

**CAUSES OF UNREST IN SECONDARY SCHOOLS IN NJUMBI
ZONE,MURANGA NORTH DISRICT,KENYA**

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DECLARATION

I KAMAU DANIEL W, declare that this research project is my original work and has never been submitted to any university for any award. Where the works of others have been cited acknowledgment has been made.




Signature.....

Date.....28.08.2008

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APPROVAL

I certify that the work submitted by this candidate was under my supervision. His work is ready for submission, to be evaluated for the award of a Bachelor of Education (science) at Kampala International University.

Sign.....
Name.....
Date.....

ACKNOWLEDGMENTS

My gratitude goes to my supervisor Ms Bukirwa, for providing advice, guidance and useful references in improving the quality of this project.

DEDICATION

I dedicate this research project to my father, brothers and sisters.

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ABSTRACT

Each year about 50 schools go on strike during the month of July, this year (2008) over 300 schools were on revolt during the second term. It is a tension filled month because of the mocks, schools running out of money and meals way below standard. Students have endured six months of what they consider ill treatment, incompetence and absenteeism of teachers, administrative corruption, poor maintenance of buildings and no one to listen to their normally reasonable complaints and suggestions. It is also the cold season in the highlands and students have little to keep themselves warm, physically and morally. The only way to attract attention they reason is by radical means: striking though rarely with arson until recently.

Post-election violence could be a cause. Some student's moral responsibility was totally killed during the 'troubles'. They burnt houses; saw people running away, children falling from exhaustion, from hunger and thirst for water. They became immune to any feelings of humanity. They regarded their deeds as successful when they saw people being killed or maimed and property destroyed. The perpetrators of such deeds (who included students) were not reprimanded but were regarded as heroes, some students got an idea that in order to successful, one needed to disrupt and destroy systems.

The study adopted a Descriptive research design. This enhanced the researcher to obtain a better understanding of the causes, problems and impact of schools unrest on academic performance of the students of Njumbi zone. The method chosen allowed a collection of comprehensive and intensive data and provided an in-depth understanding of the topic under study.

Information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency

Information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analyzed using bar charts, narratives, and statistical figures.

This report provides suggestions for more effective measures to curb students unrest in the country. It is designed for policy makers, planners and stakeholders in the education sector in the country.

CHAPTER ONE

1.0 INTRODUCTION

The incidents of student unrest in secondary schools in Kenya have assumed a greater enormity and significance, is according to Aluede (1995) and Aluede and Aluede (1999) precipitated by several factors: non-participation in decision-making, academic stress, changing value systems of students, teacher influence, parental influence, contemporary national issues, and welfare problems. Today, student unrest has come to be recognized as one of the most visible perennial problems of significance in secondary schools. Thus, if there is anything predictable among Kenyan secondary schools, is the fact that they would riot in any academic session. As a consequence, there is the incessant closure of schools whenever there is a demonstration, which adversely affects the scope and curriculum of programmes

1.1 BACK GROUND TO THE STUDY

Since independence, the Kenya Government has set up a number of task forces to review the education system and tackle the emerging issues with a view to improving the quality of education and delivery of education services. Recommendations arising from the reports of these committees and task forces have guided educational policy formulation and enhancement of growth and development of education in the country. This in itself is a demonstration of the Government's commitment to the provision of quality and effective educational service.

With increased enrolments and the decline in economic performance, the Government is now faced with issues of sustaining equity and relevance in education. This has been addressed in the various education reviews, whose main objectives were to make the education system more efficient, effective and responsive to the changing needs of the Kenyan society.

The report of the Education Ministry committee on causes of disturbances/riots in public universities (June 2000) attributes causes of riots to issues related to politics, students' welfare, academic, and secondary schools management. The report says that many of the student leaders have been suffering from "adolescence per excellence", consequently influencing and misleading others who easily ape their behavior for conformity's sake. The absence of a bridge between students and an administration that normally takes a predetermined, rigid and unshakable stand results in frustration and disappointment to students. Some students who resort to violence at times of frustrations are mentally, spiritually, morally and socially maladjusted

1.2 STATEMENT OF THE PROBLEM

The frequency of unrests in form of strikes in public secondary school has increased tremendously in the last five years to such an extent that students cannot tell when their studies would end because of frequent closures resulting from the unrest. Students on strike have also become more violent. While in the past students on strike only boycotted normal learning today they destroy school property and arm or kill each other. This calls for an urgent need to investigate on the cause of these strikes and their effects.

1.3 OBJECTIVE OF THE STUDY

1.3.1 GENERAL OBJECTIVE

The general objective of the study was to investigate on the causes of student unrest in secondary School within Njumbi zone, Muranga North. District, Kenya.

1.3.2 SPECIFIC OBJECTIVES

Establish the different causes of unrest in secondary schools.

Establish how indiscipline in secondary school contribute to student's unrest

Examine the impact of peer pressure and its effects on unrest in schools

1.4 RESEARCH QUESTIONS

a) What causes student unrest?

b) Does student unrest affect academic performance?

c) Who are responsible of causing unrest in secondary school?

1.5 SIGNIFICANCE OF THE STUDY

With a growing number reported cases of student unrest in most secondary school which not only lead to academic loss when student boycott classes by also loss and damage to property thus its really became vital to conduct a research study in order to establish the cause of student unrest in secondary schools and provide recommendation after the study using the data collected on how to curb and address this issue.

1.6 SCOPE OF THE STUDY

The research was carried out between Aprils to august 2008. The research focused on an investigation of the cause of unrest in secondary schools within Njumbi zone, Muranga North district. The location was targeted as the research site because of its rampant cases of schools strikes and boycott mostly within recent years.

The respondents to the research were teachers as well as students of the target sample.

1.7 LIMITATIONS OF THE STUDY

In conducting this study, a number of challenges were encountered, including:

- Financial constraints was experienced since the research project was a self sponsored activity
- Time was also a limitation since researcher was involved in other activities.
- Nevertheless, the researcher tried and overcame these limitations and collected sufficient and representative data to arrive at the conclusions made.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 INTRODUCTION

Student unrest in secondary schools in Kenya have assumed a greater enormity and significance, is according to Aluede (1995) and Aluede and Aluede (1999) precipitated by several factors: non-participation in decision-making, academic stress, changing value systems of students, teacher influence, parental influence, contemporary national issues, and welfare problems. Today, student unrest has come to be recognized as one of the most visible perennial problems of significance in secondary schools. Thus, if there is anything predictable among Kenyan secondary schools, is the fact that they would riot in any academic session. As a consequence, there is the incessant closure of schools whenever there is a demonstration, which adversely affects the scope and curriculum of programmes

The 1988 report of the Presidential Work of Party on Education and Manpower Training for the Next Decade and Beyond (Kamunge Report) states that the philosophy of education and training must always be in consonance with and positively contribute to national development. This was further echoed by the Commission of Inquiry into the Education System in Kenya in 1999 (Koech 1999)

2.1 FACTORS ATTRIBUTED TO THE CAUSES OF STUDENT UNREST

The Theory of Cognitive Dissonance:

According to Festinger (1957), people strive to achieve a state of equilibrium among various attitudes (or learned predispositions to persons, situations or things) and behaviors.

This is because people prefer consistency or consonance, to inconsistency or dissonance. Therefore, whenever people have a thought that is not consistent with their behaviors, they experience cognitive dissonance and are motivated to seek means of restoring equilibrium (Sprinthall & Sprinthall, 1987).

Cognitive dissonance is considered to be a motivating force that gives rise to behaviour designed to reduce dissonance. Cognitive dissonance begins with dislike for inconsistency between attitudes and behaviours (LeFrancois, 1976). When such conditions (inconsistency between behaviours and attitudes) arise, people experience an unpleasant state known as dissonance. For example, people have had the experience of saying something they did not believe in, or acting in a way contrary to their values. In all probability, such people have in most cases seen that their respect for laws, family ties or simple good sense push them in these directions.

Festinger (1957) reasoned that one's perceptions of one's own state of fear could be a cognitive element analogous to one's knowledge of some outside objectives (Buck, 1976). To him, dissonance exists between two cognitive elements if considering these two alone; the obverse of one element could follow from the other. Thus, if one cognitive element implies the other, they are said to be consonant with one another. If one cognitive element implies nothing about the other, they are said to be irrelevant to one another.

Kenya Government has set up a number of task forces to review the education system and tackle the emerging issues with a view to improving the quality of education and delivery of education services. Recommendations arising from the reports of these committees and task forces have guided educational policy formulation and enhancement of growth and development of education in the country. This in itself is a demonstration of the Government's commitment to the provision of quality and effective educational service.

With increased enrolments and the decline in economic performance, the Government is now faced with issues of sustaining equity and relevance in education. This has been addressed in the various education reviews, whose main objectives were to make the education system more efficient, effective and responsive to the changing needs of the Kenyan society.

The report of the Education Ministry committee on causes of disturbances/riots in public secondary schools (June 2000) attributes causes of riots to issues related to politics, students' welfare, academic, and secondary schools management. The report says that many of the student leaders have been suffering from "adolescence per excellence", consequently influencing and misleading others who easily ape their behavior for conformity's sake. The absence of a bridge between students and an administration that normally takes a predetermined, rigid and unshakable stand results in frustration and disappointment to students. Some students who resort to violence at times of frustrations are mentally, spiritually, morally and socially maladjusted

2.2 THE UNDERLYING CAUSES OF STUDENT UNREST

2.2.1 AFFLUENCE

The present generation of middle-class students is the product of a period of affluence unparalleled in the history of this or the Western democracies. They have grown to adulthood without any recollection of economic insecurity, with no experience of the Depression, and with no genuine understanding of the work and sacrifices that earlier generations have made to produce our present level of prosperity. They have never gone hungry, and they cannot remember a time when dad was out of work. In a very real sense, they take prosperity for granted.

Now, when one takes prosperity completely for granted, certain aspects of one's perception of reality and one's set of motivations are altered in quite striking ways. If one takes affluence as the norm, then poverty seems all the more shocking and unforgivable. People who are personally secure can afford the luxury of being morally indignant and outraged at the existence of poverty and injustice among people quite different from themselves. Where the parents' generation sees the remarkable successes of post Second World War capitalism, their children tend not even to notice the successes but to perceive the contrast between what they regard as the unremarkable norm and the failures and injustices, which appear all the more stark against this background of assumed affluence.

In short, the parents see the economic vessel as nearly full; their children see it as partly and inexcusably empty

2.2.2 THE STYLE OF UPBRINGING

On the basis of the prosperity and affluence described above, the present generation has had a style of upbringing, which, again, is quite unique in human history. It is usually described as "permissive," but it might more adequately be characterized as participatory or gratificatory or self-realizing. If one had to summarize in a single sentence the basic difference between this style of upbringing and earlier styles within the tradition of the Protestant ethic, one might say that the very impulses which the parents' and grandparents' generation were taught to restrain this generation has been trained to indulge. The traditional "virtues" of self-discipline, respect for authority and desire for conventional success have been replaced by spontaneity, immediate gratification, and self-fulfillment as the ultimate personal values. This change in personal values has been developing for a long time, but in the present under-twenty-five generation we see it in full flower.

2.2.3 THE CRISIS OF AUTHORITY

We are living in one of those periods, like the period at the end of the eighteenth century, when traditional forms of authority are being everywhere challenged. In institutions as diverse as the Catholic Church, the Iron Curtain countries, the family, and even to an extent the army and the corporations, traditional lines of authority are under assault. In principle, such challenges to authority should not be disconcerting to the citizens of a democratic state, since such states are founded precisely on the philosophical principle of the answerability of the authorities to the citizenry. They are predicated on the citizen's right to make the challenge. The problem arises when the answers the authorities provide are no longer acceptable to the challengers.

A crisis of authority is by definition a crisis of legitimacy. People ask the question, "Why should I do what you tell me to do? Why should I take orders from you?" The trouble is that in general the authorities do not give adequate answers to this question. They tend to give the same inadequate answer. To the question, "Why should I do what you tell me to do?" they tend to say, "But I have always told you what to do," appeals to the sanctity of

the status quo are inadequate, since it is precisely the sanctity of the status quo that is being challenged

2.2.4 LIMITATION

I have left the most important “cause” till the last. Once a full-scale revolt takes place at one secondary school, the urge to imitate it elsewhere becomes irresistible At present there is no more rewarding role for students than that of the rebel. The rebel student leader is one of the most glamorized and romanticized figures The life of the student acquires much of the excitement that it is capable of possessing through the imitation and re-creation of certain dramatic models

2.2.5 SUMMARY

Most of the students’ unrest are caused by academic and administrative factors such as changes in examination regulations, insensitivity by management in relation to students’ welfare, communication breakdown, lack of recent academic materials, and poor diet in secondary schools. Besides, external factors such as changes in political environment also play a role. Secondary schools should thus establish a two-way communication between students and management. In addition, services such as accommodation, catering, medical and academic should be given prompt attention at all the times. Guidance and counseling among the students should be done regularly to educate students on appropriate approaches to militating against problems and personal stress. Last but not least, the secondary school curriculum should be made flexible to accommodate changing economic and social conditions.

CHAPTER THREE

RESEARCH METHODOLOGY:

3.0 INTRODUCTION

This section entails the methods used to collect the data necessary to answer the research. It is divided into;

3.1 RESEARCH DESIGN

The study adopted research design. This enhanced the researcher to obtain a better understanding of the causes of student unrest in secondary schools in Njumbi zone Muranga North District. The method chosen allowed a collection of comprehensive intensive data and provided an in-depth study on why past initiatives have not produced the desired results.

3.2 POPULATION OF STUDY

The respondents to the research were students of the targeted schools which included Runyeki, Gitugi Girls, Gituge Mixed, Kambara and Matuto secondary schools.

3.3 SAMPLING STRATEGIES

With regard to above the study stratified sampling was employed, Sampling as follows:

- For students — 250 of the sample suffice.
- Teachers- 12 teachers in each school featured in the targeted sample
- Ministry of Education Officials- 5 of the sample suffice

3.4 RESEARCH INSTRUMENTS

QUESTIONNAIRE

Primary data was collected by use questionnaires, interviews and interview guides filled by relevant parties to obtain ideas on what were the causes of student's unrest within their schools.

These are designed in both open and closed ended form.

The method ensured high proportion of responses and higher returns rate.

INTERVIEW METHOD

This took face-to-face interactions with the teachers and student of these schools. Secondary data was obtained from the ministry of education magazines, annual report records and other researches done. This gave other information required in the research.

FOCUS GROUP DISCUSSION

Student respondents attended focus group discussions whereby they were interviewed in groups thus they expressed their opinions collectively.

3.5 DATA ANALYSIS AND INTERPRETATION

The information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analyzed using bar charts, narratives, and statistical figures. That is:-

Descriptive statistics: This was used to measure central tendency, variability and relationship between variables. It included proportions, mean scores and percentage.

Summary statistics: These were used in the presentation of analysis. It included use of mean & percentages, summarized tabulations and frequency distribution.

3.6 RESEARCH PROCEDURE

The researcher had an introductory letter from the university and presented it to the area authority to obtain permission for study. This gave directive to the local administrators at grass root level for acceptance. After acceptance by the authorities the major task of collecting data started immediately.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter deals with the analysis of the data as given in the questionnaire and the interviews. The research findings were based on sample size comprising of five schools.

The respondents were the Ministry of Education Officials, teachers and students from the schools. The summary of the collected data for each factor was presented by the use of tables to give a clear picture of the scores of responses that were targeted

The following is the response rate in percentage of the sample planned and the actual responses.

TABLE 1 RESPONSE RATE

Respondents	Sample planned	Actual response	Response rate
Teachers	60	56	93%
pupils	250	200	80%
Total	310	256	82%

Therefore the response rate:-

$$\frac{\text{Actual number responded} \times 100}{\text{Planned number responded}} = \frac{256 \times 100}{310} = 82\%$$

After compiling the interview data and the questionnaire the interpretations of the implications were analyzed in tables and graphs, most of questionnaires and quantitative analysis were based on the questionnaire answers.

4.2. TEACHERS BIO-DATA

AGE OF THE RESPONDENTS

Age bracket	Frequency	% Age	Cumulative % age
23-30	16	29	29
31-38	28	50	50
39-above	12	21	21
TOTAL	56	100	100

TABLE 2; Age of the respondents

4.2.1 Age of Respondents

The results of the field study on age respondent from the selected school where 56 teachers responded revealed that 79% of the respondents were below 39 years, while 21% of respondents were above 39 years. This is an indication that the sample comprised of young professionals who are spearheading education growth in Division of District as shown above.

4.2. 2 RESPONDENTS' WORK EXPERIENCE

YEARS	NO.OF RESPONDENTS	FREQUENCY (%)
1-5	8	14%
5-10	24	43%
10-above	24	43%
Total	56	100%

TABLE 3; Respondents work experience

The results of the field study on years of work-experience showed that 14% of the respondents ranged between 1 -5 years and 43% of the respondents having 5-10 while

43% had 10 and above years of work experience. This signifies that information was collected from teachers with long term experience who are represented by 86% of the sample.

4.3. PUPILS BIO-DATA

Out of the 250 target pupils, only 200 responded. The researcher deemed this as adequate and sufficient for the purpose of data analysis since it represented 80%.

4.3.1 DISTRIBUTION BY SCHOOLS

PRIMARY SCHOOL	Frequency	Frequency (%)
Runyeki Secondary	40	20
Gitugi Girls Secondary	55	27.5
Gitugi Mixed Secondary school	40	20
Matuto Secondary School	30	15
Kambara Secondary School	35	17.5
Total	200	100

TABLE 4; Distribution by schools

From the table above it can be seen that the research focused on major schools within

Njumbi Zone.

4.3. DISTRIBUTION BY GENDER

GENDER	FREQUENCY	PERCENTAGE (%)
Male	110	55
Female	90	45

TABLE 5 distribution by gender

The research was carried amongst the sexes as seen from above.

4.3.3 AGE OF RESPONDENTS

Age bracket	Frequency	% Age	Cumulative % age
14-15	60	30	30
16-17	70	35	35
17-above	70	35	35
TOTAL	200	100	100

TABLE 6; age of respondents

The results of the field study on age of respondents, from the selected schools where 200 pupils responded revealed that 35% of the respondents were 16 years and above, while 35% of respondents were between 16-17 years, while 30% were between 14-15%. This is an indication that the sample comprised of all the targeted sample of pupils as shown in the table.

4.4 TEACHERS ANALYSIS

SUMMARY OF RESPONSE ON WHETHER STUDENTS ARE INVOLVED IN THE DISCIPLINE ENHANCEMENT PROCESS

RESPONDENT	FREQUENCY	<i>PERCENTAGE</i>
AGREED	40	71
NOT AGREED	26	28
TOTAL	56	100

TABLE 7 summary of response on whether students are involved in the discipline enhancement process

Most of the respondents who responded said that their schools did not mostly involve students in their discipline enhancement process 71% of the respondents were of the view that students are less involved while 28% of the respondents were of view that students were involved in the process

4.5 SUMMARY OF RESPONSE ON THE FACTORS THAT CONTRIBUTE TO UNREST IN SECONDARY SCHOOLS

RESPONDENTS	FREQUENCY	PERCENTAGE
Personal interest	20	35
Peer pressure	25	44
School set up	7	13
Tough rules	4	7
TOTAL	56	100

Table 8 summary of response on the factors that contribute to unrest in secondary schools

According to the table above it clearly shows that peer pressure is the major contributing factor to indiscipline in secondary schools as it represents 44% of the respondents, 35% represent personal interest as a contributing factor to indiscipline. 13% represent respondents who are of the view that school set up was also a factor contributing to indiscipline. Tough school rules also contribute to indiscipline in schools

4.6 SUMMARY OF RESPONSE ON THE EFFECT OF INVOLVING STUDENTS IN CURBING UNREST IN SECONDARY SCHOOLS

RESPONSE	FREQUENCY	PERCENTAGE
Very high	40	72
Moderate	10	18
Low	5	8
Very low	1	1
TOTAL	56	100

Table9 summary of response on the effect of involving students in curbing unrest in secondary schools

According to the majority of respondents (72%) who responded observed that there was a very high effect on discipline maintenance when students are involved in the disciplinary process., (18%) said the effect was moderate while (8%) and (1%) responded that the effect was low and very low consecutively.

Majority of the respondents were of the view that students also should be part of the team responsible for upholding and maintaining discipline in schools .

SUMMARY OF RESPONSE CONCERNING WAYS OF IMPROVING DISCIPLINE IN SCHOOLS

RESPONSE	<i>FREQUENCY</i>	PERCENTAGE
Encouraging dialogue	100	50
Corporal punishment	70	35
Suspension from school	30	15
Expulsion from school	0	0
Total	200	100

TABLE 9 summary of response as to ways of improving discipline in schools

From the table above majority of response (50%) said that dialogue should be encouraged to solve disputes and matters of indiscipline while (35%) said that corporal punishment should be adopted in order to punish the wrong doers. while 30% of the respondents were of the view that suspension was the right approach to deal with cases of indiscipline. Complete expulsion from school was not at all considered as an effective measure to adopt .

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

In this chapter an attempt is made to discuss the findings and come up with conclusions and the recommendations there to.

5.1 DISCUSSION OF THE FINDINGS

All the respondents who responded pinpointed to various measures that should be taken incase there arises cases of unrest and difference between administration, teachers and students. This requires the school administration embrace a culture of common participation and social practice of all the teachers in the school to ensure an efficient learning environment which will in turn lead to better students performance.

From the administration respondents measures which lead to an amicable solution of any problem should be adopted. This solution should be acceptable to all the parties to the dispute so as to forestall the standoff affecting student's performance in class.

Students respondents interviewed were critical of the measures applied incase there was unrest or a dispute between the teaching staff and the administration. They opined that the measures employed were not effective in solving the problems completely and this led to the animosity affecting the affected students hence prompting unrest in school.

5.2 CONCLUSIONS

Various aspects and methods should be adopted and embraced within schools and other learning institutions. These measures should be aimed at finding amicable solutions between conflicting parties incase disparities arise. These solutions should be long lasting and aimed at resolving the matter from grass root levels.

Relationships between teachers and students should be aimed at establishing positive synergies and lessen disparities, thus ensuring efficiency and compliance to school rules and regulations.

Secondary schools and other learning institution should bring forward various methods and measures that encourage dialogue and diplomacy between parties. This should mostly be aimed at providing a solution that is satisfactory to both parties. These measures and policies should be in tandem with the school mission and objectives.

Various policies should be embraced within schools, these policies should mostly be aimed at encouraging relations and relationship building between the teaching staff and the students.

The measures adopted should focus on cementing the existing relationship and providing reasonable solutions that are satisfactory to both ends. These policies and measures include;

- Encouraging open dialogue within the schools
- Streamline the communication channels to avoid ambiguity
- Encouraging formation of social clubs and social activities
- Equity and justice should prevail during judgments and punishment of student implicated after the occurrence of unrest.
- Motivation of student who meet or beat the standard of expected discipline within the school by rewarding and appreciating their efforts.

5.3 RECOMMENDATIONS

The resulting recommendations given in this report are based on the research findings that have been established from the field. The policy recommendations provide a sound basis for further policy makers in the related fields of discipline and education system

To ensure continuity, and to achieve the desired objectives, appropriate and relevant measures should be adopted.

Incase there arises a disparity or conflict of ideas and interests between the staff and the students on matters concerning discipline the aggrieved party should opt to seek an amicable solution that would be satisfactory to both parties before matters are taken too far hence affecting academic performance of the students.

To curb the rise and effects of indiscipline the schools should embrace a good discipline culture, attitude and spirit of common participation and social practice.

To positively affect school change and uphold discipline standards, teachers must be provided with increased access to additional resources, information, and expertise, through their training and professional development . Teachers who lead their peers and students must be respected and regarded as highly qualified professionals by the other teachers and students they are leading. The quality of teaching and learning is affected by the quality of professional relationships that occur outside the classroom. When a professional culture of teaching is present, sustainable change and increased learning opportunities are more likely to occur. Ultimately, teacher leaders are those teachers who facilitate discipline in and out of the classroom, be it formally or informally.

5.4 AREAS OF FURTHER STUDIES

More research into the prevalence and social dimensions of poor relationship between the teaching staff and students needs to be commissioned to enable recommendations to be directed where they are most needed.

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APPENDIX 111

QUESTIONNAIRE FOR TEACHERS AND MINISTRY OFFICIALS

General instructions

- a) This questionnaire is to be filled by teachers
- b) Please assist and answer the appended questions after reading carefully
- c) Please tick in the space of choice provided
- d) Write comments in the provided space where necessary
- e) Do not write your name on the
- f) The information collected will be confidentially kept and will only academic purpose

Personal details

A) Sex: ☐

Male ☐

Female ☐

B) Age

Age bracket	Tick where appropriate
12-16 years	
18-25 years	
26-30 years	
31-35 years	

36-40 years	
41-45 years	
46 years and above	

B) Education level

Please indicate your educational level

Educational/professional level	Tick where appropriate
Primary education	
Secondary education	
Tertiary/college level	
University level	

1.0 Does the problem of unrest exist in secondary schools?

Yes ☐

No ☐

2.0 Which type of unrest prevails in your school?

a) Violent strikes

b) Class boycott

c) Routine boycott.

d) Others (please specify)

3.0 If yes in your own opinion which factors contributes to unrest in schools?

- | | | |
|--------------------------------|-----|----|
| a) Peer influence | Yes | No |
| b) Parental influence | Yes | No |
| c) School set up | Yes | No |
| d) Family (home) location | Yes | No |
| e) Unfair administrative roles | Yes | No |
| 1) Students own pleasure | Yes | No |

4.0 Please grade the level of participation of the student who participate in unrest behaviors in the following activities

Activity	Very good	good	average	poor
a)class work				
b)games				
c)group work				
d)home work				
e)school errand				

5.0 How do this learner relate to;

Very good	good	average	poor
Fellow learners			
Teachers			
Administration			
Community			
Parents/guardian			

6.0 Does student unrest affect their academic performance’

.....

7.0 Do these cases of unrest get reported?

Yes

No

8.0 Briefly state some corrective measures you as an individual would take to help these learners fit into the society;

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

9.0 In your own opinion who are responsible for the cause of unrest in secondary school

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

APPENDIX IV

INTERVIEW GUIDE FOR THE STUDENTS

- 1 Does the problem of student unrest exist in your school?
- 2.Which type of unrest is common in your school?
- 3.What is the common cause of unrest in your school?
- 4.Who are responsible of causing unrest in secondary schools?
- 5.Are you normally affected academically as a result of un rest within your school?
- 6.In your own opinion, incase of unrest in school who do you think suffers most and why ?
- 7.What measure have the school administration and management put in place to curb or reduce cases of unrest in schools.?
8. Do your teachers play any role in enhancement of discipline in your school?
9. Are guidance and counseling services offered in your school?
- 10.How are victims of indiscipline and culprits of unrest dealt with in your school?