

CAUSES AND EFFECTS OF STUDENTS' UNREST IN
RACHUONYO DISTRICT

BY

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A PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE MASTERS DEGREE OF
EDUCATION , UNIVERSITY OF KENYATTA

AUGUST 2005

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*Causes and effects
of student's unrest*

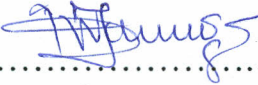


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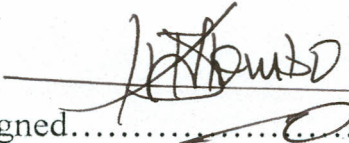
DECLARATION

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

Signed 
Ojwang` Janet Auma
E54/0035/00

Date...29-08-2005.....

This project has been submitted for examination with my approval as University Supervisor.


Signed.....

29.08.05
Date.....

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DEDICATION

To my husband and sons Nicholas, Bernard, Charles with love.

ACKNOWLEDGEMENT

I wish to acknowledge, with sincere appreciation, the support of those people without whom this work would have been practically impossible. A special gratitude goes to my supervisor Dr. Donald Kisilu Kombo. His patience, guidance, suggestions and encouragement were distinct. The frank criticisms boosted my impetus and tirelessness that enabled me to complete the work.

I am equally indebted to Rev. Fr. Tom J. Mboya, Teachers and students of St. Ignatius Loyola Mawego Girls Secondary School, Florence Omondi of Moi Nyabohanse, my father Eliankim and all his sons and daughters. My special appreciation goes to the headteachers of schools that have witnessed student unrest in recent years. Mr. A.D. Bojana deserves special gratitude for editing and proof-reading. I wish to thank the staff of Educational Foundations Department for their support and encouragement that inspired the project.

Lastly my sincere gratitude goes to my husband Richard, whose support and understanding made my work possible, my children Nicholas, Bernard and Charles Kasuku have been a great motivation to me throughout my study period.

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LIST OF ACRONYMS

B.B.C.	British Broadcasting Co-operation
D.N.	Daily Nation
EAS	East African Standard
Col.	Column
Pg.	Page
B.o.G.	Board of Governors
HRS	Hours
H.I.V.	Human Immune Virus
VS	Versus
P.T.A.	Parents Teachers Association

THE ABSTRACT

The purpose of this study was to investigate causes and effects of student' unrest in Rachuonyo District. The study was prompted by recent spates of student unrests in the district. Attempts to curb the unrests by education, stakeholders, the community and the government have not yielded any success.

The study begins by pointing out students' unrest as a problem affecting learning institutions at international levels, and national level with particularly reference to Kenyan secondary schools. The research methodology was a descriptive survey method. The research instruments included interviews and questionnaire. These instruments were used to gather data for the study. Data were analysed qualitatively and quantitatively using statistical package for social sciences (SPSS). The results are presented in tables of frequency distributions and percentages. The findings of the study indicate that popular views of students, teachers, Board of Governor (BoG) members, that the causes of students' unrests were poor administration, inadequate internal and external politics and drug abuse.

The respondents attributed the effects of students' unrests to teaching staff demotivation, exorbitant school levies, under enrolment, falling academic standards, poor performance in examinations, school dropouts through jail, expulsion and punishment. Teachers transfers are also featured in the findings.

The study has made many recommendations towards curbing causal factors of students' unrests. The recommendations include better remuneration for teachers, promotion and effective guidance and counselling services in schools. These recommendations and others are presented in chapter five.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

One wonders why researchers have thoroughly ventured into this topic of unrest but there exists even greater necessity to do more research on the subject. The student unrests worldwide and particularly in Kenya range from killing, arson, destruction of property and rape in educational institutions. It can be posited that every country, province, district, division and individual schools would approach the issue from grassroots perspective. Interestingly, the 'advanced' countries have minimized their problems through intensive and mammoth science and technology. They still share with the Second and Third World countries the nagging agendum of unrest in the education institutions. Examples are the massive students' strike that shook the fifth French Republic and their leader Charles De Gaulles and his Government was sent packing.

In U.S.A., students engaged in a violent strike to protest against the Spaniard's Fascist regimes of Gunerallissimo Franco. Students in Portugal also protested against the unpopular war in Portuguese, Guinea, Angola and Mozambique. In America, student gang which caused

disturbance after drug abuse is a common occurrence in developed countries.

In developing countries, students' unrest has taken the form of demonstrations, riots, boycotts and many other forms of portraying incorporation. In Ghana for example, in 1978, students of Science and Technology in Kumasi stoned vehicles and involved themselves in hooliganism. The college was closed down following students' boycott of classes. In Tanzania, the government ordered immediate dismissal of hundreds of students after striking. In Liberia 'rice riots' of 1979, most of those killed were students.

In Kenya, the extent of students' unrest between 2000 and 2001 has been analyzed in the following table. It is clearly evident that the unrest activities progressed from minor damages of school property to destruction of school property and human life.

Table 1.1: The extent of students' unrest in Kenya schools in their respective provinces between the year 2000 and 2001

Province	No. of Secondary School	No. of schools which experienced unrest	% of schools going on strike	Magnitude of strike
Nairobi	93	2	0.02	Minor damage to school property
North Eastern ✓	21	7	33.3	Destruction of school property
Eastern ✓	626	76	12.4	Destruction of school property and Loss of human life
Western	408	19	4.7	Minor destruction of school property
Rift Valley	628	50	8.0	Violent and destructive
Nyanza	680	7	1.0	Destruction of school property
Coast	151	4	2.6	Destruction of school property
Central	630	85	13.5	Violent and destructive

Sources: Ministry of Education, Science and Technology 2000/2001

The unrest experienced in the mentioned provinces has set the government officials on their toes (i.e. the police, education officers) tentatively setting crisis. The government has worked closely with non-governmental organizations to investigate and deal with issues of

indiscipline in schools through appointed committees to deal with issues of education, viz: NACADA to deal with drug abuse while the MoEST has encouraged schools and appointed a few teacher HoDs to man the departments. The Minister for Education by then Hon. Henry Kosgey appointed a task force on 25th July 2001 to gather views of various stakeholders in education and make recommendations on issues related to discipline.

1.2 Statement of the problem

The impacts of the general trends of unrest in Kenya are wanting. Unrest in schools has been on the increase in a systematic way. The incidences of unrest are being reported on daily newspapers, radios and televisions. Rachuonyo as a district featured prominently in second term 2004 especially in the list of grossly affected districts. Therefore, the concern of the study was to find out the causes of the unrest, the effects and more especially to come up with workable recommendations to curb the destruction of mammoth school property and reduced academic standards of schools in the district.

1.3 Purpose and objectives

Main purpose of the study was to find out why students in Rachuonyo District resort to unrest, to establish the effects of the unrests and come up with possible solutions to the problematic issues at hand.

1.4 Objectives

- (i) To identify the major causes of students' unrest in Rachuonyo District
- (ii) To identify the effects of students' unrest on students, teachers, parents, B.o.G., community and school administration.
- (iii) To give recommendations and possible solutions for curbing the chances of unrest in Rachuonyo District.

1.5 Research questions

- 1 What are the causes of students' unrest in Rachuonyo District?
- 2 What are the consequences/effects of unrests to students, teachers, management, parents and communities surrounding the school?

- 3 What measures can the study put in place to provide remedies with an intention of improving educational standards in the district?

1.6 Research Methodology

The research methodology adopted in the study was a descriptive survey design using interviews and questionnaires.

1.7 Limitations of the study

This study was limited in scope because it only concentrated on Rachuonyo that was a region thus excluding other parts of Kenya. The study picked on Rachuonyo due to uniqueness of unrests that have been witnessed for example, filing keyholes with super-glue to mark the onset of attempted arson by Gendia Boys, Nyawango Students waging war on villagers and teachers fighting amongst themselves.

These schools have been chosen for research because the effects of unrest affect a cross-section of people, for example, parents, students, the education officers, police. It interferes with a peaceful co-existence of community members, resulting to conflicts, accusations and un learning

in Rachuonyo district. Due to limited time and inadequate finance, the study could not cover more schools in the district and others in Kenya.

1.8 Delimitation

This study was confirmed to Rachuonyo District and only five schools were sampled for the study. Therefore, the findings cannot be generalized to other districts in Kenya.

1.9 Assumptions

- Situations of unrest in school caused problems to different categories of stakeholders in school for example students, parents, managers, education officers and government.
- The interviewees would respond positively towards questions given to them
- Discipline was a key concern in every school.

1.10 Theoretical Framework

Conflict theory

This study has been prompted by the actual problem that rocked schools in Rachuonyo District and other parts of Kenya. The study revolved around the conflict theory whose inspiration was attributed to **Karl Marx** (1818-1983) when he explained in advanced that there would emerge disagreements, disharmony, disorder and many other conflicts in society if there occurred a situation of unequal economic resources people would struggle and wrangle over what they would considered good enough for their well-being. Such things would be wealth, prestige, influence, power, higher social status or classes and many other available opportunities. Other theorists like Max Weber (1864-1920), George Simmel (1858-1918) and Ralf Dahrendorf in 1959 made valuable contribution to Marx Webers' power and privileges by Weber, Simmel and Dahrendorf in 1959 emphasized the fact that change and conflict are part and parcel of society and societal life. It does not matter whether it takes political, social and economic or any other kind of dimension for example corporate. He explained that in all of them exists a constant power and authority struggle. He gave it a positive outlook by

suggesting the corporation of the societal members to support the structures and make corrections where possible. The proponents saw the theory as a realistic one where the antagonisms were not meant to fail the system by struggles in life, which was an inevitable of any human society. The conflict theorists wanted to improve the conception of the society as had been given by the structural factionist theory; which the conflict theorists saw as a naïve way of explaining the human societies. The basic tenets identified that members of human societies did not have the same value, interests, expectations, and norms so matching of interest naturally occur according to privileges, sources of power, social status.

Competitions were inevitable aspects of human society. Some of the situations would lead to hostilities and opposition. The theory took into consideration the ever-dynamic changes in society in terms of social, economic and political status and conflicts would be an integral part of such a society.

Application of the theory

A school community consists of different people who also see things in diversified contexts. They are opposed to different situations

that are subjected to different types of interpretation. The students' concepts and interpretations could be manipulated to reflect a teacher's behaviour, a politician's views or peer pressure. The guide students' acceptable trends of behaviour, the elders ought to calculate what the learners could consume intentionally or accidentally.

On that basis the conflict theory was used in the study to interpret possible causes of unrest in schools with indicators pointing at teachers, workers, villagers, politicians and peer influence to have contributed to unrest. Other factors would have included family upbringing of individual students, moral orientations e.t.c.

In our situation, the recent unrest under study have occurred at Nyabola Girls Secondary School, Agoro Sare High School, Ringa Boys, Nyawango Mixed and Gendia High School. What prompted the study was the self-styled way in which each of them occurred and the fact that the unrest situation in these schools had direct impact and reactions on students in other schools within the district especially the 'smaller' schools.

Nyabola Girls found it difficult to attend district and provincial functions because expenditure was being authorized by the sponsor in a

protocol observed manner. Nothing could be done in time. The days scheduled for games were mainly weekends and due to worshipping on Saturdays, it was not easy for the students to participate in some activities done on Saturdays.

The common opinion had always been that students are on wrong and other people are right. Main complaint of Agoro Sare was that there was too much interference with their learning activities. All the district sporting, music and all sorts of meetings occurred in the school. This brought problems in students' concentration in class work. The question of school bus fuelled the brewing problem to blow. A student population over 1000 wanted a comfortable bus, not the truck they nicknamed "Matchbox"

Smaller schools like Oriwo and Mawego Girls Secondaries had bought school buses. The principal was given a matter of a few days to produce a complete bus for the school as a condition for restoring peace in school. Drug taking was traced.

For Ringa Boys, it was more of a "Teacher personality conflict" and the growing temptation to get the pearl (i.e. the seat of the principal) as the then principal was about to retire. This was also accompanied by

increase in insecurity and theft in the school by a syndicate of workers and villagers. There was the rush to grab what one could get before the installation of the next principal.

At the height of these problems, the students attempted and succeeded in arson, putting down one giant dormitory in Term II, 2004. Replacing it in Term III led to the taxation of the schools in the district, each school allocated exactly what to contribute towards the building of the dormitory. The arsonists were drug takers.

At Nyawango, tension between the students and the school administration was deepening. A feeling that a vehicle sent by the sponsor for the students' use had been grabbed by the chief with the blessing of the headteacher who happened to be a sister-in-law to the Chief. Students waited for the slightest provocation and the scene was soon set by the teachers who had decided not to administer end-term exams. One of them gave exams and was thoroughly beaten by other teachers and the strike was set to full blast.

At Gendia High School, unrest had formed a tradition of the school. Arson attempt was arrested in Term II 2004 just when the jerrican of petrol was discovered a few metres away from the school after a

search. The keyhole had been filled with super-glue such that nobody could open the doors had it to occur at night.

From the study carried out, the findings have pointed towards struggles for leadership, peer influence, seeking for prestige for example demanding school buses, incitement by politicians, poor communication techniques in schools leading to unfavourable interpersonal relationship, theft was common in the schools under this study, village teachers wrangling to grab key positions in school; the “our own” syndrome, some sponsors versus the school administration, mismanagement of office by headteachers.

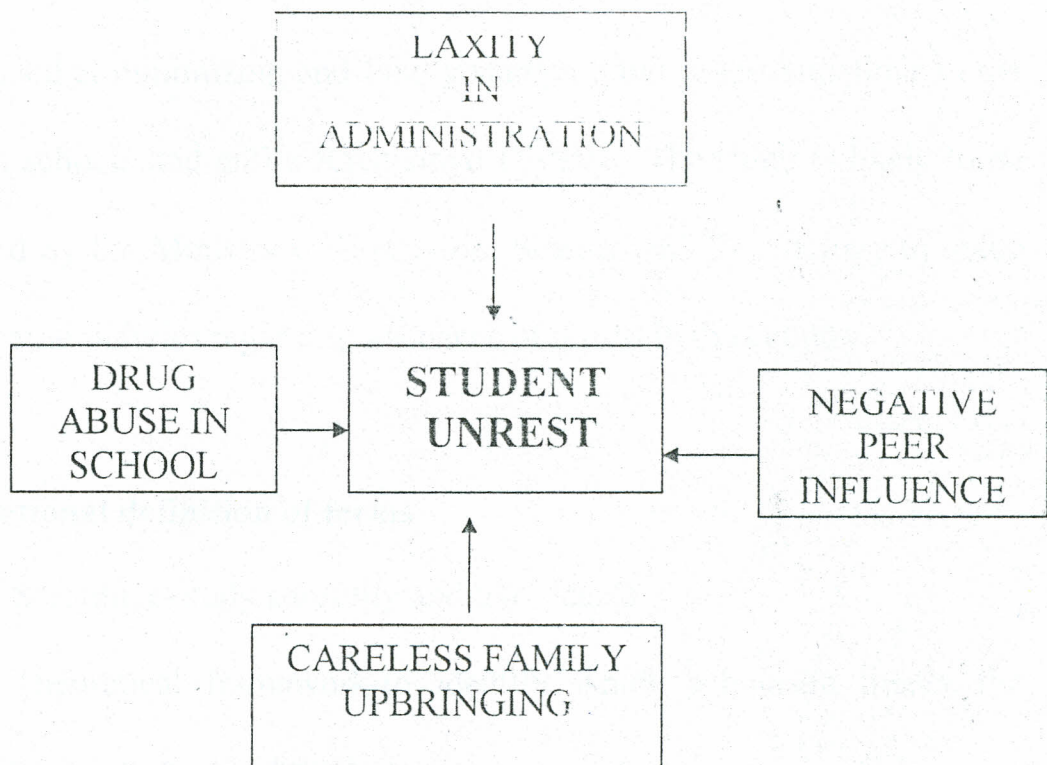
The influence of teachers’ characters on students was clear. That is why some teachers were accused of incitement. A teacher’s character can impact negatively on the students without the teacher knowing. The B.o.G. members have had influence on the teachers and students.

One aspect that had to be apprehended here was that every individual had his or her own views. One could only strategize to create more awareness on the important aspect of harmonious living, responsibility of everybody to inculcate good interpersonal interaction at all levels of school fraternity.

Our D.E.O. Mrs. Celine Owuor is known by the students in Rachuonyo District for her utterances of three key phrases namely:

"Any extra work done by you must be reflected in your result. Your future is in your hands, and don't do something simply because others do it. You can make it"

CONCEPTUAL FRAMEWORK:



Significance of the study

The findings of the study have both theoretical and practical implications for the future by reducing chances of unrest and providing possible solutions; of which when implemented would bring revolution to the entire spectrum of school situation. The study is expected to contribute to the investigation of causes of unrest in specific schools in Rachuonyo District, and to come up with sound recommendations that are aimed at minimizing and finally stamping out unrest situations in the victim schools and entire Rachuonyo District. The study is likely to be utilized by the Ministry of Education, Science and Technology to make ministerial policies regarding instances of unrest in the country.

Operational definition of terms

- (i). Scrutinize-study carefully and into details.
- (ii) Theoretical framework-to identify which scholastic theory the research study is based.
- (iii) Conceptual Framework-The concepts presented in sketches or put in pictorial form

- (iv) Salient features-Main features
- (v) Pearl-represents a precious thing / something of value.

CHAPTER TWO

LITERATURE REVIEW

Introduction:

This section involves aggressive and critical reading of all available and related pieces of literature that have been written and published on the study. The main purposes were to sharpen and deepen the conceptual framework of the project and unveil how some specific factors may have influenced the problem of unrest in Rachuonyo District. The emerging conclusion from other concepts also helped the study to compare notes and strategies on improvements. The researcher also identified strengths necessary for purposes of improving the previous work. Gaps in the other literatures on unrests were identified and filled with ideas deemed necessary; the success would depend on results of former researchers being subjected to critical examination and scrutiny. A number of literature sources were used in the review. This was intended to give a cross section of diversified views of writers on the issue of unrest. Such literature included Daily Newspapers, Seminar

Papers and books. Relevant strategies were adopted in reviewing literature on unrest.

2.2 Related Literature

The research tackled the theoretical and conceptual framework of literature in the previous chapter, and gone further to discuss their application to the study. The clear pointers to the crucial aspect of the study was the fact that unrest situations took a global concern, since most countries of the world have discussed the agendum. To a considerable extent, unrest was determined by criteria unique to every society whereby any society could define it differently but the unity in diversity outlook; unrest was a stumbling block to individual and societal peace. It also caused discomfort to across section of people in the society, which in the case of the study was represented by parents, community, B.o.G., headteacher, teachers and students just to mention a few people. Unrest was perceived as harmful to the individual participants and the life in a community and the severity of social response as viewed by (Haga 1977:1) on students' deviant behaviour.

In the African traditional society, such criteria were entailed in cultural values, norms and taboos of each and every community. In our modern society, however, it has been incorporated in legal documents and the National Constitution (Mbiti 1969; Mbula 1977; Odetula 1987; Mugambi 1989; Nyanja 1992).

For our main purpose of the study, the school rules and regulations, teachers' code of ethics, effective management of schools by community members are the main driving principles to security in the school and academic success. Those who did the opposite were looked upon as causes of unrest situations in the institutions. It was the intention of the study to place the problem of unrest in a wider perspective of society. It would then be possible to see why unrest has penetrated and permeated deeply into Kenyan schools and more so in Rachuonyo District.

A considerable amount of work concerning unrest has been done by various scholars. For instance, (Eubank 1984) saw it a global concern which he reflected in a horror story of unrest progressing from habits like noise making, running in halls to rape, robbery, assault, burglary and arson (Allison 1987). The Magazine Focus on Family quotes Eubank

saying, *The truth is that our nations has been brought to blink of moral and spiritual disaster* (Dobson 1987), Williams 1982;547) contends that the severity of discipline problems preceded the compulsory education in urban schools for example in Michigan.

On students' unrest in Nigerian universities, the students' activities were defined as *a doctrine of vigorous action* to achieve political and social goals (Ojo 1955). The students progressed into *Vigilant Action* in the 70s and 80s; *who transformed Nigeria from highly cultured genitals and urbane gentlemen to ruffians and thugs?* (Wide 1968 206) in Curcon's title *Violence in Schools*, he addressed the phenomenon of categories of students who involve in violence considering their ethnic backgrounds. He saw the need to come up with clear and defined strategies to deal with the issues at hand (Wilson 1992). Other cases of unrest in the first and second world countries have included: a gunman killed and wounded children in an elementary school playground, a student stabs a teacher on the back, a gang of boys rape a high school girl in the school store, teacher shoots an administrator in the office corridor....

On the Kenyan scene, Ongugo discussed why strikes were prevalent in our schools. He viewed the history of the schools as inseparable from individuals in the institutions. He refers to unrests as attempts to create public awareness about needs unfulfilled and blame people in authority to have ignored people's needs (The Kenya Teachers No. 8 Oct. 1969). Ongugo criticizes the manner in which students' unrests have been handled in Kenyan schools; for example, police called to restore peace or to ensure security while the DEO closes a school indefinitely, Education Officers running up and down taking notes, emergency B.o.G. meetings, teachers and B.o.G. Workers interrogated interdictions and firing from job. Most B.o.G.s lean towards the principal's views, students called back, grilled, punished, suspended, some expelled while the rest eventually settled back to classes. He criticizes the return to school formula as faulty.

On the literature above, Eubank has created a horror scene, which depicted the learners on the negative bank. Clinton points and accusing finger at students only. He blames the education as creating a formidable immoral background among the youth. Aggarwal laments the uselessness of education system. The above writers have very little to contribute

towards the debate on remedial measures to indiscipline being a major cause of unrest. Ojo in his argument above explains the increasing demand for vigilant action. He seems insensitive towards the repercussions of unrest. He seems to glorify the students' action against authority.

Ongugo expresses the selfish outburst of a "real" university youth who goes to the street to create the so called 'public awareness' by hitting innocent motorists, blocking the road and burning housing structures along the roads. The logical approaches of the past university students have been occasionally laid aside by the youth today.

An attempt to address deviance which usually culminates into unrest, from African contexts was made by Peil (1977). This limitation of Pil's study was that it was too general for it did not focus on different forms of deviance in details. In the Kenyan case, Muga (1975) dealt with crime and delinquency. This study was handicapped in the scope it covered. It did not address the causes of crime and delinquency in Kenya secondary schools Nyanjoni (1975) and Kinyanjui (1976) investigated unrests by adolescents in secondary schools and school strikes. These researchers were also limited in scope as they did place their findings

causes and remedial solutions. Awuondo (1993) in a study of deviance, which is related to indiscipline was not properly done so as to enhance the rate of law. The weakness of this study is that it was not directly addressed to secondary schools. (Getui 1973).

The above literature shade light on the magnitude of students' unrest in specific institutions in different parts of the world. The investigation has carried out in the five schools in Rachuonyo District has helped the study to come out with other remedial strategies namely; the discipline of the individual learners be checked both in schools and community including the home environment; parents should be sensitized about the children's needs so that they adopt favourable techniques in bringing up the children in a virtuous and conducive atmosphere.

One of the factors given by the respondents during data analysis was the role of the headteacher is to unite and co-ordinate all the efforts of other staff members and be able to meet their needs (Afriyie 1980; Cooksey 1981; Ezen 1983). As much as the headteacher was the figure head in almost all activities, it was the duty of all stakeholders to try to create peace and stability in institutions of learning. The headteacher is surrounded by people of different interests, personalities and ambitions.

Boles and Daren Port (1975;17) asserts; "... a leader is an individual who takes an initiative to assist a group ~~to~~ move towards promotion of goal. At this stage, this study has noticed a limitation of overemphasis of leadership being the main cause of student unrest. Analysis as given by this study has all accusing fingers largely pointing at ineffective leadership (Ref to Chap IV – Analysis of data.)

On the three leadership styles, (Musaazi 1982) gave autocratic, democratic and *laissez faire*, and contend that the discipline situation in a school largely depends on the type of leadership style adopted by administrators (Mbiti, 1974, Styles, 1982; Maranga 1988). Afriyie asserts that schools where high morale prevails are likely to have less disciplinary cases among the teachers and students (Afriyie 1980, Kathuri 1986). This study has reservations about a linear way of viewing causes of unrest to be limited to leadership laxity. As per the analysis (see Ch.4), there are several causes of unrests in schools, leadership inadequacy being one of them and among others were drug abuse and addiction, in which the team suggested that Kaguthi and team be stationed in the district for one week creating awareness on preventive measures towards drugs. This was intended to create an impact in

attempts to emancipate the district of commonly abused drugs. The police force to be genuine and consistent in their attempts to rid society of evil and criminal practices which result into students' unrest in Rachuonyo district. On the same, school administration to implement strong awareness programmes with specific reference to drugs and other forms of indiscipline. The individual schools in Rachuonyo District to identify main causes of discomfort and unrest then work out strategies to bring redemption to the school. Specific reference to Nyabola Girls, Agoro Sare, Ringa, Nyawango and Gendia Boys.

As much as most of the Western writers have mainly blamed the authorities and leadership of institutions for being major causes of unrest, this study differs slightly. The politicians ought to use common sense to enable the schools in their constituencies to exercise their duties, by stopping interferences with the running of the schools, wrangling over tenders through their relatives. The study suggested a favourable relationship being created by and for the stakeholders of the school if at all peace and academic standards have to improve. The churches as sponsors of almost every school in Rachuonyo District have to stick to their role of sponsorship and try at all cost to help the school pick up and

shoot in its goal. The church should not be a stumbling block to the success of the school. The provincial administration in Rachuonyo District ought to provide every school with adequate security so that large scale theft experienced for example at Ringa Boys in Term II 2004 would not repeat itself. They would also have to curb the external interferences from aggressive people whose interests are not relevant to education.

In filling the gaps left out by the earlier literature, this study suggests that school development plans cater for the needs in school in the order of priority. This would prevent the impromptu pressure like Agoro Sare case whereby the principal had to make immediate plans to purchase a school bus according to the dictates of the students. Clear educational policies and professional conduct should help the school administration to place the school in proper shape. These suggestions are aimed at arresting unrest situation like those fermented at Agoro Sare, Gendia and Ringa Boys. Hardline measures are not favourable to the girls, but suggestion of an understanding relationship through Guidance and Counselling ought to be intensified in every school in Rachuonyo District to prevent and minimize chances of indiscipline, manage stress

related problems, enhance academic standards and help students cope with the emerging issues.

The above suggestions would most probably reduce the intensity of disturbances caused by combined factors that interfere with the running of the five schools in a rather magnified manner for example the destruction of property, friction between the students and the teachers, relations rifts developed in schools resulting from accusations and counter accusations tension that developed between the school administration and the community out of school, teachers versus parents and the negative picture portrayed about the school and the administration of the school. It is unfortunate to note that the earlier writers overlooked the tit-bits of causative agents of unrest. They equally failed to highlight on adverse effects and provide remedial solutions to the problems at hand. Instead, each of the researchers was possessed to what was construed by this study as subjective, highly influenced by the attitude towards to subject and there was clear indication that leadership or authority was on the wrong either for failing deliberately to fulfill the various needs of those under such authority.

Summary of the chapter

The chapter presented a conceptual framework based on conflict theory. It was realized that conflicting interest in a pluralistic situation in schools incidentally ended in situations of unrests in particular schools. That therefore necessitated delicate concern of all the stakeholders attached to individual schools, to ensure security, peace and academic progress of the schools. Unrest was seen as detestable and harmful. Its effects were far-reaching and affected students, parents, school management, catchment area, community, MoEST, school administration, teaching and non-teaching staff and infiltrated all other schools in Rachuonyo District.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter deals with research design, the population and sampling procedures, and locale.

3.2 Design and Locale of the study

The study adopted an exploratory descriptive survey strategy to investigate the cause, effects and come up with possible recommendations of unrest situations of some specific schools in Rachuonyo District. Descriptive survey design was used in preliminary and exploratory studies (Luck and Ruben, 1992) to allow the researcher to gather information, summarize and interpret for the purpose of clarification (Orodho 2002). Survey research is intended to produce statistical information about aspects of education that interest policy-makers and educators-Borg and Gall (1989:5).

The locale of the study was Rachuonyo District. The broad category of stakeholders involved reflected the study as fitting the multi-

sectional descriptive survey design. The specific schools of the study were Gendia Boys, Nyabola Girls, Agoro Sare Boys, Ringa Boys and Nyawango Mixed School. There were negative effects of unrests in these schools and the standard of education was going down.

3.3 Target population and sample selection

The secondary schools were the second category of institutions that had spread a great deal in Kenya. Owing to limited time and money, the researcher was bound to be specific only on a few representative schools, which experienced conspicuous and unique problems of unrest within Rachuonyo District. The choice of the five schools was based on the category of schools and the district's nature of unrests. Nyabola was a private school with purely girl students; Nyawango was a mixed day school also privately run by Sikri Brothers. Ringa Boys was Day and Boarding, Agoro Sare also had introduced gay wing and Gendia Boys Boarding School. This classification ensured that the various schools which experienced unrest were represented.

3.4 Sampling the Participants

The sampling of participants was done according to the various stakeholders in and outside the schools' settings. Since secondary schools have the following key people: the headteacher, BoG members, community members and parents. Form II students from Agoro Sare were selected through random sampling of the ballot papers, these were thirty five in number, thirty-five students of Ringa Boys, Thirty-Five students of Nyabola Girls, thirty-five students from Gendia Boys. There were five parents from around the schools, B.o.G. Mmmbers and community members, these ones yielded a total of two hundred and seventy-five people who were interrogated for the study.

3.5 Data instruments and administration

The research tools used in the study were interviews and structured questionnaires, official MoEST office records. Personal interviewing was done on the headteacher of two schools; Gendia and Agoro Sare. The investigations took a format of a rigid procedure where answers were given according to structured questions. The MoEST offices were a convenient reservoir for information on unrest and other pieces of

Sare and Gendia Boys. All other respondents answered the questionnaires as per the attached papers. The questionnaires were designed such that the questions corresponded to the respondents' level of understanding. It was purposely designed to produce necessary information to the study. The closed-ended questions used were general and simple and a large number of respondents would answer them without much problem. The open-ended questions were used sparingly and intended to give the study a sincere and more objective outlook. The closed-ended questions were used in cases where the range of possible responses was given e.g. multiple choice. Chapter Four dealt with data analysis which were tabulated and presented in frequencies of responses by students, parents, B.o.G. members and community members on causes, effects and possible solutions to the problem of students' unrest in Rachuonyo District.

Data analysis

After the collection of the filled in questionnaires, the researcher later counted the number of questionnaires filled and returned in order

information regarding schools in the district. These were stored in official office records. The researcher had chance to collect information on unrest at Ringa and Gendia high school. Questionnaire was the most appropriate method used; and in the study, the respondents were reached most of whom were willing to cooperate with the researcher. The questionnaires were left to be collected and submitted by the teachers in the case of students and teachers. The copies of students as per the above records.

3.6 Pilot study

The first questionnaire was a pretest which was originally designed for Mawego Girls, Ogilo Mixed, Kendu Muslim and Wangapala Boys but due to limited time and diversity of school programmes, Mawego Girls was used for the purpose of pretest. The answered questionnaires were received by the researcher the same day. The pilot study was to detect ambiguities in the research instruments and to correct them before actual administration. Scheduled interviews were carried on parents, community representatives, B.o.G. members and headteachers of Agoro

unrest in the district, especially among the students who are expected to make positive use of the school.

After administrating the questionnaires, 8.6% to 28.6% of students in the sample who participated among the focus group were used to gather information on factors that could be leading to unrest situations in schools. The views were diversified and included in the interpretation of the tabulated data and report on the findings of students' unrest

The teachers had been interviewed individually apart from the questionnaires where the answers proved similar. The various responses given by the teachers were also grouped based on their similarities. A tally was made on the number of responses in this category and their responses to the interview questionnaires were made into percentages. The totals were included in the table under the Teachers' column (i.e. number of teachers and percentage responses) per an answer item.

A similar interview questionnaire procedure and analysis of data was followed by B.o.G. members, parents and community members. The result of data collection was also expressed for the effects of unrest in schools and the possible solutions, which were also crucial items under

to get a clear picture of the number of students in each of the selected classes who answered the questionnaires.

The percentage of dully filled and returned questionnaires compared to the numbers of students in each category or class in the sample, helped to determine whether the students' responses could be considered adequate.

Each response to the questions in the questionnaire was read and recorded separately. Similar responses were then grouped together so as to find out the number of students who gave similar responses and what the particular responses were. The number of similar responses and what the responses were, was noted and converted into percentages. The percentages were then tabulated as shown in chapter four. An interpretation of the findings was given basing the narrative strictly on the empirical figures on the table. Numbers to represent respondents and percentages were used to express the degree of participation and views of the respondents who in the study were students, teachers, B.o.G. members, parents and community members. These figures were used to highlight factors that could be leading to an increased magnitude of

the study. Each of the three tables contained the respondents, their numbers and percentage of participation on causes, effects and solutions. Each table also comprised the total percentage participation per every category of respondents, each row ending with 100% participation. At the end of every table, there was the indication of the total number of respondents.

Using information from the tabulated data, it was worth noting that a high percentage of responses given similar responses, usually by a larger number of respondents meant that a particular suggestion or proposed item could be leading to high chances of unrest in the schools in Rachuonyo District while a lower percentage in any given response was interpreted to mean that though the factors mentioned could lead to unrest in schools, respondents did not consider it as a major contributing factor compared to a factor with higher responses from the respondents.

Responses given by the various sampled groups were then compared. This was done to bring out clearly the differences in views as per what respondents considered a nagging contributor to the unrest situations. Inferences were drawn to establish underlying causes and of

effects of unrest on the students and the surrounding communities.

Comparisons were also made between responses given by all respondents, differences or similarities among them were noted and reasons for differences or similarities were given.

Observation:

The researcher noted the presence of the items listed in the schools' records. The data concerning the type of unrest were already in existence in schools except those with the names of offending teachers, administrators, and students. They had more details, some of which one would just ignore like referring to a group as "inner core". The records got from the DEO's office were also present and there were no contradictions to major causes, major effects and solutions. The data were considered in making narratives about specific victim schools as per the question of causes, effects and solutions of students' unrest.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction:

The researcher supervised the fieldwork during data collection. The actual data collection was taken by five teachers, each one from each of the five schools. The study succumbed to a bias of relying on Guidance and Counselling. Heads of departments help in administering the questionnaires and collecting them for onward submission to the researcher. The research assistants were attached to the sampled Rachuonyo District. The assistants did not assist beyond handing over the filled questionnaires to the main researcher. The researcher employed the services of a computer programmer who carried out the entries and the initial analysis. Descriptive statistics and some inferential were used to analyze the data on causes of unrest, as viewed by different people as had been indicated.

The chapter presents summaries of findings together with their possible interpretations, causes and effects of unrest in particular schools

in Rachuonyo District. The chapter also analyzes measures to be put in place to provide remedial solutions to causes of unrest in the district and more specifically in Nyabola Girls, Ringa Boys, Agoro Sare Boys, Nyawango Mixed and Gendia Boys Secondary Schools.

Causes of students' unrest in Rachuonyo District.

The respondents were asked to identify causes of unrest in schools, the results were tabulated in table 4.1 below.

Table 4.1. Causes of students' unrest in schools

Causes of unrest	Students		Teachers		B.o.G.		Parents		Community members	
	No.	%	No.	%	No.	%	No.	%	No.	%
Poor administration	50	28.6	12	21.8	1	10	6	24	3	30
Inadequate food	30	17.1	4	7.3	1	10	2	8	1	10
Lack of learning facilities	38	21.7	9	16.4	2	20	5	20	2	20
Internal and External Politics	24	13.7	6	10.9	1	10	2	8	1	10
Drug abuse	15	8.6	15	27.3	3	30	3	12	2	20
Poor results	18	10.3	9	16.4	2	20	7	28	1	10
Poor exam results	18	10.3	9	16.4	2	20	7	28	1	10
TOTAL	175	100	10	100	10	100	10	100	10	100

N = 275

From the above table, it is clearly evident that most students felt poor administration was a major cause of students' unrest. Fifty students out of 175 students claimed the administration was responsible for unrest in schools. Other 125 students have various reasons for example 30 students constituting 17.1% felt inadequate food was main cause. Thirty students that was 21.7% felt lack of learning facilities caused most unrest while 15 students of 8.6% chose drug most for be the main cause of unrest while 18 students who made 10.3% claimed the main cause of unrest was poor examination results in the highest for students concluded that from the students point of views, unrest in school had its main cause in poor administration of the school.

From the teachers' side, the main cause of dominant cause of unrest in schools was drug abuse. Fifteen teachers out of 55 who participated had a percentage of 27.3% other teachers had varied approaches as per the causes of unrest. Twelve teachers (21.8%) blamed unrest on poor administration, 4 teachers making (7.3%) blamed it on inadequate food, and poor administration, 9 teachers 16.4% blamed it on insufficient learning facilities. Interestingly all the 9 were science

teachers, 6 teachers viewed unrest to emanate from external and internal political influences and 9 of the teachers (16.4%) observed that poor exam results have been demotivating to the learners. From the reading on the table, it was concluded that drug abuse according to a majority of teachers was an overriding factor in causing students' unrest in schools.

The B.o.G. members echoed the teachers' views by 30% (i.e. 3 members) claimed that drug was the problem at hand that kept causing students' unrest. However, the other members of B.o.G. attributed the unrest to other possible causes for example 10% associated it with inadequate food in school. Twenty percent cited insufficient external and internal politics and yet 20% of the members attributed it to poor examination performance considering numbers. The B.o.G. felt that drug abuse was the main vice responsible to a large extent to students' unrest in schools.

For parents, 7 parents out of 25 strongly came up with the proposition of poor exam results as a major cause of unrest. They formed a percentage of 28%. Others had different causes for the unrest. 24% of the parents interviewed felt poor administration was the main cause; 8%

claimed food was inadequate food, 5% felt the learning facilities or instructional material were insufficient, 2% saw it in terms of politics in and out of school that caused unrest in schools and yet 3 of the parents attributed it to abuse of drugs. From the table above the winning cause for students' unrest was poor examination performance.

The community members had the following to contribute during interview. The school was administered poorly was cited by 3 members who formed 30% of the members interviewed. One member (10%) claimed the food given to students was little. Two members (20%) blamed the unrest on insufficient learning facilities. One saw the internal and external politics playing a major role in students' unrest. Two parents associated unrest situations with drug abuse in school yet one member pointed at poor examination results.

From the respondents, causes of unrest varied from one group to another. The main cause according to students was poor administration but according to teachers it was drug abuse. The view was shared with that of the Board of Governors of the school that drug culture existed while parents distinctly pointed at the poor exam results while the

community members who neighboured the school blamed it on poor administration by the principal.

In matter of causes of unrest in the five victim schools in Rachuonyo District, each of them had a unique and some conspicuous problems that led to unrest in their specific schools. Agoro Sare, for example, had a school bus agenda as the overwhelming factor for unrest especially in term II 2004. The interview revealed that the students wanted a proper bus like those of “bigger schools”, high handedness of teachers and school administration was detested, food ratio continued going down with the increasing student population, including day scholars at lunch time, falling standards in KCSE was worrying and agitating the students. Lazy teachers who missed their lessons were there and many female teachers taking maternity leaves and abandoning candidates classes even in term three were experienced there. Generally, being the largest school in the district, it attracted students of all walks of life. This included the negative effects brought by the “bad boys” in school and influencing the behavioural habit of others for example introducing drug culture.

Ringa Boys also had their unique problems namely: Politics among teachers. The teachers of the above schools had wrangled among themselves on matters of promotion, being close to the principals' office and some were named teachers in the principals' office or members of the "inner core" . Climax built as the principal was about to retire and had been earmarked for retirement in the middle of 2004. There were those who started preparing and salivating for posts of principal, deputy and senior master. During these events, there was a lot of rumours, gossip and very little teaching in school. Tension was building in school with teachers building psychological and strategically camps. This infiltrated into the students who developed uneasiness and preparation for outburst which soon became manifested into indiscipline, outright drug abuse, provoking thefts and arson in school, whereby a full dormitory was brought down by fire at dawn time; fire consuming all the students' belongings and building. The workers took advantage of the half hazard situation and watchmen absconded their duties and encouraged indiscipline together with other workers. They helped ferry out school property including students clothing and food from stores just among others. The office secretaries were not left out, their mouths and minds

became porous as they leaked confidential office information for public consumption and debates e.g. by teachers and villagers. The students were keen to identify the degree of misbehaviour of all stakeholders that things were wrong and they formed part of the system and were in it full swing.

According to Nyawango School community misappropriation of funds by the headteacher and the area chief was a core cause. The area chief was working very closely with the headteacher of the said school to loot resources and money out of the school. The students only paid 3,000/= in a year, meaning the school was heavily subsidized by the Catholic Diocese of Homa-Bay and specifically under Sikri Brothers. The borne of contention was that the chief diverted their school van to be his own property, they were (chief and headteacher) building modern toilets in their homes and the diet provision was becoming pathetic on a daily basis. They also complained of inadequate school facilities and in particular they had to walk long distances to beg favour in another school to use for example a laboratory for exams. They suffered poor interpersonal relationship among staff members and at a certain stage the teachers fought because one of them administered exams after all have

teamed to frustrate the operations of the school by refusing to administer exams.

Gendia had special cases that we had not mentioned in others. The local church struggled with the government school administration to command and demand anything from school. This includes use of school property; according to wishes of the local pastor. Due to that connection, there were recurrent incitements to teachers and students by external sources for example villagers, church members, politicians and local academicians, the latter being critical of school administration. Other causes the people who wrangle over tenders being negative about any strict principal and try to create tension surrounding such a Head teacher. Politics by teachers over issues of promotions and gossip were vibrant at Gendia. Lack of teamwork among teachers and tendencies to divide students into loyalty camps, unhealthy social practices that encourage students to attend funeral dances and sneak out of school reflected indiscipline which in turn was one of the main causes of indiscipline. For this particular school, strikes and unrest situations were treated as a school tradition. This included school workers being manipulated to cause more unrest in the school.

As for Nyabola Girls, the interview revealed church interference into the daily running of the school. The principal could not and was not allowed to authorize expenditure for attending district meetings and spending on the students. It meant making several journeys and phone calls to get in contact with the sponsor who controlled all the money. Resulting from the unhealthy checks and balances, teachers could not be paid in time, students could occasionally starve or have inadequate food ration and there was lack of learning facilities. All the above boiled to uncertainties by teachers, demotivation and students' indiscipline cases culminating into unrests in the school.

Effects of unrest on schools

The respondents were asked to identify the effects of unrest in their particular schools in Rachuonyo District. Table 4.2 presents their views.

The views are shown in the Table 4.2 below.

Effects of unrest	Students No.	%	Teachers No.	%	B.O.G No.	%	Parents No.	%	Community members No.	%
Demotivation of Teachers	18	10.3	14	25.5	1	10	4	16	1	10
Negative financial implications	15	8.6	7	12.7	1	10	6	24	1	10
Under enrollment of students	26	14.9	2	3.6	1	20	4	16	1	10
Destruction of property	32	18.2	10	18.2	3	30	2	8	2	20
Poor exam performance	26	14.9	9	16.4	1	10	4	16	2	20
School dropout of students	10	5.7	5	9.1	1	10	2	8	1	10
Students suffering	48	27.4	8	14.5	1	10	3	12	2	20
TOTAL 175	100	55	100	10	100	25	100	10	10	100

N = 275

From the above table, it was clear that most students got concerned about the repercussions of unrest in school, especially in terms of the suspensions, punishment and psychological torture on ring leaders. A total of 48 students out of 175 identified students suffering as a core effect of unrest, 10.3% was taken by demotivation of teaching staff, 8.6% saw negative financial implications as a major effect of unrest in schools. 14.6% of students, 18.2% viewed it in terms of destruction of school property, 14.9% saw effects in terms of leading poor exam performance while 5.7% of them chose students dropping out of school as a major effect of students' unrest. The above findings from the respondents showed that a big section of the students view the unrest situation in the school as possessing a negative effect of suffering to the participants. They hardly evaluated it in terms of behavioural change after suffering or disciplinary measures they were subjected to, other students also detest the falling exam standards brought by the situation of unrest and 14.9 % are in this category.

The teachers possibly given the level of harassments they were subjected to when suspected to be inciters and also because the students never seemed to be appreciating the work of teachers and instead even

went ahead to throw stones at some of them, became disillusioned. The teacher was held guilty until proved innocent. This strained the teacher – administration relationship the latter being understood by the board and Education offices.

The Board on the other hand seemed to be more worried about the physical facilities (i.e. Material property). A number of their members had their independent views but out of the interviewed B.o.G. members, 30% of the respondents felt the destruction of property was the worst effect due to what the board would spend to put the situation back to normal. Strike or unrest was viewed by members as management drawback to their three years tenure.

The parents straight away viewed the adverse effects in terms of financial implications to their pockets and other resources that were used to compensate for losses and destructions of property done by their sons and daughters. Parents also had diversified views for 16% viewed the strike and unrest as a demotivating factor to teachers who are supposed to produce results. Some 16% feared that students would not like such a school and that no one would get attracted towards a school of problems.

Eight one percent (8.1%) of the parents feared for the destroyed school facilities, which impacted heavily on them in terms of finance. Another 16% of parents saw unrest in schools as a foremost factor in falling standards in study schools. Other parents (8%) feared for the students' dropping out of school because it was not worth all the trouble encountered during and after unrest. Another category of parents saw the effect as impacting heavily on the students who suffer the consequences of unrest especially the ringleaders.

The members of the community were more balanced in their approach as 20% saw it was hindering exam performance, 20% of parents also sympathized with the suffering of the children, 10% of them saw unrest as quite demotivating to the students, while another 10% feared for the involvement, another 10% viewed it in terms of the financial implications which had negative impact on parents and the Board of Governors.

A community member also felt teachers were demotivated and sense of dissatisfaction would influence their work and prevent a vibrant spirit in executing their job. At the close of analysis of effects, it is

fitting to observe that a great majority of students view effects of unrest in terms of their suffering. The B.o.G. see unrest as strongly affecting the stability of physical facilities in school while many teachers see unrest as demotivating to them and the spirit of work. Having analyzed the cause and effects of students unrest, we now proceeded to solutions for the problems caused by unrest. Below the prominent solutions for the students' unrest in Rachuonyo District were tabulated on table 4.3 below.

Table 4.3: Solutions of problems of unrest

Suggested solutions	Students No.	%	Teacher No.	%	B.o.G. No.	%	Parents No.	%	Community members	%
Explosion	18	10.3	6	10.9	2	20	2	8	1	10
Suspension	24	13.7	9	16.4	3	30	3	12	3	30
Guidance & Counselling	50	28.6	12	21.8	1	20	5	20	2	20
Punishment	50	17.1	15	27.3	2	20	7	28	2	20
Jailing	15	8.6	4	7.3	1	10	2	8	1	10
Pardoned and prayed for	38	21.7	9	16.4	1	10	6	24	1	10
TOTAL	175	100	55	100	10	100	10	100	10	100

N = 275

Interpretation

From the above table, the study realized a majority of students (i.e. 50 students) whose percentage rank was 28% felt guidance and counselling was ideal for solving the problem of unrest. Another 38 students (21.7%) suggested the students who involve in unrest be pardoned and be prayed for and yet the other 30 students felt punishment was necessary to bring sanity back to school. Eighteen (10.3%) and 24 students (13.7%) suggested expulsion and suspension respectively, while 15 students (8.6%) suggested the culprits be jailed.

The teachers had 15 of them suggesting punishment as a solution. This constituted a 27.3% out of 55 teachers. Next was guidance and counselling as a remedy according to 12 teachers (21.8%) Suspension and being pardoned were next in the rank respectively. 9 teachers in each choice made percentages of 16.4 each, 6 teachers chose expulsion as a remedy and at the extremes of suggestions 4 teachers who comprised 7.3% was jailing as a solution.

On the side of B.o.G. members, 3 suggested suspension (i.e. 30%) 2 each chose guidance and counselling and punishment respectively, yet

expulsion, jailing and being pardoned were suggested by one member each for that respect.

The parents had a majority (i.e. 7 people) suggesting punishment as a remedy. Punishment was chosen by a 28% parents respondents. It was followed closely by being pardoned (i.e. 24%). Here 6 parents (i.e.20%) felt the students who participated in unrest should be guided and counseled. 3 parents out of 10 felt suspension would unable the students toe the line yet 2 went in for expulsion as solution and the next 2 people suggested the culprits be jailed, so 100% respondent had views represented.

The community members also gave views on solutions. 3 members forming 30% of respondents suggested suspension could be partly because some students destroy property outside school gates. Guidance and counseling and punishment were chosen by two members each jailing and being pardoned were chosen by 1 member each respectively. 100% of community respondents had their views represented on table 4.3 above.

The interview carried out in Agoro Sare gave several solutions outside what has generally been interpreted from the table. Agoro Sare for instance had other issues of the school bus was cleared when the Term III welcome a brand new 62 seater bus. This was greeted by a lot of excitement by the students. This was because the solution to the problem was the purchase of the bus. The other included drug culture the chief of the area was already in agreement with the school that he was going to make a close check on illicit brews and peddling of drugs along the school fence. It was suggested that the fences be reinforced and security tightened along the school fence. The watchman had to check the bags of the day scholars before the students entered school. Guidance and counselling was to be operational and to be keen on students who seemed to have problems, which in many instances are projected to instances of indiscipline.

The Nyabola case also realized a number of suggestions from the interviewed. The grip of the pastor on the school to loosen so that the school administrative of the school could operate and run the school freely. The head teacher be given autonomy to authorize expenditure and use money responsibly and transparently without intimidation. School

students to concentrate more on their studies and perform instead of politicking and engaging in issues irrelevant to them. The parent be given confidence by the school community so that they stop the habit of removing their children from the school. They were to be reminded to help develop the school not help kill it. There were suggestions that the teachers form a team to enhance teamwork spirit in school so that they could help market the school with that there will be good involvement and improvement in salary payments.

On the problem of Ringa Boys, their unique solutions that were not discussed as per that table above, the team work spirit and recommended meritorial promotion so that bad ambitions of teachers do not spoil the smooth running of the school. The secretariat of the school to attend refresher course more so on office practice so that office information more so confidential ones do not freely leak to the public. The teaching staff to concentrate on lesson preparations and implementation of the school and the educational curriculum instead of spending endless hours under trees 'politicking about promotions in schools. The suspension and firing of some workers would help stabile the behaviour of the non-teaching staff. A suggestion of a grand meeting with them by the

principal to spell out the dos and don'ts was suggested. The jailing of a few students was a welcomed gesture because arson was a serious matter that such an example would benefit other schools. Some of the interviewees especially parents suggested the scraping of the day wing to curb the problem of drugs in school. There were suggestions to invite the Kenyatta University Counselling group to have a talk with the students. Special solution for Nyawango as were suggested by the interviewees as were suggested by the interviewees were that the provincial administration to tighten its grip on the area surrounding the school to create peace and order as a matter of urgency. The stakeholders were urged to make immediate deliberate move to have a meeting in school. This was intended to create a dialogue between the school community and community outside school. A complete transport management of the school was a crucial need. If only the area chief would stop interfering with the school than there was a strong feeling that the school would be stable. The chief was also to take the contentious money and vehicle back to the school. This would attract more benefits from the sponsor of the school.

Gendia High School also had conspicuous problem of its own. Its solutions would have some aspects deviating from what we have already discussed. From the interview respondents of this particular setting the study learnt the people there (stakeholders) have answers to the school problems. Some of their suggestions is that the pastor and SDA Christians around the school to leave the principal to work and do the work that brought him to do, the suppliers to seek official procurements instead of shooting trouble because they are referred by a pastor, B.O.G. chairman or other B.O.G. members. If only the teacher would not see unrest as a tradition and seek to create unity among themselves and stop forming camps within the school, then we can be sure of Gendia with a new face and emphasis of academic relevance. There was a suggestion that the principal call a meeting of P.T.A., B.O.G. and the other holders to get further solutions for a way forward.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This chapter dealt with summary of the study design, summary of the findings, implications of the study, policy recommendation and conclusions. It had suggestions for further research and a bibliography. The study used a survey and specifically the tool of questionnaires and interviews to collect the data. The choice of the method was based on the fact that democracy would reign when students, teachers, B.o.G. members, parents and community members are given a chance to freely give their views on causes, effects and solutions to the nagging issues of students' unrest in Rachuonyo District.

To realize the strategised collection of data, the researcher asked questions by use of interviews to individual and use of questionnaires on significant factors that led to unrest in schools, effects and solutions for the prevailing problems. The study heavily relied on the filed records at the D.E.O.s office for more details apart from getting responses from questionnaires given to the five schools and face-to-face interviewer. The instructed interviewees were used on principals and some community members so as to get their views on specific unrest situations in identified schools for the study.

5.2 Conclusion

The findings revealed popular views of students, teachers, B.o.G. members, parents and community members were that the cause of students' unrest were poor administration, inadequate feeding of students, poor school facilities, internal and external politics and drug abuse in schools while the respondents viewed the effects of such unrest situations as, demotivating to the teaching staff, hurting the pockets of the parents, under enrolment brought by students fleeing such schools, falling standards in academics and exam performance, school dropouts especially those jailed and those expelled and causing immense suffering to the students who are punished, suspended and lack of concentration.

5.3 Recommendation:

1. Students needed to be aware in advance of the expected changes in leadership why the former H/M is to transfer instead of it being a surprise. The transfer of other teachers should also be communicated to the students in good time.

2. Change in the teaching personnel could be on healthy ground, promotion e.t.c. And ready replacement needed to be effected and students informed about it early.
3. Students opinion needed to be got on the expected changes in the rules discussed at length by students, teachers and other stakeholders before implementation.
4. School diet may change due to a national or regional shortage of a given commodity e.g. beans, rice, therefore an early explanation need to reach the students and their suggestion through the prefects sought.
5. A curriculum change is a national issue, which must be explained to the students through the academic committee/administration why the change is necessary e.g. if it can improve the school mean score if it can increase chances of going to the University. Inadequate teaching staff must be explained to the students early.
6. Due to inadequate supply of a commodity in the market e.g. maize shortage, the food ratio may be reduced but students need to

understand the problem (shortage) which may bring changes in food ratio.

7. The school administration needed to be keen on persons who may come to school to pass delicate information from other schools to students e.g. strike in neighbouring schools. Sections of the media (e.g. newspapers) that carry such delicate information need to be blocked from reaching the students.
8. The school administration needed to monitor the external forces (e.g. the Teaching staff and the non-teaching staff) that may infiltrate bad influence on the school for their own gains.
9. The administration needed to know the punishments that correct the student's rightly without having bad after-effects e.g. not giving corporal punishments like uprooting tree stumps.
10. Commonly abused drugs needed to be rid off from the school's surrounding by regularly conducting inspection in the dormitories and classrooms and around the school e.g. school canteen for such items.

11. The administration needed to be careful about the benefits some students e.g. the prefects have over others so that it does not bring misunderstanding among students hence the difference should not be so big to attract the rest of the students attention. The rest of the teaching staff should treat all students equally when attending to their academic or other needs.
12. The school administration must act quickly to attend to student's requests and reach a dialogue about issues pertaining to student's welfare. The administration should prevent problems rather than manage crisis. Students should be allowed to make and put their suggestions in the suggestion box to air their views.
13. Students should never be too idle, they needed a varying programme daily e.g. in class and outside class and outside class activities. Enough work to occupy them should be given.
14. School administration should be faithful to students e.g. funds collected from students must be accounted for e.g. money collected for study trip or to buy a certain item must be spent for that purpose, otherwise must be informed early in case of any changes.

15. Students must have various activities in and outside school e.g. inter school academics discussions, inter class discussions and games to release academics tension.
16. The schools academics workload should be reasonable (not too heavy) with break between lessons. Half term breaks within terms.
17. Forced repeating of classes should be discouraged. A student should only be advised and made to understand why he or she should repeat in the presence of the guardian/parents and all parties must be convinced and come to an agreement regarding.
18. Religion sponsors must weigh what their doctrines may have on the smooth running of the school to avoid confrontation, which may lead to strikes. Hence regular counselling from the church and at home as well as school is necessary.
19. Unprofessional social conduct by some teachers must be done away with in an amicable manner e.g. teachers making love to students leading to grudge among students and students and may lead to a strike.

20. Peer counselling in school can reduce strike, as students can understand among themselves their schools, hence can not cause a strike.
21. Rewarding well-behaved students can encourage most of them to join the group of well behaved ones and this reduces chances of strikes.
22. Parent's day should be used to educate parents on how to shape the destiny of their children by avoiding unrest.
23. The Head Teacher should be available for students in case of any grievances e.g. Head Teacher attention, like a student failing seriously ill at night and should be taken to hospital yet the Head master who could organize for this is not allowed. Like it happened at Asumbi Girls High School in Homabay District and the student died in the dormitory and led to a strike.
24. Communication between the administration and the students must be efficient and clear.

25. Proper orientation as the new students join the school is necessary, school rules are clearly defined disciplined instilled goals and school motto be clearly defined.
26. Deviant students must be identified in time and dealt with accordingly.
27. The school administration must have good relationship with the neighbouring community to avoid their incitement.
28. The administration should monitor the relationship between prefects and others to make sure it is perfect and can't create chaos in school.
29. Teachers of secondary school are frequently in-serviced in management techniques, professional conduct and in guidance and counselling. This policy was based on the fact that students were incited and heavily influenced by the behaviour and attitude of their teachers.
30. Promotion criteria by the Ministry of Education was to be gazetted such that the teachers did not need to wrangle and waste valuable

time discussing promotion strategies. This study was based on the fact that teachers spend endless times discussing issues of promotion. In the event they miss lessons and cause commotion in schools.

31. Board of Governors was to be learned, experienced and focused people. The ministry was to ensure that trouble – shooters and hungry people are not appointed in Boards. This policy would solve the issue of Board Members stressing the school administration with issues of tenders to relatives and themselves. Members borrowing money from the school, seeking petty issues in school so that many meeting occur and allowance made, some going to the extent of inciting workers and some teachers if the principal did not meet their underground demands.

32. Policy of community policing was to be communicated by the government to Kenyans such that dangerous brews, drugs peddling, criminal activities such as theft became a concern of everybody. The intention of this recommendation was to have the students in control out of the compound and in the school

compound to eradicate the drug culture, which has led to arson report in school e.g. Ringa Boys.

33. The democratic policy of involving teachers into decision making and deligating duties to them would be adopted by the administration of the school as a matter of urgency.

34. Policy of Government increasing police posts in the communities bringing police services closer to the people. Such a policy is essential in reducing and if possible terminating drug production and abuse in the community; this would enable the students to learn without interference and problem caused by drug addiction.

Suggestions for further research

It was clearly pointed out that the study ought not to have been used to generalize unrest in all secondary schools in Kenya. The study with all its limitation's was a general survey carried out in a few schools within Rachuonyo District. Therefore, it acted as a pointer that if preventive measures were not put in place then more problems were

likely to occur thus if the research was to have a wider influence, the already suggested recommendations would be adopted at provincial and national levels. This would help shade light on the serious and intricate problems that have emerged in the Education Scenario.

There was need to repeat the study and incorporate the continuously emerging problems. Give them analysis pertaining to the trend of time. Further research was required to study the unrest issues in the different categories of school e.g. National, Provincial and District schools.

Further concern was required to study more on how the stakeholders who shoot trouble can be reached and policy issues effected to have them stop interfering with the teaching, learning atmosphere.

A case study of students' unrest ought to have been done for specific schools with unique recurring cases for example Gendia and Nyawango. Further research was required to establish the effectiveness of the recommended strategies.

Conclusion

If all the recommendations given above are not adhered to or suggestions implemented then, the problems that cause unrest and their subsequent effects are bound to continue.

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Appendix I:

Pre-Test to Mawego Girls

35 Form Ones and 35 Form Twos

You have been identified to give information on causes of unrests in schools. The information is confidential and will be used by me to study and recommend how remedial measures that can help minimize and finally eradicate unrest in schools.

Instructions : Answer the following questions to the best of your knowledge.

1. What are the causes of unrest / unrest in a school situation?

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

2. Are there schools in the district which went on strike recently?

.....
.....

3. Which are these schools?

.....
.....

4. Would you have a rough idea of what caused strike in some of them?

.....
.....

5. Most schools seem to experience unrest situations in second term. Is there any specific reason for that?

.....
.....

6. You are asked to give three effects of unrest in each of the following

(a) On the school

.....
.....

(b) On the individual students

.....
.....

(c) On Parents /Guardians

.....
.....

(d) On the Teacher(s)

.....
.....

7. If you are charged with the responsibility of giving solutions to the unrest situations, how would you go about it?

.....
.....

Thank you for your cooperation .

Janet Auma Ojwang’:

Department of Educational Foundations

Kenyatta University

4. Do you think they were justified?
5. What do you think are major causes of strikes in our learning institutions?
6. Has your school / class ever been in a strike?
When?
Why?
7. Can one background contribute to his/her active participation in strike?
8. Can factors outside the school induce a strike in school?
List any three (i)
(ii)
(iii)
9. List any two positive effects of strikes in schools / institutions
(i)
(ii)
10. What do you know as a negative effect of the strike:
(a) On the school

- (b) On the students / pupils
- (c) On the parents/guardians
- (d) On the teacher(s)

11 (a) What solution(s) were applied to the strikes you heard/know about?

(b) Were they the best/ most effective in your opinion?

(c) What other method(s) would you suggest to help curb/reduce the problem of striking students?

12. Are there schools that are more prone to strikes than others?

Which one (Girls only, Mixed only, Boys only)

Why?

13. Do you think the steps taken by the ministry/ government in containing strikes are effective?

What do you suggest?

14. Do you consider the questions asked here about students' unrest relevant? If not else needed consideration

Appendix III:**Questionnaire to the Headteacher and Teachers**

I am a bonafide student in Kenyatta University pursuing masters in Educational Research project mainly on education issues / problems. I intend to come up with appropriate recommendations to alleviate the identified problems. For that I assure you that your response to this questionnaire will be treated with respect and with confidence. It will be used for research purposes.

Tick the appropriate

1. What sex are you?

Male [] Female []

2 How do you rate performance of your students?

Satisfactory

Fair

Good

Excellent

3 Have you had problems of student strike in you institution?

If so, what were the cause(s)

- (a) Internal
- (b) External

If not, have you realized any school that had one recently around here/State year/month

4 What are the direct / indirect impacts of the strikes on your / the neighbouring school(s)?

- (a) Direct
- (b) Indirect

5 How does it impact on your (one's) administrative acumen?
Teaching / Learning situation?

6 Do you think the efforts of offsetting strike have borne any fruits?
YES/NO

Why?

What else needs to be done?

7 Do you consider some schools more prone to strikes than others?
YES/NO

Which one?

Why?

8 Do you think these questions exhaust the problems of students' unrest? YES/NO

What other question/ area needs addressing?

9 How do the parents react after the strike caused by their children?

10 Is the institution / school doing enough to help you contain the strike? What more do you suggest?

Appendix IV

Questionnaire for Guardians/Parents

1. Has your child been to /in a school hit by students' unrest?

When?

2. Were the reason(s) given to you for the strike convincing?

Name it

(a)

(b)

(c)

3. Did it affect you in any way? State how.

4. Suggest ways of containing strikes in schools.

Short term

Long term

5. Any other comments?

Appendix V

Questionnaire for Community Members

- 1 Do you think school-going children (students / pupils) justified to go on strike in school? YES/NO
- 2 What could be the causes of strikes in school in your opinion.
- 3 Do you think people involved including the Government are doing enough to keep off or contain the strike?
- 4 How could studies such as this one help overcome the strike here and nationally?

Appendix VI

Post-Test to Mawego Girls – March 2005

Thirty five form IV students, thirty five form III students did the test below.

The answered questions on:

- 1 The unrest situation that have been experienced in some schools left negative impacts. Mention three negative effects and three positive effects of school unrest.

Negative

(i)

(ii)

(iii)

Positive

(i)

(ii)

(iii)

2 Identify the schools in the District that are prone to unrest.

.....
.....

3 What reason(s) did you hear caused the unrest situation in these schools? Give five causes, one from each school.

4 Are there times when outside factors tend to cause 'unrest' in schools?

.....
.....

5 Identify any three positive effects of school unrest.

(i)

(ii)

(iii)

6 Can you remember how strike in any one of the schools in Rachuonyo District was solved?

7. How can the school administration prevent strike in a school?

.....
.....