturbance, noise making and yelling at late night hours. What this means is that school head teachers may try to device a mechanism for feedback on complains of the students and only using by using prefects but also have days specifically meant for open forums, this is because times when students views were perceived as elusive and immature have been overtaken by the global changes. Wagemma notes that, school dictatorial rules by some head teachers have to blame for the on strikes that have taken place during the last ten years. The following data shows the number of respondents who thought this was an issue and those who did not.

**Table 4.1.1 sample frame**

NAME OF SCHOOL	TARGET	RESPONSES		
		AGREE	DISAGREE	OTHER
Mikinduri girls'	10	7	3	-
Kanjalu girls'	10	8	2	-
Kangeta girls'	10	6	3	1
Maua girls	10	7	2	1
Kianjai girls'	10	8	2	-
Miathene Boys'	10	8	2	-
St. Lukes boys	10	8	2	-
Njia boys'	10	6	4	-
Burieruri boys'	10	7	3	-
St. Cyprian	10	6	4	-
TOTALS	100	71	27	2
%	100	71%	27%	2%

Source: author-2008

#### 4.1. POOR SCHOOL NUTRITION

Grace Mutuma, indicates that students may go on strikes on situations where they experience poor nutrition in schools. Students normally have a comparison mentality on what they get from their homes, what other schools in the same area are offering and what the school they are in is providing. When they discover their school meals are beyond their expectations they are bound to cause some tension in the school.

According to Grace, some schools receive substandard supplies that are beyond the health requirements. The temptation of quantity and quality should be checked so that purchases of food supplies should not be made just simply because the seller has lowered the price. Most schools try to ensure that supplies meet the health requirement to avoid exposing the life of the students. This may again require a certain school committee on the ground to vet what actually has been delivered to the school. Parents' teacher Association is another body that could agree with the administration when to be visiting the school and probably join students during their lunch or supper. It is also important to note that school head may not entirely bear the whole blame for poor nutrition. This is an issue that involves parents and board members. All schools are required to operate on a certain budget. If the school administration is not getting money from parents in form of fees and boarding charges, then it will be obvious that the school may not meet the quality of food supplies. The school may opt for cheaper food stuff that may not meet quality standards. Secondly, unscrupulous business suppliers may take advantage of the situation and supply schools with sub-standard food items. Mr. Mberia argues that Head Teachers order supplies on the basis of trust and goodwill. Any body who decides to take

advantage of the situations may not be dealt by the arms of the law. Head teachers try to do their best to protect the health of the students. In fact it is true that it is only a teacher who is out of his mind who will be willing to compromise the health of students because of material compromise. The following data brings to light what the students felt concerning school nutrition. Most of the respondents agreed that poor nutrition can actually lead to strikes; some disagreed while others were indifferent.

**Table 4.2.1**

NAME OF SCHOOL	TARGET	RESPONSES		
		AGREE	DISAGREE	OTHER
Mikinduri girls'	10	9	-	1
Kanjalu girls'	10	8	2	-
Kangeta girls'	10	9	1	-
Maua girls	10	7	2	1
Kianjai girls'	10	9	-	1
Miathene Boys'	10	8	2	-
St. Lukes boys	10	9	1	-
Njia boys'	10	6	4	-
Burieruri boys'	10	7	3	-
St. Cyprian	10	9	1	-
<b>TOTALS</b>	<b>100</b>	<b>81</b>	<b>16</b>	<b>3</b>
<b>%</b>	<b>100</b>	<b>81%</b>	<b>16%</b>	<b>3%</b>

(source. Author. 2008)

## 4.2. PEER PRESSURE

Franklin, a Head teacher and students' counselor defines peer pressure as a psychological group/peer influence. Peer influence compels its members to conform to certain demands. The peer influence may be from group level or, class, age mate, club or society. Peer pressure in High Schools is too much especially on the freemen in form one and form two. Before they can adjust to school environment, they are initiated into "monolisation" or bully rituals. Students that are weak willed find themselves not able to survive in that kind of an environment. Individual students who may have a problem of identity crisis always find themselves victims of peer pressure. Most students especially those at lower levels agreed that peer pressure contributes to strikes. The following data shows the responses from respondents as to whether peer pressure can actually lead to strikes

**Table 4.3.1**

NAME OF SCHOOL	TARGET	RESPONSES		
		AGREE	DISAGREE	OTHER
Mikinduri girls'	10	9	1	-
Kanjalu girls'	10	9	1	-
Kangeta girls'	10	9	1	-
Maua girls	10	9	1	-
Kianjai girls'	10	9	1	-
Miathene Boys'	10	8	2	-
St. Lukes boys	10	9	1	-
Njia boys'	10	6	4	-
Burieruri boys'	10	7	3	-
St. Cyprian	10	10	-	-
TOTALS	100	85	15	-
%	100	85%	15%	-

(Source. Author. 2008)

### **4.3. DRUGS AND ABUSE OF SUBSTANCE**

It is generally observed many students are exposed to drugs and misuse of drug substance in most schools across Meru North District. “miraa” or kharth drugs, are some of the available stuffs that scientist are alleging contain certain drug that influences the behavior of the student. Drugs sometimes find their way to school during either school visiting days or school support staff such as school guards, grounds men and messengers .Students are often found sneaking from school to the nearest villages to buy traditional illegal liquors like chang’aa. Abuse of such drugs influences student to develop stubbornness resulting to destructive behavior. Normally disturbed, distressed, and frustrated students find pleasure in antisocial indiscipline behaviors such as strikes.



**Table 4.4.1**

NAME OF SCHOOL	TARGET	RESPONSES		
		AGREE	DISAGREE	OTHER
Mikinduri girls'	10	5	4	1
Kanjalu girls'	10	7	3	-
Kangeta girls'	10	4	6	-
Maua girls	10	5	4	1
Kianjai girls'	10	6	4	
Miathene Boys'	10	5	5	
St. Lukes boys	10	4	6	-
Njia boys'	10	8	2	-
Burieruri boys'	10	7	3	-
St. Cyprian	10	6	4	-
TOTALS	100	57	41	2
%	100	57%	41%	2%

(Source. Author. 2008)

57% of the respondents were in agreement that drugs contributed to strikes, 41% disagreed while 2% were indifferent.

#### 4.4. BAD EXAMPLES AMONG LEADERS

Leaders in general have failed to be role models to the younger generation. Leaders at every level are often seen participating in demonstrations that are purported to be peaceful but end up becoming violent. Innocent motorists suffer damage on their vehicles while businesses experience either great loss of sale or even theft of high magnitude during political fracas among others. It has been often observed, that when these leaders place demands and issue threats, the government, organizations listen. Students on the other hand apply the same methods in the schools creating a very complicated environment for learning. Openeheim (1972) argues that, politician should separate the core business with the schools. Politician role is to support education and not negatively involve in issues that that may send misleading messages to the young people. Teachers on the other hand are expected to show the way to the students. Teachers on the other hand should engage in justified strikes so that students do not view such actions as misleading. This is how the respondents reacted to striking due to bad examples from leaders. 60% of the respondents felt that bad examples actually contributed to strikes by students, 38% disagreed while 2% were indifferent. Of those who disagreed some felt that striking in its own is a choice.

**Table 4.5.1**

NAME OF SCHOOL	TARGET	RESPONSES		
		AGREE	DISAGREE	OTHER
Mikinduri girls'	10	5	3	2
Kanjalu girls'	10	7	3	-
Kangeta girls'	10	7	3	-
Maua girls	10	6	4	-
Kianjai girls'	10	8	2	-
Miathene Boys'	10	8	2	-
St. Lukes boys	10	4	6	-
Njia boys'	10	5	5	-
Burieruri boys'	10	6	4	-
St. Cyprian	10	4	6	-
<b>TOTALS</b>	<b>100</b>	<b>60</b>	<b>38</b>	<b>2</b>
<b>%</b>	<b>100</b>	<b>60%</b>	<b>38%</b>	<b>2%</b>

(source. Author.2008)

In the above Table 3.4.1. It is observable that 60% of the respondent agree that bad leadership in education management has been the contributing factor in most strikes in secondary schools. While the 38% disagree and are the opinion that other factors are involved. 2% were not sure of what was really happening. They were confused on what to say.

#### 4.5. POOR METHODS OF TEACHING

Hellen Mubazi argues students do not just go for strikes for pleasure. Since learning takes so many dimensions and requires energy for concentration, it is important to vary the methods of lesson delivery to avoid monotony and boredom. Learning methods on the other hand, each method of teaching is aimed at meeting specific needs of the learner at all levels. The choice of the lesson, activities, and resources should be determined before hand. This will promote enthusiasm and eagerness to teaching and learning. However when same methods of learning are use, and students begin to complain and their needs take long before they are addressed, the students assume that the administration is less concerned about their needs.the following data shows that most students agree that poor methods of teaching contribute to strikes.(82%) while only 18% disagree.

**Table 4.6.1**

NAME OF SCHOOL	TARGET	RESPONSES		
		AGREE	DISAGREE	OTHER
Mikinduri girls'	10	10	-	-
Kanjalu girls'	10	8	2	-
Kangeta girls'	10	9	1	-
Maua girls	10	7	3	
Kianjai girls'	10	9	1	
Miathene Boys'	10	8	2	-
St. Lukes boys	10	9	1	-
Njia boys'	10	6	4	-
Burieruri boys'	10	7	3	-
St. Cyprian	10	9	1	-
TOTALS	100	82	18	-
%	100	82%	18%	-

(source.author.2008)

Table 3.5.1 indicates that those who interviewed indicate majority 80% agree on persistent non variance in teaching methods.

#### **4.6. EXAMINATION PHOBIA**

Thiane Daniel argues that strikes by students in schools that he has taught happened mostly happened when examination period approached. Fear of unknown often leads development of

disturbing and unexplained moods and anxieties. The teachers' role in this case is to prepare the learners adequately through continuous Assessment Test (CAT) and more so, testing them in areas of the subject using sample Kenya National Examination (KNEC) sample question

NAME OF SCHOOL	TARGET	RESPONSES		
		AGREE	DISAGREE	OTHER
Mikinduri girls'	10	5	4	1
Kanjalu girls'	10	7	3	-
Kangeta girls'	10	6	4	-
Maua girls	10	7	2	1
Kianjai girls'	10	6	3	1
Miathene Boys'	10	8	2	-
St. Lukes boys	10	6	4	-
Njia boys'	10	7	3	-
Burieruri boys'	10	5	5	-
St. Cyprian	10	6	4	-
TOTALS	100	63	34	3
%	100	63%	34%	3%

(source.author.2008)

Among those interviewed the table shows 63% which is more than half agree that fear for examination is prominent and causes students to go on strike to divert attention fearing they may do poorly in final examinations.

## **CHAPTER FIVE**

### **Summary of the Research findings, conclusion and recommendations**

#### **5.1. SUMMARY**

The question of why schools in Kenya continue to experience sporadic and at times spontaneous strikes and violence puts our education system and the leadership of this country under scrutiny. The question further being asked by critics is, what exactly are the objectives for schooling?

During the recent wave of violent school strikes, characterized mostly by burning down of classrooms and dormitories, two schools of thought emerged on how best to deal with the situation. The dominant school of thought advocated a return to stern disciplinary action, including caning. Those in favor of this action proposed it as an 'African' way of dealing with indiscipline and generally pointed to the 'moral decline' of societies opposed to corporal punishment, specifically the western ones. The wisdom of the Bible, "spare the rod and spoil the child" was often quoted. Another less prominent school of thought argued that it is time we examined how schools are run, listen more to the students and review the taxing curriculum. Almost everybody seemed to be in agreement that banning mobile phones and DVD players in school buses would reduce the violence.

Just like all dominant institutions, including multinational corporations and the nation-state, the school is a concept that operates on a system of logic uniquely suited to the furtherance of its own objectives and agenda. The school sustains other institutions conceived on a common agenda and aiming at a common objective. These institutions include the dominant system of the market economy, the political system (also called democracy) and the global media. Their common objective is to create a mass of human beings that will further the development agenda.

To better understand this, it is important to have an idea of the history of schools, how they were conceived and designed to work. Modern models of schools first emerged strongly in Prussia (now Germany) in the 18th century. These had the stated aim of creating a class of obedient soldiers and civil servants to serve the nation in its quest to conquer the world. Later, Lord Thomas Babington Macaulay, a British politician who had considerable influence in the formulation of colonial education policies in the British colony of India, had the following to say on the matter: "It is possible for education to bring about a class of persons, Indian in blood and color but English in tastes, in opinions, in morals and in intellect." It was this class that would generally act as interpreters, factory workers, and civil servants to the colonial regime. It is with this thinking that modern schools and the concept of the middle class were introduced into the colonies.

Schools have been cast as, and pride themselves in being 'objective', 'rational' and 'neutral.' This cannot be the case because, like any other system, the school was designed to operate on and transmit certain values to achieve its objectives and these have not changed much since the days of Lord Macaulay. These values are inherent in the system, and at times work in



contradiction to what were perceived as critical values held by our traditional communities. At the same time, the school often considers illegitimate other spaces and opportunities for learning that have existed since time immemorial. For example, the traditional African worldview was nurtured along context-relevant values such as co-operation and interdependence that informed societal ways of living.

## **5.2. VALUES THAT UNDERScore PRESENT KENYAN SCHOOL SYSTEM.**

### **5.2.1 COMPETITION**

The current Kenyan school system is based on competition. Students compete against one another, classes compete against each other, schools also enter into competition with each other and even districts and provinces are graded in this manner. Whereas there is nothing wrong with healthy competition, it becomes another matter when competition turns out to be the core value— at the expense of other values like cooperation. Competition is destructive because it breeds selfishness, anxiety and distrust.

By prioritizing competition, schools cultivate hatred and strife as a result of the belief sown in the minds of the competitors that a particular class, or set, is superior to another. Pupils attending schools are neither class nor breed conscious. The school inculcates this spirit of individualism. Competition restricts the vision of the student; it forces the student to focus on ‘winning the ultimate prize,’ effectively desensitizing the student to the local environment, to the family and to society. The focus is on defeating/beating others. The quality and character of what one does is only important in so far as it helps the student to win. In fact, most parents

judge their children based on the grades in school, irrespective of other positive qualities that they have.

Competition in schools is enhanced by the '*winner takes all*' mentality. The students are conditioned to accept the fact that only a few of them will pass examinations and therefore 'succeed in life.' The result is the emergence of a large mass of frustrated, stressed and irritable young people. This burden of stress finds expression in the violent behavior witnessed in Kenyan high schools. Competition creates adversarial relationships and fractures the social fabric. Competition provides little room to imagine, much less contemplate the benefits of co-operation! Yet, interestingly, co-operation and interdependence, as opposed to competition were some of the values around which the traditional African worldview was developed.

### 5.2.2. INEQUALITY

The mythology that schools offer to people an equal opportunity to rise up the academic and economic ladder must be not working. Whereas it is claimed that school education will offer all equal opportunities, recent studies into human intelligence have revealed that while human beings possess an array of up to seven different types of intelligence, the school systems develops at most three areas: the mathematical/logic, the scientific and the linguistic. This means that quite a number of students will be marking time in school.

The school also has an insidious linkage to the larger economic system, whereby – just as about 20% of people own and control about 80% of the world's resources – only about 20% of students rise through the ranks and ultimately get access to the privileges of the

economically successful. Students see this linkage clearly and the 80% explode in violent ways as a protest against this larger socio-economic reality. Thus schooling has become the most effective weapon that the dominant socio-economic system uses to legitimize the '20-80 arrangement' (The 20-80 arrangement is the understanding that 80 percent of society must be kept under water for the 20 percent to breathe.)

Despite the implementation of 'free' schooling, Kenyans now accept the fact that their children can only access the highest levels of learning and pursue professional courses of their choice if they have the money. Learning has effectively been turned into a commodity and the quality of schooling one affords to one's children depends on one's bank account. This minority segment enjoys unparalleled levels of luxury while the vast majority lives in life-threatening squalor and deprivation. This exposes the myth that the school affords everyone equal opportunity.

### 5.2.3. DECONTEXTUALISATION

The curriculum consists of a mind-consuming array of subject matter that students must learn to be considered successful. More often than not, emphasis is on students to be able to learn and reproduce certain facts and therefore the subject matter in schools does not always provide a meaningful content to the existing social and economic context. Simply put, schools promote de-contextualization. Acquiring isolated facts and skills can have a negative impact. For example, many students have difficulty identifying and nurturing local ideas and knowledge that might serve their context better. Students can hardly appreciate, let alone creatively volunteer ideas that will serve to benefit their local environment. Instead, it is likely

that a 'properly schooled' individual will dismiss as irrational ideas dealing with the challenges facing that local environment.

There is little doubt that the range of academic information that students master in school is enormous. This leads to information overload and impairs the student's ability to process and then make sense and meaning of what is truly useful. And because examinations do not require the ability to make sense of the information one has acquired, students are forced to spend time digesting mounds of information disembodied from its context. When one experiences such an information glut, a person may lose her appreciation of things worthwhile, and may no longer even desire to apply what she understands, nor have the capacity to make meaning out of future experiences.

#### 5.2.4. VALUE-DRIVEN EDUCATION:

Can the school be the answered toward value driven education?

Merely to educate people to be expert engineers, brilliant scientists, capable business executives, will not create the kind of humane, peaceful society that we desire. The big question thus is whether the school can be used as a space to explore the values necessary for people to co-exist and to define the community in which they want to live. Previous attempts to introduce subjects dealing with social and moral issues such as sex education as opposed to merely 'hard facts,' have been met with opposition. At the same time, parents expect the school to be the major player in instilling values in their children.

As working parents spend less and less time with their children, other institutions such as the media, schools and churches as well as peer groups will play a major part in transmitting core

values. The role that was played by the family, the clan and society in general in transmitting values has been ceded to schools without equipping or designing the school to carry out this role. And in the face of contradictions and alternatives presented by other learning spaces, especially the media, confusion will reign and prompt imprudent reactions like the futile attempt at banning access to certain media.

What we need to ask ourselves is: What are the values that we aspire to as a nation? Education is for what purpose? Who really is an educated person? Attempting to answer these questions should be at the core of our education system. To do this, we need to challenge the monopoly enjoyed by schooling as the only avenue through which learning takes place. We must urgently create spaces and practices that enable us to facilitate the transformation of structures and institutions so that they truly capture our aspirations as human societies.

### 5.3. CONCLUSIONS.

The study was an attempt to investigate causes of the strikes in secondary schools in Meru North District; a problem has been witnessed across the country. Most parents have opted to “abandon” their God-given responsibility of nurturing their children to schools teachers. Much of the time for developmental stages of the young people is away from home within a school community where new values have to be acquired by the students. Any sign of behavioral change among the young people may not easily be detected by both the parents and at time also with the teachers. When strikes instigated by students occur, it means there is something a miss. There is a disconnect between life in school and life at home and value formation. The other problem again occurs when a misunderstanding on the students and administration occurs and there is no side willing to bend down for reasoning. Both sides harden up then an impulse occurs.

#### 5.4.RECOMMENDATION OF THE STUDY.

To be able to prevent or reduce the magnitude of strike in Kenya a number of preventive mechanism need be in place. First and foremost, examination phobia need to be dealt with early before final examination. Student will need to be prepared thorough and examined in the area covered during the entire term. Many teachers have been quite faithful in covering the content taught and have showed a lot of fairness when it comes to setting the examination. Students at times resist sitting examinations when they are sure they have not covered the syllabus adequately. Kenya National Examination council (KNEC) at the same time has no information on the ground. They set examination as per the syllabus.

Secondly, it is assumed that students normally will comply and adhere to the set school rules without much trouble. However students tend to feel discriminated when they are asked to sign rules they did not participate in making. Therefore, due to cultural change taking place across the globe, it important that school administrator soften their stand and have a low level of bargain ground. This does not mean that administrators will seek permission from student on matters of policy making. Schools will be failing if they allow students' views override matters of policy and conduct of students while at school. It is very clear within the provision of the Education Act that students

are expected to conduct themselves in certain ways that are uncompromisable. However schools have challenges of creating educative forums that allows participation of students in areas that are of great concern and at the same time explaining areas that promote harmony and peaceful and conducive learning environment.

Thirdly, other forms of complain that cause students to riot are areas of service delivery. Often it has been perceived that certain decisions are only made by the Head teachers without involving relevant staff committees. Teaching is one of the roles teachers are trained and well equipped. Teachers are taught on how to prepare scheme of works, lesson plan and at times curriculum. Lessons should be delivered and examination set professionally. Head teachers have a duty to demand these professional documents from his teachers. The process will give him/her and first hand information on what is happening. He/she will be able to know lessons/topic covered by respective teachers and areas that have not been covered, and seek clarification on the same from concerned teachers and decide whether remedial teaching is necessary or extra work of assignment given to the learners.

### **5.5. RECOMMENDATION OF THE STUDY**

Some of the tempting areas for further research are

1. Impact and infects of students strikes in schools in Kenya.
2. Counseling victims of school strikes.

Since research is part and parcel of human life, learning is a continuous process, it could be interesting to find out the impact and infects of students strike in secondary schools in Kenya. This is because a lot many parents and stake holders in the education sector have invested a lot in terms of children upbringing, support toward school infrastructure, and developing future leaders. Ethically it could be interesting to find out how the society is going to be like when training youth who lack discipline but apply the rule of the jungle. Since time may not allow, it would be prudent to give room to other researchers to other dimensions related to this subject matter.

## BIBLIOGRAPHY

- Anderson. C.A. (1966); *The modernization for Education in developing countries*; New York, Basic books.
- Barasa M.N. (1990); *Education Administration*, Nairobi, University press.
- Cliffe. L. (1971); *Socialist Education in Tanzania*, Nairobi, E.A. Pub.
- Cohen. L. (1980); *Research in Education*, New York, Longman.
- Delors. J. (1996); *The Modernization for Education in developing countries*.
- Dreeben R. (1968); *On what is Learned in Schools*. Menosota, Rwesley press.
- Dudley. B. J. (1973); *Instability And Political Order: Ibadan*, Ibadan press.
- Entwesstle. H. (1971); *Political Education in a Democracy: England*, Routledge.
- Harber. C. (1989); *Politics in African Education*. London, Mackmillan.
- John Brewer: (1986); *After Soweto: An Unfinished Journey*:Oxford, Clarendon press.
- Leedy. P. D. (1980); *Practical Research*: New York, Mackmillan.
- Low. A. and Pratt. C. (1960); *Buganda and British Rule*: London, Oxford University Press.
- Michael Lobban: (1999): ed. *The Encyclopedia of the African and African American Experience*: New York, Basic books.
- Prewitt K. (1972); *Education and Political values; A case study of East Africa*; Nairobi, E.A. Pub.
- Omondi. B. (1997); *Introduction to Research Methods*: Nairobi, University of Nairobi
- Randel. M. (1972); *Some Problems in Teaching Human rights Education and Global Responsibilities*, London, Flamer Press.
- Sebaly. K. (1957); *Education about Human Rights, A teacher preparation*: England, Oxford pergamous press.
- Sifuna. D. N.; Karugu. A. M. (1988); *Contemporary Issues in Education*, Nairobi, Jomokenyatta Foundation.
- Ungoed. T. (1972); *Our School*; London, Longman.
- Walter. R. B. (1989); *Research in Education*: New York, Longman.



## ARTICLES AND JOURNALS

Kinyajui. K.: Secondary Schools' Strikes, the art of blaming the Victim: A working Paper No.208, Institute of developmental studies, Nairobi, University of Nairobi press; (1975).

Nkinyangi. J. A. the origin of the student disturbances: the Kenyan case; institute for Development studies, University of Nairobi, University press. (1981).

Morris M. Makatian: Article titled 'Issues in contemporary education" ,Nairobi Kenyatta University, Kenyatta University Press. (2008).

Commission for Education: Report of the Commission of Inquiry into the Education System of Kenya, Nairobi University, Nairobi, (1999).

Review of Graduate Education in Kenya, 1979, University of Nairobi, Nairobi.

Legal Notice No. 40 of (1972), Republic of Kenya: The Education Schools Discipline Regulations, Nairobi, Government Press.

United Nations: Teaching the Human Rights Education: Practical activities for primary and Secondary Schools, Geneva, United Nations Press.

Letter of Introduction:

M'ITIIRI FRANCIS  
UNIVERSITY OF NAIROBI AND EXTERNAL STUDIES  
P.O. BOX 92, KIKUYU

DEAR SIR/MADAM,

RE: RESEARCH PROJECT: CAUSES OF STUDENTS' STRIKES IN SECONDARY  
SCHOOLS IN MERU NORTH DISTRICT IN KENYA:

You have been identified as a key person to provide worthwhile information to the causes of strikes in secondary schools in your district.

Your responses will be treated confidential and will not be released without your permission by affixing your signature in the questionnaire form. Do not write your official names in the form unless you want to be used as reference.

Thank you for providing this valuable information that will be analyzed and form part of the project to enable me be awarded Postgraduate Diploma in Education at the University of Nairobi.

Yours Faithfully,  
Francis M' Itiiri  
L40/60011/08

**QUESTIONNAIRE GUIDE.**

You have been identified as one of the key persons in your school to offer information that will be viable to this topic. As the head teacher/ deputy head/ senior teacher/ PTA member/ religious sponsors, you have been selected to assist the researcher Francis M’Itiiri gather information on the causes, effects of strikes in secondary schools as part of the requirements for postgraduate Diploma in Education at the University of Nairobi.

Please feel free to offer any information that you feel will be valuable for this study. Information that you offer will be treated with confidentiality and your name can only be quoted by signing your name below this questionnaire.

**Personal information for students: Optional**

Name (optional).....

Age.....

Sex: Male

Female

If student tick here

Form 1,

Form 3

Form 4

1. In your own view, what do you think has contributed to the strikes in secondary schools?

.....

2. Has your school participated in any strikes?

.....

3. If yes in 2 above, what was the effect of that strike?

.....

.....

.....  
.....

4. Briefly explain what caused this strikes?

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

5. Who do you feel is responsible for the student's unrest in secondary schools?

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

6. In which part of the year have the students been going on strikes?

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

7. What explanation can you give to the above answer?

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

8. What is your school doing to ensure strikes don't occur in your school again?

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

9. In what way do you think students, PTA, teachers, religious leaders and other stake holders can contribute to discourage strikes from spreading around other parts of the country?

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

Ticks as appropriate

AGREE DISAGREE OTHER:

a) Poor nutrition contributes to strikes

b) Fear of exams leads to strikes

c) Bad examples from leaders lead to strikes

d) Drugs abuse can lead to strikes

e) Peers can make others participate in strikes

f) Communication breakdown can cause strikes

g) Poor teaching leads to strikes

10. If you agree, disagree or have another opinion in any of the above (10 a-g) briefly explain.....

.....  
**Section B: Questionnaire for Teachers and other stake holders**

(Tick as appropriate)

Persona Details, (optional).

Background information

1. Kindly state your gender and age

Male ( )

Female ( )

Age below 25 years ( )

25....35 ( )

36....45 ( )

45 + over ( )

2. Kindly state you marital status

Married ( )

Single ( )

Married ( )

Separated ( )

Widow ( )

Widower ( )

3. Level of your education

College Diploma ( )

College Certificate ( )

University Degree ( )

Postgraduate ( )

“O” level ( )

“A” level ( )

Section C:

4. Is your school public or private? ( )

Private ( )

Public ( )

5. What challenges do you think your School is facing

Poor Diets ( )

Inadequate facility ( )

Under-staffing ( )

Qualified teachers ( )

Non co-operative management ( )

Political interferences and other external factors ( )

Indiscipline students ( )

Poor school leadership ( )

Other ( )

b). What do you think should be done to curb the problem from spreading in the entire region?