

**FACTORS LEADING TO STUDENTS' UNREST IN SECONDARY SCHOOLS AND
THE NEED FOR GUIDANCE AND COUNSELLING IN KAMUKUNJI
CONSTITUENCY, NAIROBI**

BY:

APONDI CHARLET OBUTO

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DECLARATION

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

Apondi

30/8/05

Apondi Charlet Obuto

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

Philomena

30/8/2005

Dr. Philomena Ndambuki

Lecturer

Department of Educational Guidance and counseling, Kenyatta University

DEDICATION

I dedicate this work to my loving husband, Edwin Ocholla whose support and determination has enabled me to attain this level of education.

To my lovely children Lucas Dibo, Benta, Silas, Faith and Clinton, your love, support, patience and prayers kept me striving on.

My beloved cousin Gilbert Ogawo whose tireless moral support, wisdom, encouragement and cooperation enabled me complete this work cannot be forgotten. May the Almighty Lord shower his blessings to all who without their support I would not have completed this Course.

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I am very grateful to all those people. May God bestow abundant peace and blessings to you all.

ABSTRACT

The purpose of this study was to investigate the factors leading to strikes in secondary schools and the need to Guidance and Counselling. . Discipline in most schools has slumped to its lowest levels because many your people are resorting to drug abuse, illicit brews, stealing, fighting, sleeping in class, noise making, laziness, truancy and smoking. The main objectives of this study are to investigate factors leading to strikes in selected secondary schools in Nairobi. This is prompted by waves of unrest and increased misbehaviour among students in secondary schools. Parents, Teachers, the public and education dignitaries are increasingly worried by waves of student unrest. Students' unrest and misconduct has evolved from simple protest, destruction of property worth millions, killing of prefects, students, burning of buildings, fighting teachers and fellow students as well as burning of students to death I this country. The purpose of this duty is to investigate factors leading to strikes in selected secondary schools in Nairobi. The researcher got the review of related literature from reference books, newspapers, journal and periodicals from different authors supporting the issue. The researcher followed the guideline of research methodology such as the research design target, population, sample and sampling procedures, research instrument, instrument validity, data collection and data analysis techniques. The questionnaire is the appropriate research instrument used in this study before the actual collection of data, pilot testing is done using randomly selected schools. The headteacher, four teachers and some students in each class were given questionnaires to complete and give comments they find appropriate. Therefore the main objective is to investigate factors leading to strikes in secondary schools in Kamukunji constituency, in Nairobi.

CHAPTER ONE

INTRODUCTION.

1.1 Background to the Study.

Waves of unrest in schools have been a major concern in the country, Kenya. Many parents, teachers and the public are increasingly worried by the wave of student's strikes in schools. According to a social cognitive learning theorist, Albert Bandura (1977, 1986), says;

- Learning by observing others is the focus of the study. The theory proposes that after observing the model, the learner (observer) mentally processes the information by selecting, organizing the incoming stimuli from the environment into a cognitive map. This enables the person to retain the behaviour so that he/she can reproduce in future.

There are cases of students' strikes in various secondary schools, which have resulted in destruction of properties worth millions across the country. It has been generalised that factors leading to school strikes are as follows:

- Drug abuse (drug addition).
- Strict rules in schools.
- Poor communication channels between schools administrators and students.
- Negative impact of mass media.
- Lack of or poor learning facilities.
- Under-staffing of the teaching staff.
- Poor diet.
- Ineffective guidance and counselling skills.
- Peer group influence among many other factors.

In spite of the government's effort to encourage guidance and counselling in schools, there has been a high rate of strikes in schools. It has been generalized that factors leading to strikes are the same all over the country, but this study^d will concentrate on factors leading to strikes in secondary schools in Nairobi. These study attempt to find out whether these factors are true or not. Guidance and counselling is considered as the significant concept to help in solving these problems that are worrying in schools today. A social cognitive theorist Albert Bandura (1977/1986) advocated modelling or observational learning, in which he says: The learner observes a behaviour performed by a model and later imitates that behaviour for example, a child emulates parent's aggressive behaviour.

1.2 Statement of the Problem

This study aims at investigating factors leading to increase of strikes in Secondary Schools in Kamukunji Constituency, Nairobi, and then make suggestions to policy makers in guidance and counselling programmes that might reverse this trend..

1.3 Purpose of the Study

Based on the problem of school strikes the significance of this study is to analyse factors leading to the increase of strikes in secondary schools, Nairobi. Guidance and Counselling is considered as the significant concept to help in solving these problems that are worrying in schools today. Discipline is considered, as a very important aspect and lack of it will lead to unrest and strikes in schools. To effectively adopt suitable method of control in the school, there is need for training and continued in servicing of teachers as far as guidance and counselling is concerned. Page (1964: 291) says:

Methods of control in school as well as in the home exert an influence on growing Personality of children and democratic attitudes formed by them are determined in the kind of students in the school.

The researcher intends to find out those factors that lead to the increase in strikes in schools by considering the following aspects:

- Infraction of rules of conducts e.g. troublemakers in schools.
- Emotional problems.
- Social behaviour.
- Communication to students by parents, teachers and head teachers.
- Peer group influence, which could lead to strikes in secondary schools.

1.4. Objectives of the Study

The following objectives were formulated for the study:

- To find out causes of school unrest that is contributed by administrators and teachers.
- To find out financial factors that lead to school unrest.
- To find out factors contributed by head teachers that lead to school strikes.
- To find out environmental factors leading to school strikes.
- To find out peer influence factors leading to school strikes.
- To make suggestions to policy makers on Guidance and counselling programmes that might reverse the trend of school strikes.

1.5 Research Questions

The following research questions are intended to assist the investigation of factors leading to the increase of school strikes in Nairobi.

- What are some of the factors contributed by school administrators that lead to school strikes?
- What are some of the economic factors that lead to strikes in schools?

- Does lack of communication between teachers and student lead to strikes in schools?
- How does peer group influence lead to strikes in schools?
- How do examination pressure, curriculum pressure and academic pressure contribute to factors leading to strikes in schools?
- How does Guidance and Counselling in schools help to solve problems leading to school strikes?

1.6 Assumptions of the Study

In this study, the following assumptions are made:

- 1 The assumption here is that Guidance and Counselling Departments help students to avoid strikes in schools.
- 2 That Guidance and Counselling is very important at home and school environment.
- 3 Teachers and parents to work in unity in order to curb emotional behaviour of students that leads to strikes in schools.
- 4 Headteachers and teachers to help stop strikes in schools.
- 5 A conducive atmosphere in school environment leads to good discipline thus no factors leading to strikes in Schools.
- 6 Schools with unconducive atmosphere for learning most probably contribute factors that lead to strikes in Schools.
- 7 The head teachers and chief executives are aware that they are responsible for and accountable for discipline and disciplinary procedures in their schools

1.7 Theoretical Framework

This study is guided by the theoretical framework of Albert Bandura (1977, 1986) who viewed learning by observing others as the role model. The theory proposes that after observing the model, the learner (observes) mentally, processes the information by selecting, organizing the incoming stimuli from the environment into a cognitive map, B.F. Skinner (1938) was a behaviourist who argued that every personality is the product

of environmental experiences. In our study, it is posted that the headteacher, teacher and parent should work cooperatively in guiding and counselling students to emulate others such as Starehe Boys Centre which is a role model and the word strike is never in their vocabulary.

Parents, teachers and religious leaders should aim at guiding and counselling students toward curbing strikes in schools.

On the other hand, students have to see themselves, as instruments, which the future society depends upon thus; they should aim to be role models. To the theorists, students must accept and adhere to the rules and regulations within the school organisations. As students, they are expected to enhance their capabilities, opportunities and abilities in life, which are provided by the school curriculum. Hence, education is taken as a prime deal through which all other roles and goals in the society could be achieved.

1.8 Research Hypothesis

A conducive atmosphere in school environment leads to good discipline thus no factors leading to strikes in schools.

Schools with unconducive atmosphere for learning most probably contribute factors that lead to strikes in schools.

1.9 Significance of the Study

School discipline is very essential for effective teaching and learning and the headteacher as the chief executive in the school is accountable for all the disciplinary policies and methods in the school. Guidance and Counselling is very essential to help students know the side effects of strikes on academic performance that lead to strikes in schools.

To effectively adopt suitable methods of controlling strikes in schools, there is need for training and continued in-servicing of teachers, in guidance and counselling of students in schools to enhance discipline.

The researcher, therefore, hopes that the findings and recommendations that emerge from this study is of significance to teachers, head teachers, school inspectors, officials of the Ministry of Education, Science and Technology, prospective teachers in colleges, teachers undergoing in-service, the practising teachers, students, guidance and counselling programmes and other stakeholders in education.

1.10 Scope

The study is confined to Kamukunji Constituency, Nairobi. This would not therefore allow for wider generalization of the findings to cover the province, let alone Kenyan secondary schools as a whole. Time and funds limited the study to one constituency.

1.11 Definition of Operational Terms

Secondary School:

A public institution for learning which in Kenyan education system comes after primary and before university and comprises of four years of education, catering mainly for children of average ages between 14 years and 19 years.

Teacher:

A person employed by the Teachers Service Commission or B.O.G. Teach or give learning instructions to students in school, after successfully completing a training programme.

Headteacher:

A person leading a school and employed by the Teachers Service Commission and entrusted by appointment, with the overall administration and supervision of a secondary school.

Learning:

A permanent desirable change of behaviour, physical or mental, with regard to laid out educational objectives.

Behaviours:

Used in broad sense to refer to overt and changes in the learner as a result of exposure to formal, informal or non formal instructional education.

Discipline:

A state of physical or mental orderliness, or control within a learner as a result of desirable learning experience or externally imposed by a ruler, punishment and records for example, obedience, cooperation, favourable attitude towards study and classroom work, courtesy, respect for others and property.

Self discipline:

A state of self control established in the learner that prevails (persists) even in the absence of the teacher in the classroom to punish or reward him/her as a result of training on individual or group effort.

Punishment:

A process of intentional infliction of pain, shame, unpleasantness by a teacher or heateacher on a pupil or group of pupils as a consequence of the pupils or group behaviour.

Attitude:

A state of mind that governs someone's acceptance, rejection, dispositions, prejudice, feelings, thinking, believing, or preconceived notions and conviction of something, event or phenomena, opinions being seen as a verbal expression of attitude and index of it.

Random Selection:

Picking or choosing of persons or items in a group in such a way that each person or item has equal chance of being chosen or selected.

Study:

A systematic collection of data to answer more question(s) or for attaining an objective behaviour. Used in broad sense to overt and covert changes with a learner as a result of exposure to formal, informal or non-formal instruction or education.

Guidance and Counselling:

Guidance and Counselling to direct one in making judgement and solving

Personal problems faced in life. Guidance is a process of helping an individual understand himself and his role.

Strike:

Are essential symptoms of deep-seated long-term students' dissatisfaction with the way the school institutions are run? Deep-rooted frustrations come up as a result of a calculation of grievances, which go unresolved until they are triggered off resulting into unrest.

Drug Abuse:

These are negative drugs that have destructive effects on the user. These drugs Include: cigarettes, miraa, bhang, alcohol, marijuana etc.

Data Collection:

Information that is systematically collected for the purpose of addressing the objectives of the study.

Questionnaire:

A set of written questions to which written responses are required from the sampled respondent,

Pilot – testing:

Administration of the questionnaire (research instrument) to individuals or groups with relevant knowledge, skills, and attitudes regarding the topic of the research study for the purpose of checking the validity and reliability of the items on the instrument as well as their relevance to the target population.

Administrator:

A person charged with the responsibility of carrying out the process of planning, deciding, organizing, evaluating and influencing matters concerning the school program student personnel, staff personnel, community relations and financial management in a school, for example headteacher, education officers or inspectors.

P.T.A.:

Parents and Teachers Association.

B.O.G:

Board of Governors composed of the Headteacher as the Secretary and other Dignitaries who manage the school

.CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

In this chapter literature related to the area of the study is reviewed under the following sub-headings studies done in East Africa and finally studies done in Kenya

2.1 Theoretical Perceptive Used in Approaching the Subject of the Study

Albert Ellis (1962) initiated rational emotive therapy (RET) that emphasized on the influence of thought processes to persons behaviour. The claims that thinking better (positively) leads to feeling or irrational cognitions (beliefs) leads to feeling better and so faulty or irrational cognitions (beliefs) lead to maladaptive behaviour such as strikes.

Aaron Beck (1976) who proposed cognitive therapy for depression says:

Depression is caused by people's negative views about themselves, the world and the future. Therefore, strikes are essential symptoms of deep-seated long-term student dissatisfaction on the way the schools are run, and this could lead to depression. Students in such situations develop anxiety leading to defence mechanism such as projection, that make them destroy property, kill fellow students and conduct themselves in a maladaptive behaviour.

Another social cognitive theorist Albert Bandura (1977/1986) advocated modelling or observational learning, in which he says:

The learner observes a behaviour performed by a model and later imitates that Behaviour for example, child emulating parents aggressive behaviour.

In the case of such strikes the striking students emulate neighbouring students who had just gone on strike. According to Albert Bandura, through Guidance and Counselling such students who strike in schools ought to emulate students from schools like Starehe

Boys Centre that is a role model school in Kenya. In such a situation, counselling can play an effective role in resolving some kind of behaviour difficulties.

School discipline help curb strikes, though it has been hard to maintain it.

Mbiti (1974: 79) says:

Behaviour is as a result of both hereditary and environmental factors. Discipline is a system of wrangling conditions for healthy learning. This social interaction can help students learn and plan together and offer constructive criticisms, impersonally share ideas with others and be leaders or follower as the occasion demands.

To achieve these disciplined conditions in schools, the teachers have the responsibility to detect any problem or behaviour that disrupts, prevents or inhibits learning. Teachers should cultivate a closer relationship with students and encourage them to engage into extra-curriculum activities, where the students can not only build their interpersonal relationships among themselves, but also expend their energy in those activities. Schools should incorporate in their curriculum sporting activities such as: games, drama, music festivals and other vigorous exercises. These may reduce their aggressiveness that lead to strikes.

According to Mbiti, teachers should aim at assisting students to direct their energy towards useful and worthwhile activities rather than strikes. Students should realize that 'an idle mind is a devil's workshop'

Doqnass (1966: 38) states:

Truants have a negative attitude to authority in general and school rules in particular. Many truants are strongly oriented towards their peer group, and loyalty to group values and they are vulnerable to delinquent pressures. Many parents of truants do reject their children for they are rebellious. Parents child

relationship is poor for they strike even at home. Rebellion begins at where students are hostile ^{to} the parents due to some domestic problems. The students then misplace their aggressions on the school administration leading to incitement to strikes.

While addressing Nigerian audience Osigbenhe (1974:21) says:

Causes of school indiscipline are as follows:

- The home environment which include parents, relatives, dwelling place, playmates that are rebellious influence individual student.
- The wider environment outside the home which includes the people, the child who come in contact with (the community) the language he hears, televised violence and cinema he watches affect individual characteristics.

He adds that today, there is a conflict between the home and the society and between the ideas the schools want to inculcate in the student.

Page (1964:297), says:

Parents have a share of the blame of the school indiscipline that leads to strikes in schools.

Gray Peter, Miller and Moakes (1996: 92-120) contend that theories of causation also include generic and constitutional concepts.

They state:

A modern variant the physical abnormalities also lead to strikes. Many people take behavioural difficulties as student fault, forgetting that poor parental upbringing lead to rebellious conduct. Poverty leads to deprivation. Parents and teachers, methods of communication could lead to the increase in strikes both at home and school. For example, some teachers are fond of making negative comments such as "You're good for nothing, useless, idiot, even if you fail I don't care my salary will still be there".

Writers such as R. Mebush (1963) and Spier Berger (1971) stress the positive as well as the negative aspect of anxiety. There is complex relationship between anxiety attainment and intelligence. They say that examinations are associated with highly emotional elements in students, for they there is anxiety about parents' expectations, feelings of being compared, evaluated and coerced.

According to Cohen (1977: 16) who viewed Guidance and Counselling programmes and says:

Guidance and Counselling should be provided to the aggressive and deviant students in schools. This programme of guidance and counselling needs professional intervention involving firmness, avoiding direct sentiments from students. There should be guidance and counselling skills and techniques to help the striking students see situations in real and ideal perspectives thus reducing rebellious motives and attitudes. Staff members to use guidance and counselling skills to help curb emotional behaviour among students.

He further comments:

We need not lower the demand that we make on students in order to eliminate the disruptive behaviour but watch for the manner of expression and the accompanying signs of respect.

Hamblin Douglas (1978:31) states:

Bullying must not be tolerated within a school, but this should not blind teachers to possibility that the victim may be particularly responsible for what happens. For teachers should be alert to find out what's cooking so that they discover the grievances, which might also lead to unrest in the school.

He further advises teachers to examine their teaching methods and their communication skills with students for positive relationship between students and teachers is another good solution to strikes in skills.

2.2 Theoretical Literature on Punishment as Factor Leading to Strikes

Page (1964: 293-294), identified six commitments of punishment by stating that:

- Anxiety may be aroused by the threat of punishment, which may cause the effect of punishment to spread to other situations.
- Punishment arouses hatred of the punisher.
- Since punishment is administered in the spirit of anger, it may arouse in the child the tendency to struggle and challenge the authority.
- The punished student may find it necessary to test the extent and severity of the punishment to which he is reliable and whether this punishment can be tolerated.
- The most devastating effect of punishment is the lowering of self-esteem and arousal of feelings of inferiority that follows its wake.
- Guilt feelings may be a result of repressed tendencies that are exposed and which should be expiated by punishments.

Page (1964: 192) states:

The effect of punishment is to produce repression of behaviour which is quite different from weakening the response or the tendency to make repression to serve the needs of the parent and the teacher that do not help the child to become more self-directing, which should be the primary goal. The effect of punishment is by no means significant in weakening learning instead of strengthening learning.

Njage (1981:1-3) says that:

If the attitude of teachers towards the head teacher's administrative behaviour is negative, their morale is bound to be low and in consequence, their teaching performance and effectiveness are decreased tremendously. For the school to succeed in its endeavours, the teachers should consider the headteacher as a colleague rather than an authority in an ivory tower whose major role is to order

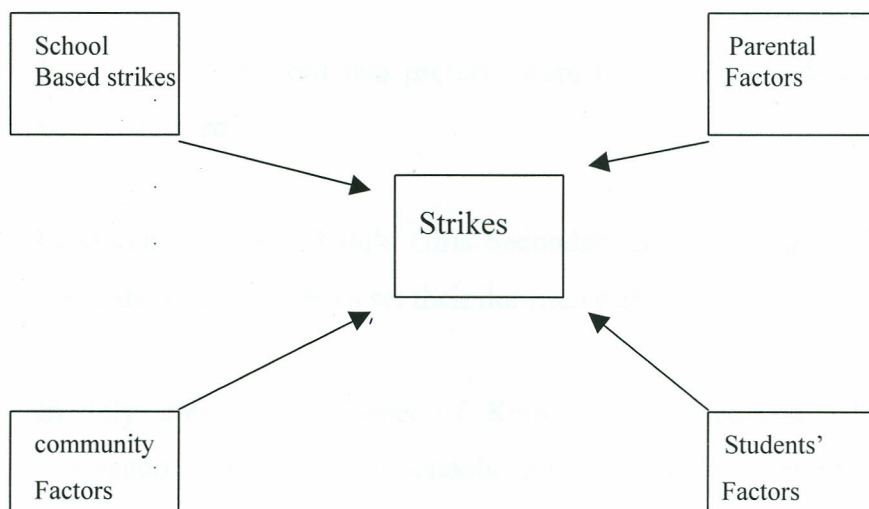
what is to be done and how to do it. This means that cooperation and good rapport will enhance guidance and counselling services in schools.

Raju (1972); 35-36 states two objectives of school administration as:

To provide a child with a proper atmosphere and desirable conditions to enable him to develop socially, intellectually, morally physically, creatively and ethically. To provide facilities to teachers for in-service training so that they develop professionally and be worthy of the task entrusted to them and keep in pace with the advances of knowledge especially in their respective fields.

2.3 Conceptual Framework

There have been waves of strikes and misbehaviour among students in secondary schools countrywide; reports from press and mass media give evidence. Many parents in Kenya as well as the public are increasingly worried by the wake of students' unrest in secondary schools. Often press reports point fingers at students. Other people blame teachers and headteachers as persons who fail to do guidance and counselling to help direct students socially. Parents are blamed and the Ministry of Education is usually out to send inspectors to these schools to find out causes of strikes in schools. The following diagram illustrates or summarizes the factors that lead to strikes in schools.



The East African Standard (August 16th, 2003) states:

The waves of strikes that hit secondary schools across the country, and disrupted learning during second term of academic calendar have jolted observers into asking what became of recommendations made by task force on the vice two years ago.

According to website media (October 1st 2004),

Many parents in Kenya are growing increasingly worried by a wave of student unrest and indiscipline that swept the country's schools before the schools closed for holidays especially in second term.

There are various cases of strikes reported in newspapers in the recent years (*Daily Nation* 28th July 2003) reports previous cases of strikes as follows:

- In March 2001, sixty-seven boys of Kyanguli Secondary School died when other students rioted and set their dormitory on fire.
- In July 2001, Lelmokwo Secondary School, one student was killed. In this case, seven arsonists reportedly overpowered two watchmen guarding the school compound before petrol - bombing the 116 capacity dormitory, killing one student and seriously injuring 53 others.
- In Nyeri High School two prefects were killed by their fellow students who had rioted.
- In March 2000, Bombululu Girls Secondary School, 26 girls were killed while the rioting students set their dormitory ablaze.
- In July 2003, the students of Keinyui Boys Secondary Schools in Kangundo burnt all the schools nine dormitories, computer room, destroying property worth millions of shillings.

- Nyangori Secondary School in Western Province, dormitories were burnt by rioting students.
- In Tala Boys Secondary School, rioting students set their dormitory a blaze early this year 2004.
- In July 2003 (Daily Nation Newspaper, reported that one hundred girls from Alliance Girls High School, best girls' school in the country, marched through the streets of Nairobi city to protest against the degenerating situations in the school.
- State House Girls High School students marched out of school demanding that the Deputy Headteacher be transferred among other grievances.

Dr. Frank Njenga, a Psychiatrist in Nairobi says:

Tougher discipline in Kenyan Schools will not end violence in Kenyan society, and violence in schools will likely continue. Caning, punishing, suspending and expelling rioting students will not help solve the problem of school strikes in schools countrywide.

The East African Standard (16th October 2003) reported that Assistant Minister Beth Mugo during 2003 commissioning of PI teachers at Thogoto Teachers College as lamenting that:

We live in challenging times; the society is now vulnerable from a myriad of social diversities. There is need for us to offer Guidance and Counselling to young people. Discipline is a very important component of success and the youth must be guided well enough to ensure that they are moulded properly. Discipline in most schools has slumped to its lowest levels because many young people are resorting to drug abuse, illicit brews and other social evils countrywide.

Isiolo North M.P. Dr. Mohamed Kuti (*Kenya Times*, 19-10-04) says:

The use of drugs among school going students and higher learning institutions has not only resulted to strikes and unrest on schools but also poor performance.

The minister for Education Prof. George Saitoti also recommends:

Recipe for trouble in schools includes Guidance and Counselling, and dialogue between teachers and students.

He also challenges parents through the B.O.G. and P.T.A. to assist in restoring order in the schools. There is need to offer Guidance and Counselling to young people in schools.

President Mwai Kibaki during Kenyatta Day celebrations (*Daily Nation*, 2/10/2004) says:

The educators should aim at enhancing discipline in schools and higher institutions of learning.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0 INTRODUCTION

This section describes the research methodology of the study under the following sub topics: Research, design, target, population, sample and sampling procedures, research instrument, validity and reliability, data collection, and data collection.

3.1 Research Design

This is descriptive survey on factors leading to strikes in secondary schools, Kamukunj Constituency Nairobi. The research design has been selected because it is suitable for studying events which have already occurred and cannot be deliberately arranged or manipulated by the researcher. In this case, the independent variable which is strikes in schools has already occurred such that the factors leading to strikes could get solutions through guidance and counselling.

3.2 Target Population

Target population is defined as a large population from which a sample population is to be selected according to Brinker (1988). The subjects is selected from five secondary schools in Kamukunji constituency, Nairobi. Five headteachers, two class teachers, two guidance and counselling teachers, ten students each from each class. This will give a total of 120 students.

3.3 Sampling and Sample Selecting Procedure

A sample is defined as a small proportion of population selected for observation and analysis according to Best and Kahn (1998) Each case in the sample is referred to as a "subject" "interviewee" or "respondent" Gay (1992) asserts that 20% of the population

forms a representative sample from descriptive research. Therefore, the sample in this study consists of 20% of the target population drawn from the accessible population of selected secondary schools in Kamukunji Constituency, Nairobi, so as to make the study both manageable and representative. Sampling is a deliberate method of selecting subjects for observation. Simple random sampling is used to select respondents for this study. Nairobi has eight constituencies namely: Kamukunji, Starehe, Langata, Dagoretti, Westlands, Kasarani, Makadara, Embakasi. The choice of Kamukunji among the eight constituencies is based on its proximity and convenience to the researcher and cost effectiveness in terms of distances to be covered visiting study schools.

Kamukunji Constituency has 34 schools and due to the large number of schools, simple random sampling is used to obtain a manageable number of schools in each zone. Random sampling ensures that each element within accessible population has equal and independent chance of being selected.

The total sample population to be interviewed is one hundred and twenty students, ten class teachers, 18 guidance and counselling teachers, and six headteachers within the Kamukunji Constituency.

The headteachers are chosen because they are in a good position to give information on factors that lead to increase of strikes in their schools. The G & C are in a better position to know the behaviour of students who get involved in strikes. Students in forms 3 and 4 have stayed in the school longer and could be in position to give grievances that might lead to strikes in their schools.

3.4. Research Instruments

The researcher intends to employ a self-administered questionnaire as the main research instrument during this study to gather the data. The researcher used three sets of questionnaires for the respondents which comprised the secondary headteachers, teachers

and students from forms 3 and 4, tailored to seek information on factors leading to strikes within and out of school that are being investigated by the study.

The main advantage of using the questionnaire is that questions for each respondent was framed in a similar manner, hence allowing uniformity for all respondents. Furthermore, this instrument is suitable since all respondents are expected to be literate enough to read, comprehend and fill in the questionnaire without much difficulty. The questionnaires are in two parts, section A which contain items on school and demographic details of the respondents which include age, gender and background information while section B have both structured questions related to the factors that lead to strikes in secondary schools as perceived by the respondents, All the questionnaires have both structured questions where the respondents express their perceptions towards each of the items by ticking only one response and open ended questions which require explanations.

The researcher introduced herself to the headteachers, teachers and students before administering the questionnaires to them. She emphasized, and also informed them that this assisted in identifying and minimising causes of students strike in secondary schools and then give suggestions on solutions to students' grievances.

3.5 Validity and Reliability of the Instruments

Validity of the instrument is the degree to which results obtained from data analysis actually represents the phenomenon under study. The questionnaires will be reflected on the items to be structured in simple English for easy understanding. The items on the questionnaire will also be discussed with the supervisor who is a specialist in this field before the start of data collection.

Reliability is the degree of consistency that the instrument or procedure consistency demonstrates (Best and Kahn 1998). Mugenda, (1999) defines reliability as a measure of the degree to which a researcher result yields consistent results or data after repeated trials. Reliability may be influenced by random error. As the random error increases,

reliability decreases. The researcher will take care of these errors, which may arise due to inaccurate coding, ambiguous instructions and interviewers bias. The items in the questionnaire will reflect the objectives and research questions of the study, which are related to the research topic. The reliability of the instruments will reflect on the items that are structured in simple English to enable respondents to easily read and understand.

3.6 Data Collection Procedure

The researcher will seek permission from the Ministry of Education, Jogoo House to conduct the study through an introduction letter from the Institute for Continuing Education Kenyatta University. Authority sought from the P.D.E.O, Nairobi in order to carry out the research in the selected schools in Kamukunji Constituency, Nairobi. Once permits are received, the researcher visited the selected schools after an appointment is made. On visiting the schools, the researcher tried to establish a rapport with the headteachers, teachers and students who are the respondents and explain the purpose of the study and how to respond and to the questionnaires.

3.7 Pilot Testing

Before the actual collection of data using the questionnaire, pilot testing is done using one secondary school, one teacher, two classteachers, 30 students from the pilot study. These respondents are be used in the main study. The main purpose ^{is} ~~id~~ to cross-check the reliability, clarity and validity of the research instruments. After piloting, the instruments is discussed with the respondents, colleagues and the supervisor.

3.8 Data Analysis

The collected data is subjected to qualitative and qualitative analysis. They are analysed using descriptive statistics. Frequency distribution tables and percentages were used to present the findings because they are easy to read and interpret. Responses to the open-ended items in the questionnaire is analysed qualitatively. Such data is organised into themes presented using descriptions and questions. The researcher analysed the data and present the findings in chapter four in percentages and frequencies.

Limitations

Some headteachers and field officers did not furnish the researcher with the correct information for fear of being demoted or transferred, as the research may appear to challenge their administrative and management styles.

Time factor is another limitation for it is be too short to allow for detailed study. Also, those given the questionnaire in the field decided to buy time such that when the researcher goes to pick then as per agreed time might fail to find them ready.

Financial constraint is another limitation for this study. Financial factor cannot allow the researcher to select a larger sample for study. Commuting from one school to another requires money so it is difficult to do research in a large area. Therefore, the locality area of study will be limited to Kamukunji Constituency, Nairobi.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents and analyses the findings of the study. These findings are organised under various sub-headings according to the research objectives and hypothesis.

The sub-headings were :

- Causes of unrest contributed by headteachers and teachers
- Financial factors that lead to school unrest
- Environmental factors
- Peer group influence
- Strategies undertaken by Education policy makers on guidance and counselling that might help solve the problem of student unrest in Schools.

4.1 Questionnaire return rate

Table 1: Questionnaire return rate

Respondent	Delivered	Returned	Percentage %
Headteachers	6	6	100
Guidance and Counselling Teacher	18	18	100
Students FIII and FIV	120	120	100

Table 4.1

Shows the questionnaire that were distributed and returned for analysis. The return rate was 100%. This was a very good return because the headteachers and teachers were very cooperative.

4.2 The demographic data of the respondents

Table 2: Gender of the respondents

Sex	Students				Guidance and Counselling Teachers		Headteacher	
	No. in day School	No. in Boarding School	Frequency	Percentage	Frequency	%	Frequency	%
Male	30	30	60	50	6	33.3	3	50
Female	30	30	60	50	12	66.7	3	50
Total	60	60	120	100	18	100	6	100

The study revealed that there were a few male teachers for guidance and counselling leading to ineffective balance in the guidance and counselling. This implies that most male teachers don't fully participate in guiding and counselling their students. Some male teachers are also tied down with the traditional belief that guidance and counselling should be left for female teachers. The study gave opportunity for boys boarding School, girls boarding School, boys day School, girls day School and mixed day Schools. This was to enable the researcher to find out various factors that lead to student unrest in different categories of schools in Kamukunji Constituency, Nairobi

4.3 Causes of student unrest that are contributed by teachers and headteachers

	Problem type caused by Teachers and Students	Students	
		Frequency	%
1.	Poor communication between teachers and headteachers	105	95.5
2.	Dictatorship and harshness to students and no good report	100	90.9
3.	Poor supervision of assignments and academic work and curriculum activities	95	86.4
4.	Teachers tendency of authoritative and assumption that they are right in decision making	85	70.8
5.	Teachers act of fully involved in students seating arrangements	80	66.7
6.	Teachers and Headteachers not involving students in their decision making	75	62.5

7.	Negative attitude towards students	72	60
8.	Teachers absentism therefore missing lessons as per the school timetable	59	57.5
9.	Teachers lateness to class	50	41.7

According to table 4:3 the respondents were students who are 120 in number and they responded to causes of students unrest that are contributed by teachers and headteachers. Poor communication between teachers and students was cited by majority of respondents to be the major cause of student unrest whereby about 95.5% respondents gave as a major reason. These causes were given as per the percentage in the above table. These causes are listed according to the frequency and percentage of the respondents starting with the highest to the lowest as per the table 4.3

Table 4.4 Financial factors that lead to student unrest

	Factors	Students		Teachers		Headteacher s		Average %
		Fq	%	Fq	%	Fq	%	
1.	Lack of enough facilities and equipped e.g textbooks	100	83.3	16	88.9	5	83.3	85.2
2.	Lack of adequate Laboratory and science facilities	98	81.7	14	77.8	5	83.3	80.9
3.	Lack of School Library and Library books	95	79.2	13	72.2	4	66.7	72.7
4.	Poor diet in the dining hall	85	70.8	12	66.7	2	33.3	56.9
5.	Lack of School bus or Van	80	66.7	10	55.5	4	66.7	62.9
6.	Lack of dormitory and bedding facilities	79	65.8	10	55.5	4	66.7	62.7
7.	Lack of School playground & sport facilities	78	65.0	10	55.5	4	66.7	62.4

The table shows some factors that lead to unrest of students which are caused by financial problems in the school. According to the table lack of learning facilities has major respondents whereby the percentage of students who gave it as a reason is high and the same is applicable for both the teachers and headteachers. The other factors are also indicated in the table with the percentage of the respondents. All these factors occur due to financial problems. The School depend on parents as a source of income but some parents are poor and cannot afford to support the school financially.

Most headteachers could not give poor diet as a reason for unrest because according to them they give enough funds for the budget of food. Therefore poor diet could be a major reason on the side of students because may be the cooks do not prepare the food well. When the food is not well prepared then this would lead to student's unrest.

4.5 Factors that are contributed by headteachers that lead to students unrest in secondary schools in Nairobi. The respondents are guidance and Counselling teachers and Headteachers.

	FACTORS	Headteachers		Guidance and Counselling Teachers		Average %
		Frequency	Percentage %	Frequency	Percentage %	
1.	Headteacher should involved teachers in decision making	4	66.7	18	100	83.5
2.	Headteachers to create a rapport between him, teachers and students	5	83.3	18	100	91.5
3.	Appreciate the performance of teachers, non-teaching staff and students then give promotion	4	66.7	17	94.4	80.6

	based on merit					
4.	Headteacher to create good rapport with the student personnel	6	100	18	100	100
5.	Headteacher to make students understand rules and regulations	6	100	18	100	100
6.	Headteacher to make good financial budget essential for good running of school	3	50	18	100	75
7.	Headteacher to relate well to parents	4	66.7	18	100	83.4

The research findings reveal that in order to control student unrest the headteachers role and responsibility in the school setting is very important.

The headteacher should create good rapport with the students and teachers. The respondent's average percentage was 100% according to the study. Likewise the headteacher should make the students understand the school rules and regulations. For schools with high discipline research revealed that this is an important document which is provided to students during admission. Such heads claim that the rules and regulations is read when schools open, after mid-term and when schools close.

According to the respondents an average of 83.5% agree that the headteacher should make good financial budget so that the students do not lack essentials such as learning materials, text books, food and transport incase of trips.

However the headteachers lamented that financial factor is a major problem in Nairobi Schools for the source of income for most Schools are parents but school fees is controlled by the government whereby a flat rate figure is supposed to be budgeted as school fees for students. When the government is setting the school fees they do not put into consideration various financial problems encountered by different schools.

Headteachers also lamented on the issues of bursaries going to the constituencies unlike those days when it could be taken to the ministry of Education. Research findings reveal

that the headteachers are unable to do effective budget due to these problems that are caused by the government. The headteachers also said that the same government does not expect headteachers to send away students because of school fees problems. This is a tug of war that the government need to address so that headteachers can budget well for their schools.

The fact that some headteachers send away poor students to go and look for fees had caused unrest in some Schools. Therefore the government should assist headteachers in order to manage that financial budget.

Table:4.6 Environmental and Social factors that lead to students unrest in Schools.

The respondents are headteachers guidance and counselling teachers and students.

No	Factors	Students		G&C Teachers		Headteachers		Average
		F	%	F	%	F	%	
1.	Stealing	120	100	18	100	6	100	100
2.	Poor parental upbringing	118	98.3	18	100	6	100	99.4
3.	Family background influence	110	91.7	18	100	6	100	97.2
4.	Lateness to school activities	108	90.0	16	88.9	5	83.3	93.7
5.	Noise making	105	87.5	16	88.9	5	83.3	86.6
6.	Fighting other students	100	83.3	14	72.2	4	66.7	74.1
7.	Aggressive behaviour	100	83.3	14	72.2	4	66.7	74.1
8.	Trauncy	98	81.7	12	66.7	4	66.7	71.7
9.	Laziness	96	81.0	10	65.6	4	66.7	71.1

10.	Sleeping in class as lesson is in progress	90	75.0	10	55.6	5	83.3	71.3
11.	Students negative attitudes towards teachers and the school tradition	85	70.8	10	55.6	4	66.7	64.4

Both headteachers, guidance and counselling teachers as well as students gave the above factors as the environmental factors that cause students unrest in School. The factors were listed according to the percentage of the respondents.

Therefore the table shows the environment factors and the percentage of respondents to the factors tabled according to the merit of percentage.

Table 4.7 Peer influence factors that lead to student unrest

The respondents are students from Boarding schools, mixed day school and day school for both girls and boys.

	Factors	Boys boarding N=20		Girls boarding H=20		Girls day N=20		Mixed day Sch N=60		Students N=120	
		Freq.	%	Freq.	%	Freq.	%	Fre q.	%		
1.	Dishonesty and rudeness	20	100	20	100	20	100	60	100	120	100
2.	Mob justice influence	18	90	20	100	20	100	60	100	118	98.3
3.	Abusive to fellow students	18	90	20	100	20	100	60	100	118	98.3
4.	Disrespect to Authority	18	90	20	100	20	100	58	96.7	116	96.6
5.	Drug Addiction	20	100	18	90	17	85	58	96.7	113	94.2
6.	Smoking	20	100	16	80	16	80	59	98.3	111	92.5
7.	Disobedience to	17	85	18	90	18	90	57	95	110	91.6

	prefects										
8.	Stealing	16	80	15	75	15	75	58	96.7	104	86.6
9.	Bullying other students	18	90	14	70	10	50	60	100	102	85.0
10.	Fighting fellow students	18	90	12	67	10	50	55	91.7	95	79.2
11.	Negative attitude towards teachers	16	80	15	75	17	85	45	75	93	77.5
12.	Truancy	14	70	10	50	10	50	58	96.7	92	76.7
13.	Aggressive behaviour	12	60	10	50	10	50	59	98.3	91	75.8
14.	Untidiness and Messy tendencies	12	60	8	40	8	40	60	100	88	73.3
15.	Lack of interest in learning	11	61.1	8	40	8	40	50	83.3	77	64.2

According to the students who are the respondents peer influence factors are major causes of student unrest in Schools. The table indicate the frequency and percentage of the factors according to merit. Dishonesty and rudeness had the highest frequency and the last factor that is lack of interest in learning had the least frequency and percentage according to students who were respondents.

Students usually get influenced by peer group. For instance mob justice is another frequency and percentage which cause student unrest in School.

4.8 Strategies undertaken by guidance and counselling to control and curb students unrest or strikes in Schools.

	STRATEGIES	Headteachers		G&C Teachers		Students	
		F	%	F	%	F	%
1.	Dialogue between headteacher, teachers and students to create	6	100	18	100	120	100

	good rapport						
2.	Well planned School time table to enhance discipline	6	100	18	100	120	100
3.	Organise seminars and conference on guidance and counselling students	6	100	18	100	120	100
4.	Guidance and counselling teachers to invite guest speakers to give speeches on:	6	100	18	100	120	100
	i) Boy/Girl relationship	5	83.3	16	89.9	120	
	ii) Drug abuse, smoking	6	100	18	100	120	
	iii) HIV/AIDS epidemic	6	100	18	100	120	
	iv) Discipline	6	100	18	100	120	
	v) Sex	6	100	18	100	120	
5.	Peer Counselling	6	100		100	120	100
6.	Group Counselling	6	100		100	120	100
7.	Religious teachings be encouraged to mould and build student characters for example YCS, Muslim movement and Christian union societies to be encouraged in Schools	6	100		100	100	83.3
8.	Mass media to give teachings on various issues that face the youth	6	100	18	100		
9.	Vocational or career guidance and Counselling	5	83.3	16	88.9		
10.	School headteachers to meet each class once in a term in order to find out students problems	5	83.3	14	77.8		
11.	Class Teachers to be close to their class members so that they can find out individual problems	6	100	16	88.9		
12.	There should be a suggestion box in School where students can express their feelings	5	83.3	15	83.3		
13.	Parents should be responsible and exercise good upbringing of children who are disciplined	6	100	18	100	18	100
14.	Parents should be role models to be emulated by their children	5	83.3	18	100	18	100

15.	Prefects should be trained on how to be effective leaders that they should avoid beating and harassing students	4	66.7	18	100	18	100
16.	Food provided should be of a balanced diet and well prepared	4	66.7	18	100	18	100
17.	Individual guidance and counselling by guidance and counselling teachers	4	66.7	18	100	18	100
18.	Punishment given to indisciplined	3	50	5	27.8	5	27.8

Table 4.8 shows strategies that are to be applied in Schools in order to help curb unrest or strikes among students in Schools.

The strategies that were cited by both respondents were indicated in the table with the frequency and percentage.

The respondents were headteachers and teachers for guidance and counselling. These strategies were arranged according to the merit of percentage according to the respondent. For example both headteachers and guidance and counselling teachers respondents (100%) gave the following strategies as per the table above Dialogue between headteacher, teachers and students in order to create good rapport, well planned School timetable to help enhance discipline; to organise seminars and conferences to assist in guidance and counselling learners; guidance and counselling teachers to invite guest speakers to give speeches on various topics such as HIV/AIDS, Drug abuse and smoking ; Peer counselling and group counselling; individual counselling; religious teaching whereby societies such as YCS, Christian Union and Muslim movement to be encouraged; mass media to give teachings.

Some strategies were not cited by all the respondents but were recorded in the table above with the percentage of respondents as indicated above. Students could not give suggestions adequately as the teachers and headteachers did. These when reacting to the objective of strategies which could help curb unrest in Schools the respondent were mainly guidance and counselling teachers and headteachers who suggested strategies to help curb unrest among students at school.

CHAPTER 5

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter discusses the research findings on the factors leading to student unrest in secondary schools in Nairobi and the need for guidance and counseling. This involves discussing the analytical tables in chapter 4. The chapter also includes conclusions and recommendations drawn from the preceding chapters.

5.1 DISCUSSIONS

The study revealed that there were various factors that lead to student unrest in Kamukunji constituency, Nairobi as shown in the analytic tables in chapter four. The study therefore has resort to establish the need for guidance and counseling solutions to the problems of student unrest in secondary schools in Nairobi.

5.1.1 Table 4.1 Questionnaire return rate

Table 4.1 presents the questionnaire that were distributed and returned for analysis showing the return rate as 100 percent. This was a very good return because the head teachers and teachers were very cooperative and it assisted in obtaining reliable data for the research.

5.1.2 Table 4.2 The demographic data of the respondents.

The table revealed that there were a few male teachers for guidance and counseling leading to poor balance of teachers in guidance and counseling. This implies that most male teachers do not fully participate in guiding and counseling their students at school. Some male teachers are also tied down with the traditional beliefs that guidance and

counseling should be left for female teachers and this if a problem leading to gender sensitivity. For the male gender respondent is 33.3 while female is 67.7 percent. The researcher therefore discovered that guidance and counseling needs a joint effort from both male and female teachers in order to help arrest student unrest in secondary schools.

Some of the findings revealed that there were various factors that lead to student unrest as indicated in the following tables

5.1.3. Table 4.3 causes of student unrest that are contributed by teachers and headteachers

According to table 4.3 the following findings were recorded starting from the highest percent to the lowest percent:

Poor communication between teachers and headteachers	95.5%
Dictatorship and harshness to students and no good rapport	90.9%
Poor supervision of assignments and academic work and curriculum activities	86 %
Teachers tendency of authoritative and assumption that they are right in decision	
Making	70.8
Negative attitude towards students	60%.

These causes are listed according to the frequency and percentage of the respondents starting with the highest to the lowest as per the table 4.3 The next table is as follows

5.1.4 Table 4.4 Financial Factors that lead to student unrest.

Due to lack and adequate finance in schools whereby school fees is controlled by the government the headteachers are left with financial problems and issues. The interviewed headteachers agree that flat rate school fees structure by the government is a problem in schools. For not all schools have the same financial needs. due to financial factors which occur in various schools as indicated by the respondents in table 4.4. The headteachers are facing financial difficulties and these has led to student unrest when they lack the necessary learning facilities and school equipment that had the highest respondents.

According to table 4.4 student and teachers who are the respondents all agreed that unrest in school is due to lack of laboratory and science facilities; lack of library and library books; poorly prepared food; other schools lack the dining hall buildings; lack of school bus is another major problem that easily lead to unrest for student value outings; lack of ^{the} dormitory and bedding facilities in cases of boarding schools; and also lack of school playground and sports facilities. Head teachers lament that financial factor is a major problem in schools s in Nairobi since the source of income is solely parents. School fees is controlled by the government yet each school has its own problem .The government does not put into consideration various financial problems encountered by each school in Kamukunji constituency, Nairobi. Students also complained about the bursaries which the government take to the constituencies and it never reach those needy and orphaned students and this is a major cause for student unrest. Some teachers also say that HIV AIDS is creating financial difficulties in this area for parents are dying at a high rate leaving behind orphaned who end up lacking fees. The government need to address this problem for it leads to student stress and drug addiction therefore they end up striking.

5.1.5 Table 4.5 Factors contributed by headteachers that lead to student unrest in secondary school in Nairobi.

The respondents are the guidance and counseling teachers and the students plus the headteachers. Research findings reveal that in order to control student unrest the headteachers role and responsibility is very important. According to table 4.5 the respondents blamed headteachers for causing unrest through their leadership. Some administrators do not have good rapport with teachers as well as students. They do not involve students and teachers in decision making and some use very harsh rule and

regulation which lead to unrest. Some do not do proper budget that favour students. The head teachers should be able to do proper budget for food and learning facilities in schools. Research finding reveal that administrators are unable to do proper budget due to financial restrictions and conditions demanded by the government. The headteachers complain that the same government does not allow them to send away student who lack fees thus creating financial problems in schools. This is a major problem because students are left in a confused and frustrated state leading to stress and unrest.

5.1.6 Table 4.6 Environmental and social factors that lead to student unrest in schools.

The respondents are head teachers, guidance and counseling teachers, and students from the six schools .These are the factors that they give as the environmental and social factors: stealing, poor parental upbringing; family background influence; truancy; aggressive behaviour;fighting other students; sleeping in class when lessons are in progress; students negative attitude towards teachers and the school tradition; students negative attitude towards teachers and the school rules and regulation. Research findings reveal that most parents support their children in wrong doings.

5.1.7 Table 4.7 Peer influence factors

The research findings according to table 4.7 show that peer influence is the major cause to unrest in secondary schools. The respondents show that 100% causes of student unrest is as a result of peer influence. These factors from the table 4.7 are arranged according to the merit of average percentage: they include dishonesty and rudeness; mob justice; disrespect and disobedience to prefects as well as authority; drug addiction and smoking stealing; bullying fellow student, fighting; aggressive and truancy; lack of self drive or motivation .All these problems are as a result of peer influence and they are factors that the respondents gave as reasons that lead to unrest in schools. Most students get involved in bad company due to peer influence.Research findings show that most parents in Nairobi are very busy attending to their own personal business and expose their children to peer influence. Most parents expect teachers do the work of counselling and guiding their children. Some parents also leave the work of guidance and counselling to religious leaders and other religious organizations because they lack time to be with their children.

Therefore peer influence from the research finding seems to be a major factor which leads to unrest in schools.

5.1.8 Table 4.8 Strategies undertaken by guidance and counselling to control and curb student unrest in schools.

According to the research findings in table 4.8 the respondents suggest the following reasons to help control and curb unrest in schools. Guidance and counselling teachers have tried to give suggestion which if implemented then it can help curb unrest in schools. The suggestions include;

There is need for dialogue between head teachers, teachers and students in order to help create good rapport in schools.

Well planned time table to help enhance discipline among students.

Guidance and counselling teachers need to organize seminars and conferences in schools.

Guidance and counselling teachers need to invite guest speakers to give speeches on HIV/AIDS, drug abuse and other relevant teachings. Students from families which have been affected the killer disease are supposed to be guided and counseled so that they are able to cope with life at school. Among the respondents some students are victims who have lost their parents and as a result are frustrated and stressed after losing their parents. Religious teachings and societies need to be encouraged in schools for example Christian Union, Muslim Movement, Young Christian Students. The mass media to give teachings on various issues that affect the youth rather than concentrating on secular teaching which encourage immoral conduct. Guidance and counseling teachers need to strengthen their work on Vocational Counseling and Career Counseling. Research finding also suggest that there is need for class teachers to have meetings with their class members to help them solve individual problems. According to table 4.8 the respondents also suggest that there is need for parents to be role models to be emulated by their children in a disciplined manner. The head teachers also suggest that there is need for the ministry of Education to organize seminars to train prefect on how to lead their fellow student in a desired manner thus curbing unrest in schools. Both parents and teachers to work in unity in order to maintain school discipline. Some strategies are not cited by all the respondents but are recorded in the table with the percentage of respondents as indicated in the table. Students cannot give suggestions adequately as the teachers and the

headteachers did. Therefore guidance and counseling teachers helped the research a great deal in giving various reasons which need to be applied in schools to help in guidance of students. There is need for guidance and counseling teachers plus headteachers to find ways of sealing and blocking openings that are used by drug peddlers to schools since this was a major problem in some day schools as well as boarding schools. Research show that some day scholars in the concerned schools are drug and alcohol peddlers. They use juice to mix with alcohol and they smoke openly without any fear while going home from school. Some gain courage and buy alcohol in sachets from supermarkets then carry to schools. Some headteachers also revealed that drug addicted students do create social problems such as disrespect of teachers and prefects in schools. There is need for peer counseling whereby students should go for peer counselling train to help others overcome their personal problems that lead to unrest in schools.

5.1 Conclusions

Causes of student unrest that are contributed by teachers and headteachers were revealed by research findings as follows:-

- Poor communication between teachers and students
- Dictatorship and harshness of some teachers
- Teachers and headteachers tendency of not involving students in decision making therefore there is need for teachers and headteachers to have good rapport with students. There is need for teachers and headteachers to involve students in decision making. The Administrators should avoid authoritative method of leadership in Schools.
- Financial factor has led to lack of learning facilities, test books, library books, Laboratory equipments, School bus or van and poor diet name a few. There is need for the headteachers, the Board of Governors, Parent teachers Association and the Ministry of Education to appeal to the government to give donations to schools. The government should not set targets for school fees because each school has its own problems different from others and therefore cannot be treated equally financially.
- Environmental and social factors are mainly contributed by parental upbringing; family background influence and individual students. Therefore there is need for Parents to instil discipline in their children by being role models in the society. Parents should work hand in hand with teachers to help mould children in a dignified and disciplined manner. Individual students should aspire to be self motivated and have self drive in academics.
- Peer influence was another factor that has led to student unrest in Nairobi. Research findings revealed that students from day Schools in Nairobi are drug abuse peddlers. Some use juice to mix with alcohol and they smoke without any fear especially when going home from School. Some gain courage and buy alcohol in sachets from super Markets then carry to school.. There is need for both parents, headteachers and teachers to seal and block openings that are used by students who are drug abuse peddlers. There is need for guidance and counselling teachers to watch out and help guide and counsel students to avoid alcohol,

smoking and drug abuse. Drug addict students can create other social problems in Schools such as disrespect of students and teachers thus leading to student unrest. There is need for peer counselling whereby schools should be ready to take some role model students for training as per counsellors. There is need for teachers to do effective job of counselling students individually. There is need for teachers service commission to recruit more guidance and counselling teachers who should specially do the job of guidance and counselling. For research revealed that the guidance and counselling teachers have no time for counselling since they have to attend to their subject lessons. Some schools have no specific time for guidance and counselling. Therefore guidance and counselling is not effectively applied or utilised in secondary Schools. Some guidance and counsellors have no offices in schools and therefore students are not willing to open up and share their personal problems with the guidance and counselling teachers. Therefore there is need for schools to set aside offices for guidance and counselling teachers.

5.3 Recommendations

- There is need for the government to motivate guidance and counselling teachers by sending them for seminars and workshops which make them sharpen their skills. This in turn will make them more confident thus bring about a remarkable improvement in guidance and counselling work at secondary school level; this would also curd high rate of unrest in Secondary Schools.
- The Teachers' service commission needs to employ and post more guidance and counselling teachers to carter for the short fall of guidance and counselling teachers so as to minimize the overworking of the few teachers in schools today. The Teachers Service Commission should post guidance and counselling teachers with the main purpose of guidance and counselling and not ot combine subject load plus counselling for this has created a big loophole in guidance and counselling department in most schools in Nairobi.
- The government should be able to give donations to secondary schools; also the government should send bursaries to the Ministry of Education so that

headteachers could assist needy and poor students at secondary schools rather than sending it to constituencies where the bursary land in hands of corrupt people.

- There is need for proper budgeting for their schools so that students do not lack basic needs academically for example learning materials, Laboratory equipments and library equipment and proper prepared meals that are well balanced diet.
- There is need for parents to work as a team with teachers and headteachers in instilling discipline in Secondary school students.
- Teachers and headteachers to have good rapport with students
- Headteachers and teachers to involve students and parents in decision making
- Guidance and counselling department should be composed of trained teachers in guidance and counselling and not teachers who are promoted on merit by teachers service commission

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

Apondi Charlet Obuto
Kenyatta University
Department of Guidance and
Counselling
P.O Box 43844
NAIROBI

Dear Sir/Madam

RE: FACTOR LEADING TO STRIKES IN SELECTED SECONDARY SCHOOLS IN NAIROBI

I am a postgraduate student at Kenyatta University, Nairobi currently undertaking a research to investigate the factors that lead to the increase in undesirable student behaviour in Kamukunji Constituency, Nairobi. The questionnaires are designed for this research only. You are kindly requested to fill the questionnaire as honestly as possible. The information you give will be treated confidentially. Please do not write your name anywhere in this questionnaire.

Thank you in advance for your cooperation.

Yours faithfully

Apondi Charlet Obuto

APPENDIX B

QUESTIONNAIRE FOR PRINCIPALS

I am a postgraduate student in the Institute of continuing Education, Kenyatta University. I would be grateful if you would answer questions herein. The information will be treated confidentially and will only be used for the purpose of the research. Please respond to questions by ticking against the appropriate information and writing appropriate answer in blank spaces.

1 Gender

Male _____ Female _____

2. Marital status.

Married _____ Single _____

3. Teaching experience in years.

- a) 0-5 years _____ d) 16-20 years _____
b) 6-10 years _____ e) 21-39 years _____
c) 11-15 years _____ f) above 40 years _____

4. How long have you been a Principal in this school.

- a) 1-3 years _____ b) 4-7 years _____
c) 8-11 years _____ d) Over 11 years _____

5. a) Do you have a Guidance and Counselling Department in your School?

_____ yes _____ No

b) If yes, how many members is it composed of

1 _____ 2 _____
3 _____ 4 _____

c) If no, why don't you have one? _____

6. Does peer group influence have any effects on riots by students in your school? If yes, list the problems associated with peer group influence?

i) _____

ii) _____

iii) _____

iv) _____

7. Please tick from the list below the level of availability of facilities such as

	not enough	enough
Classrooms	_____	_____
Laboratories	_____	_____
Dorms	_____	_____
Textbooks	_____	_____
Laboratory equipments	_____	_____
Playgrounds	_____	_____
Teachers	_____	_____
School library	_____	_____
Library stationeries	_____	_____
Desks in each class	_____	_____
School kitchen	_____	_____
Utensils in school kitchen	_____	_____

8. From your experience as a Principal of your school what are some of the grievances that make students be rebellious in school?

i) _____

ii) _____

iii) _____

iv) _____

v) _____

9. Suggest some solutions to some of these grievances you've listed above

i) _____

ii) _____

iii) _____

iv) _____

10. What guidance and counselling facilities are available in your school. Tick the appropriate one :

a) Guidance and counselling department _____

b) Textbooks for guidance and counselling _____

c) Video/radio cassettes/films _____

d) Resource person (religious leader) _____

e) None of the above _____

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

I am a postgraduate student in the Institute for Continuing Education, Kenyatta University. I will be grateful if you could answer questions in this questionnaire as honestly as possible. The information you give will be treated confidentially and will only be used for the purpose of this research. Thank you.

1. In the course of your study in the school, have you noted students rebelling due to some grievances?

Yes _____ No _____

2. In your experience and as a professional teacher, list some causes of unrest among students in your school.

i) _____

ii) _____

iii) _____

3. What indiscipline problems do you encounter in your daily interaction with the students?

i) _____

ii) _____

4. Are the parents supportive in disciplining of their children? If yes, show how they are supportive.

i) _____

ii) _____

If no, state their reasons:

i) _____

ii) _____

5. Suggest some reasons that could help solve problems in the school that lead to students' unrest:

- iii) _____
- iv) _____
- v) _____
- vi) _____

6. You are a guidance and counselling teacher in the school. You do keep records of students grievances. Kindly list a few that you feel need to be addressed.

- vii) _____
- viii) _____
- ix) _____

APPENDIX D

QUESTIONNAIRE FOR FORM II, III AND IV STUDENTS

I am a postgraduate student at Kenyatta University. I will be grateful if you could answer questions herein. The information will be treated confidentially and will only be used for the purpose of this research. Please don't write your name. Thank you.

1. Sex (Please tick in the correct space).

i) Male _____

ii) Female _____

2. Form _____

3. Indicate whether you are a boarder or day student by ticking

Boarder _____

Day student _____

4. Is there a guidance and counselling department in your school (tick the appropriate)

Yes _____ No _____

5. List some of the grievances or problems faced by students that in your opinion you feel are genuine.

i) _____

ii) _____

iii) _____

iv) _____

4. Does your school have problems in regard to the following?

	Yes	No
i) Teacher/student relationship	_____	_____
ii) Food and living condition	_____	_____
iii) Learning resources (textbooks, library, laboratory)	_____	_____
iv) School administration /students Relationship	_____	_____
vi) School prefects/students Relationship	_____	_____

Student unrest:

- iii) _____
- iv) _____
- v) _____
- vi) _____

You are a guidance and counselling teacher in the school. You do keep records of students grievances. Kindly list a few that you feel to be addressed.

- vii) _____
- viii) _____
- ix) _____