

**INFLUENCE OF HOME BASED FACTORS ON STUDENTS' UNREST IN
PUBLIC SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA**

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DECLARATION**Declaration by the candidate**

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DEDICATION

To my family who have always given me support and encouragement hence the impetus to undertake this work.

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ABSTRACT

Over the past two decades, Public Secondary Schools in Kenya have experienced persistent cases of student unrest, some of which have bordered on criminal activity and have led to massive loss of property, student learning time and even student arrests. The purpose of the study was to establish how home based factors influence student unrest in Public Secondary Schools in Bungoma County, Kenya. The objectives of the study were to assess the relationship between parenting behaviour and student unrest in public secondary schools, to establish the influence of parental economic status on student unrest and to determine the role of student family background on student unrest in Public Secondary Schools. The study was guided by the Social Learning Theory as postulated by Albert Bandura. The target population for the study consisted of principals, deputy principals, and teacher counsellors and form four students in 18 public secondary schools that experienced unrest over the past three years preceding the period of this study. Simple random sampling was used to select 6 schools and 278 form four students while Purposive sampling was used to select 6 Principals, 6 deputy principals and 6 teacher counsellors which were designated participants for the study. The study adopted a descriptive survey design. Structured questionnaires and interview schedules were used to collect data from participants. Frequency APA tables and percentages as well as charts were used to present and interpret the data. Qualitative procedures were used to analyze and report results from interviews. The study findings revealed that students that lived in home which consisted of poor parenting practices such as permissive and authoritarian parents, being showered with financial privileges and broken family structures with elements of violence were most likely to participate and initiate strikes in secondary schools. The study recommends that an operational student data base on student background be developed to enable institutions prepare for likely triggers of unrest and guidance and counselling departments in schools be manned by professionals to avert catastrophic unrest cases.

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ABBREVIATIONS AND ACRONYMS

| | |
|------------------|--|
| CBS – | Central Bureau of Statistics |
| CDCP - | Centers for Disease Control and Prevention |
| KEMRI - | Kenya Medical Research Institute |
| MOEST - | Ministry of Education Science and Technology |
| MOH - | Ministry of Health |
| NACOSTI - | National Commission for Science Technology and Innovation |
| NCRC – | National Crime Research Centre |
| TSC - | Teachers Service Commission |
| TUCI - | The Urban Child Institute |
| UNESCO – | United Nations Educational, Scientific and Cultural Organization |
| USIU - | United States International University |

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This section discusses the background to this study, statement of the problem, purpose of the study, objectives of the study, research questions, significance and justification for this study, scope and limitations, the theoretical frame work and operational definition of terms.

1.1 Background to the Study

Over the years, education has been a backbone of the society. As a result, most societies have placed emphasis on education due to its role in transforming people's living standards. Colossal investments have been made by many governments for the provision of education and attainment of national goals of education. The realization of national goals of education has been compromised by widespread school unrests which have not only led to loss in education investments but also many consequences like loss of lives, time and learning resources. It is believed that school unrest is a manifestation of a broken social order which may be a result of widespread shift in the social structure from traditional agrarian system to a modern liberal commercial and industrial one with volatile norms and a lower sense of morality (Doda, 2005). The breakdown in social order has impact on school organization as a social unit, manifesting as high incidences of indiscipline that is, nonconformity to rules and regulation such as violence, sex and drug abuse and frequent strikes which is manifested in school unrest.

However, the manifestations of school unrest in developed countries differ from that in developing countries. While in developed countries it manifests as classroom disruptive behaviour and student interpersonal violence, developing countries experience widespread students' unrest that has often resulted in violent and destructive outcomes culminating in arson and destruction of school infrastructure (UNESCO, 2009). As a form of child deviant behaviour (Wambui et al (2015), student unrest and violence have root causes which need to be addressed if the behaviour is to be effectively managed. Most studies link school disruptive behaviour to the children's home environment, sighting parenting styles and immediate neighbourhood surrounding their places of residence.

A number of studies have focussed on non-school based factors which cause unrest in schools in developed and developing countries such as Dorner(2006), Steinberg et al (2010), Guerra & Dierkhising (2011), Aremu(2001), Ngwokabuenui (2015) and De Wet (2003). In a study of schools conducted in New York, Dorner (2006) revealed that if parents teach children to delay gratification, the latter would become accommodative, self-assertive and obedient to reasonable laws. However, if they fail to develop that sense of social competence in children, the latter would become socially alienated and manifest anti-social behaviour in school. In exploring anti-normative behaviours during adolescence, Donner (2006) further reports that over control by parents and restrictive interactions between parent and children have been associated with the following unbecoming behaviour among the adolescents: suicide, drug abuse, and male aggression. Similarly, Steinberg, Bomstein, & Vandell (2010) observe that children who live in families that are dysfunctional, hostile and conflicted are more likely to experience problems including substance abuse. Parenting styles, therefore, play a crucial role in helping or hindering certain

educational processes. Clauss-Ehlers (2010) observe that a child's upbringing is more important than the school environment in predicting academic performance. Therefore, unravelling the role of parents in influencing student indiscipline is important. From these studies, it is clear that how students behave in school does not depend so much on what is happening in the school but has a lot to do with their interaction with the parents and the kind of home environment in which they are brought up.

Guerra & Dierkhising (2011) have noted that exposure to community violence is among the most detrimental experiences for children. Community violence influences how children think, feel and act. In the U.S. for example, many children and youth experience high levels of community violence. A nationwide survey carried out in the U.S. observed that 55% of adolescents reported some type of exposure to community violence. Further the report indicated that in the U.S. homicide is the second leading cause of death among the youth between the age bracket of between 10 and 24 years. The youth also experience family violence and other forms of victimization. Guerra & Dierkhising (2011) observe that although violence cuts across social and demographic profiles, exposure to community violence is the highest among the inner-city and suburban poor neighbourhoods.

Aremu (2001) noted that in Nigeria the authoritarian style of parenting leads to children's rejection of parental influence. The authoritarian style of parenting is characterised by prohibitive and coercive power which engenders fear, anxiety, and frustration among the children. On the other hand, the authoritative style of parenting is associated with an expectation of maturity in children's' behaviour. In a study among school adolescents in Ibadan, in the Oyo state Aremu et al (2019) affirmed that the authoritarian style of parenting may lead to rejection of parents or society by

children. This will eventually negatively influence the behaviour of such children under the authoritarian parenting style making children raised under such parents full of frustration. He further argues that such children are associated with violent incidences at school and may seek recognition through mobilizing other students against school authorities. A study in Cameroon by Ngwokabuenui (2015) identified the following factors as the social causes of indiscipline among children namely, parental overprotection of children, poor value system, and injustices in the society in the form of favouritism, nepotism and corruption. Others include exposure to unwholesome mass media and dysfunction home environment. Further the study reported that dysfunctional home environment breeds in children a feeling of insecurity and frustration which contributes to the formation of deviant behaviour manifested at school.

High School students brought up in the informal settlements are socialised in deviant behaviour. This is because during their childhood, the home environment exposes them to violent crime and, to the abuse of both alcohol and drugs. These experiences from home environment are enacted in the violent protests and criminal activities observed in some South African high schools (De Wet, 2003).

A study in Wakiso District in Uganda (Kayindu, 2018) established that leadership styles had no significant influence on student discipline. However, parental involvement in upbringing of their children significantly impacted on their behaviour which was transferred to school. This accounted for learner indiscipline and participation in strikes. Hence the study recommended that parents should try their best to ensure that they close the social, environmental and economic gaps which can be detrimental to their children.

The students' unrest in secondary schools in Kenya was first reported as far back as 1908 at Maseno School (National Crime Research Centre, 2017). However, violent and more frequent incidences of school unrest appear to have increased in the late 1990s to date (National Crime Research Centre, 2017). The incidences have been marked by wanton destruction of property, arson, rape and loss of lives. The frequency and grave consequences from secondary school students' unrest in Kenya necessitated the Kenya government to establish national commissions for purposes of investigating the causes and to recommend solutions. The said national commissions include the Sagini Committee (Republic of Kenya, 1991); the Nicodemus Kirima commission (Republic of Kenya, 1995), Macharia Committee (Republic of Kenya, 2000); Wangai Committee (Republic of Kenya, 2001); and the Koech Committee (Republic of Kenya, 2008).

The committees identified both internal school factors such as managerial weaknesses, and home environmental factors such as parenting styles and, changing values and norms which precipitate school violence and unrest (Republic of Kenya, 2008; 2001; 2000). The committees identified six parental factors that influenced secondary school students' unrest. They included Students background which is the family status from which the student was brought up, Parents' presence at home, abdication of parental role of raising the children cases of parents smoking cigarettes, drinking alcohol and going to discos in the company of their children and giving too much pocket money to the students without adequate parental guidance which creates classes of rich and poor in school. Such class structures created conflicts that resulted into indiscipline since the student would wish to replicate the same kind of living style in school which has different rules and regulations.

Several studies have been undertaken to establish the relationship between students' unrest in secondary schools in Kenya and parental styles. A study by Ngari (2014) in Manyatta division in Embu East Sub-county established that parental economic status and their level of education were factors that significantly affected the level of indiscipline of a student in school, which contributed to school unrest. A study conducted in six counties by Nyambegera (2018) showed that most teachers perceive that the modern parent is unavailable to assist in proper upbringing of the students. It noted that "missing parents" – who for one reason or another are busy with business or formal employment, are mostly unavailable to their children. Parental negligence results when parents abandon students to imitate misbehaviours from their peers and colleagues at home environment. The study further found out that children used to freedom in urban areas are likely to rebel when they join secondary schools that are managed by older generation teachers because of the traditional virtues of self-discipline and respect for authority. Such children are unwilling to subject themselves to the normative school discipline.

In a study carried out in Nairobi County, Igoki & Changwony (2019) concluded that discipline and child behaviour largely depend on the style of parenting adopted by the parents. While some parenting styles like authoritative promote good behaviour in children, others like authoritarian promote dysfunctional behaviours. Despite having money to pay for the students and facilitate their learning, the study found out that some parents did not spend time with their children hence increasing cases of indiscipline and secondary school unrest.

Most studies including Dorner(2006), Steinberg et al (2010), Guerra & Dierkhising (2011), Aremu (2001), Ngwokabuenui (2015) De Wet (2003), Igoki & Changwony (2019), Nyambegera (2018), Ngari (2014) and Aremu (2001) have set to determine

the influence of parenting styles on student discipline and school unrest. Most of these studies have ignored other home based environmental factors which provide a basis for early socialisation such as places of residence of the students at home and the parental economic status.

In view of these factors already discussed in the foregoing, the current study focused on finding out the influence of parenting styles on the students' unrest in public secondary schools in Bungoma County of Kenya.

1.2 Statement of the Problem

Kenya has recently been experiencing an unprecedented wave of school unrests and wanton destruction of school properties in secondary schools during the second term period. The school learning programs are often adversely affected during such periods when there are such student unrests. The problem taints the image and integrity of the entire education sector and by extension the country at large. Bungoma county is among counties that have been adversely affected by the spate of secondary school unrests that have rocked the country. According to Bungoma County Education Office report (2019), there were 11 schools in Bungoma County experienced serious incidences of student unrest in 2015 with reported cases of arson with another 8 schools experiencing mild protests and school closure the cases apparently declined to 9 schools in 2018. The persistent cases of unrest have impacted negatively on the socio-economic status of the county which with meagre resources, has invested in secondary school infrastructure valued in millions of Shillings. Furthermore, students have had to lose many hours of learning with some facing jail terms. Despite the fact that the committees and researchers have established some causes of unrest in Public secondary schools in Kenya, recommendations made apparently seem to have failed

to address root causes of the menace. The committees and researches majorly focussed on school based factors as causes but failed to consider the impact of student home based factors that influence behaviour of secondary school students. It is on that basis that this study set out to isolate the home based factors which cause secondary school Student unrest in Bungoma County which may go a long way to alleviate the problem of persistent school unrest in Kenya.

1.3 Purpose of the Study

This study sought to establish the influence of home based factors on student unrest in Public Secondary Schools in Bungoma County, Kenya.

1.4 Objectives of Study

This study set to achieve the following specific objectives

- i) To determine the influence of parenting behaviour on student unrest in public secondary schools in Bungoma County.
- ii) To establish the influence of parental Economic status on student unrest in Public Secondary Schools in Bungoma County.
- iii) To determine the role of students' family background on student unrest in Public Secondary Schools in Bungoma County.

1.5 Research Questions

The study was guided by the following research questions

- i) What relationship exists between student parenting behaviour and student unrest in Public Secondary Schools in Bungoma County?
- ii) What is the influence of parental Economic status on student unrest in Public Secondary Schools in Bungoma County?

- iii) What is the role of student family background on student unrest in Public Secondary Schools in Bungoma County?

1.6 Justification for the Study

Owino (2019) notes that the Ministry of Education has been unsuccessful in the management of conflicts and has continued to experience sporadic cases of student unrest despite the various legislations that serves as guidelines for the enhanced governance of schools. Similar sentiments have been put forward by a number of scholars such as NCRC (2016), Ngari (2014), Simatwa (2012) and Samuel & Changwony (2019) which have attempted to establish underlying causes of secondary school unrest. However, the studies have majorly tended to focus on internal school factors and parenting styles in the secondary schools and hence even where some recommendations have been implemented, there is an apparent persistence in violent incidences and school unrest in public secondary schools. This necessitated this study which set out to determine fundamental influences on student deviant behaviour which constitute primary socialisers.

1.7 Significance of the Study

The findings of this study are expected to enable education stakeholders especially the Ministry of Education to determine policies that could be put in place to increase parental involvement in addressing and containing student unrest in public secondary schools. The findings will provide a framework for assessing latent causes of unrest hence strengthen the Guidance and Counselling departments' capacity to manage indiscipline in schools. It would provide a realist basis of stemming rampant unrest situations in public secondary schools. A check on the persistent wave of secondary school unrest will save education stakeholders and the government large losses

associated with the trend of turbulence and conflict in schools like destruction of property worth millions of shillings, loss of students (and even teachers) and valuable learning time. It will enable the country to fast track the major goals of development and socio-economic agenda.

1.8 Scope of the Study

The current study was undertaken in Public secondary school in Bungoma County. The study was conducted between January and April 2020. It focussed on the ways in which factors associated with the home social environment of students in the public secondary schools may have contributed to student unrest which was experienced within a period of the past three years in the area under study between 2018 and 2020. The study only focussed on schools that have experienced student unrest. The researcher personally visited the schools in which the deputy principals, teacher counsellors and form four students were included in the study as participants. Specifically, this study attempted to establish ways in which home based environmental factors such as parenting styles, places of residence of students in the schools and the socio-economic status of parents of students may contribute to the occurrence of unrest and violent incidences in the schools visited.

1.9 Limitations of the Study

The current study had expected to encounter some limitations. Due to the limited resources and time available to the researcher, the study was undertaken in a limited region of Bungoma County, hence the findings may not be obviously generalised on larger areas due to the inevitable bias in sampling. However the findings will give a guideline on effects of home social environment on student unrest in public secondary

schools which will enable similar studies to be replicated in other areas.

The accuracy of this study depended on the honesty and openness of participants particularly students to volunteer information due to fear of stigmatization. However, the researcher held meetings to assure the participants of confidentiality of the information given and hence it is believed the responses were honest. Like in any research, the participants were expected to have biases and therefore could be subjective in providing responses which could make research instruments unreliable in addressing research objectives. But piloting of the instruments revealed a high reliability coefficient hence the bias was minimal.

1.10 Assumptions of the Study.

This study was guided by the following assumptions; the participants would be able to interpret the research instruments and give sincere and accurate responses. The researcher did not encounter participants that were illiterate hence they were able to interpret items on the questionnaires accurately. It was also assumed that the participants would be cooperative and hence will provide the required information within the stipulated time. However, due to interference of the corona virus pandemic, it became difficult to recover some questionnaires administered in some schools.

1.11 Theoretical Framework

This study was based on the Social learning Theory postulated by Albert Bandura (1986). According to the theory people are capable of learning vicariously by observing the behaviour of others as well as its consequences and by imitating that behaviour. Learning is a process. Key aspects of the social learning are observing, retaining, motivation and imitation. The role of cognition and feeling in influencing behaviour especially the faulty thought patterns is recognized in social learning theory

and how they lead a person to produce maladaptive behaviour. Violence is often a product of the social system and strategies to curb school violence must be based on the social system (Docking, 1980).

Anti-social or aggressive behaviour can be learnt by children who regularly witness such behaviour among adults or between adults and children. Parents are encouraged to set good examples to their children because children imitate what desirable behaviour. Social learning theory is relevant in this study. The implication of this theory is that students who cause or participate in student unrest in secondary school are likely to have learnt or developed violent behaviour from their homes and peers.

It is in that context that this study sets out to determine the influences of home social environment of students in public secondary on their behaviour which manifests in violence that leads to widespread school unrests. The theory therefore informs choice of the independent variables for the study which are parenting behaviour, student family socio-economic status and student residential environment, while the dependent variable for the study is unrest in public secondary schools.

1.12 Conceptual Framework

Basing on the theoretical framework as discussed above, this study will have a scheme of dependent, intervening and independent variable. The secondary school student in public schools is expected to be modelled by the home environment which provides primary socialisers like parents and peers. Consequently, the students are expected to learn and imitate from the environment as asserted by Bandura (1986) which will manifest in violent behaviour at school (Docking, 1980). Such violent behaviour are hence expected to predispose the student to widespread incidences of

indiscipline such as tendency to protest, mobilize others to strike, destruction of school property and arson.

In this study, the independent variables are the home based factors that impact on the socialisation of the secondary school student. The independent variables will therefore be parenting behaviour, parental economic status and the student family backgrounds. On the other hand student unrest is the dependent variable which is influenced by the home environmental factors. However, home based factors may not solely account for student unrest in secondary school. Other factors such as managerial weaknesses, inadequate school facilities and unmet needs of the student (such as school diet and entertainment) partly account for school unrest and hence in this study they have been considered as intervening variables. The relationship among the study variables is illustrated in figure 1.1 below.

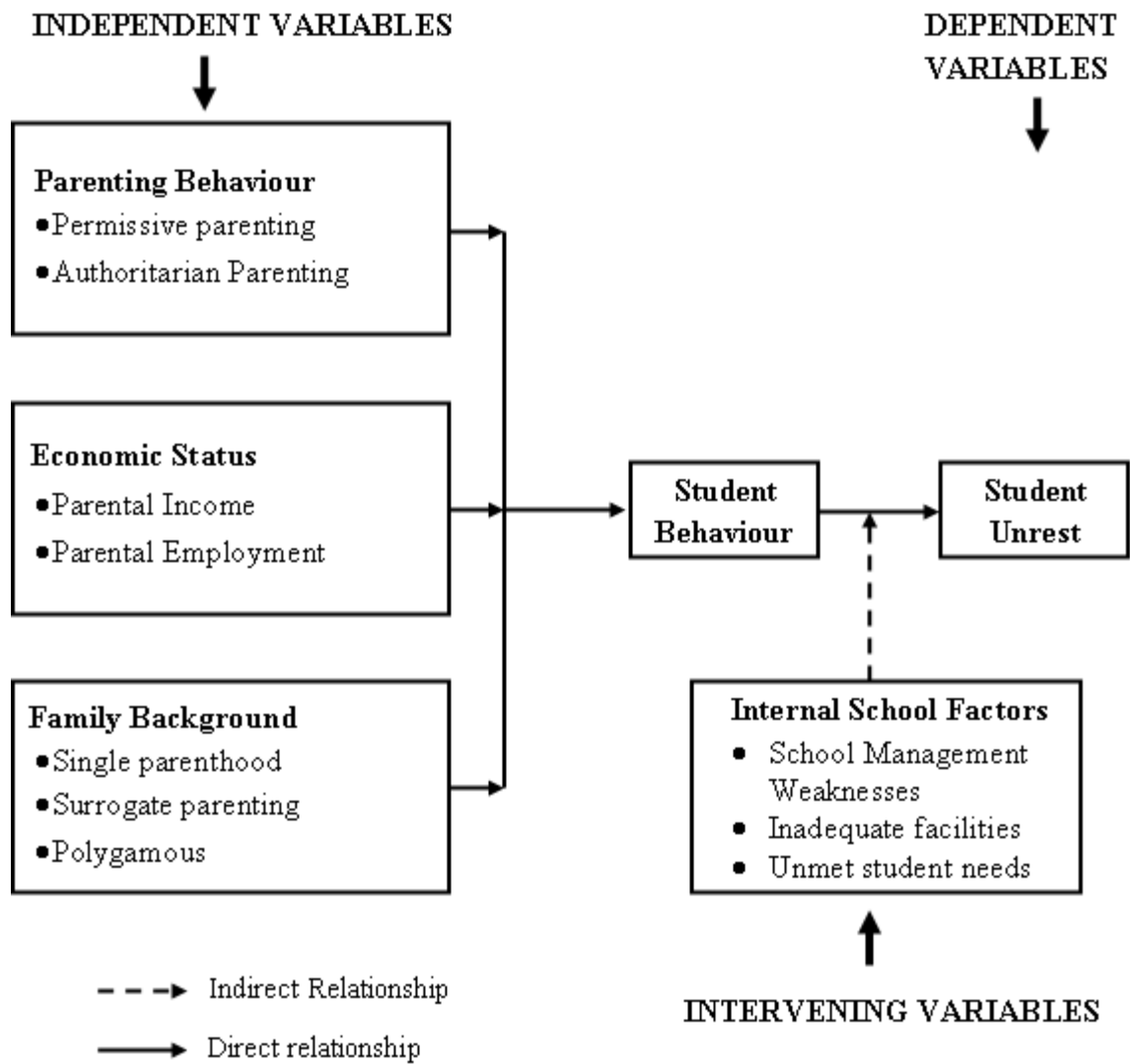


Figure 1.1 Conceptual framework

1.13 Operational Definition of Terms

Home Based factors- Circumstances associated with the places where the student was brought up and lives determined by parenting behaviour, Economic Status and family background

Parental economic status- The income levels of parents of a student in Secondary school. Includes employment status of the parent.

Parenting behaviour- Practices which are used by parents to bring up secondary school Students.

Primary Socialiser- Persons that a student interacts with at childhood stages and act as initiators of attitudes, values and actions appropriate for an individual as a member of a particular culture

Student unrest- State of conflict between school administration and students in a secondary school that may be characterized by protests, violent behaviour by students, destruction of school property including arson.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examines the various studies and publications in relation to secondary school unrest and its causes. The review was based on the following sub headings: An overview of student unrest in Public secondary schools in Kenya; parenting styles and student behaviour; family status and student behaviour and finally family background and student unrest.

2.0.1 An Overview of Student Unrest in Public Secondary Schools

Unrest in public secondary schools in Kenya is not a new phenomenon. Incidences of student unrest can be traced as far back as 1908 when first protests were reported in Maseno School (Republic of Kenya, 2001). There were few cases of student protests in the period 1960 -1980. The protests for the period were less violent and took the form of boycott of classes, mass walk-outs and simple protests (Republic of Kenya, 1991). However, the unrests took a catastrophic turn in the years after 2000, where incidences of arson, rape, murders and destruction of school property became closely associated with secondary school unrests (NCRC, 2017). A number of commissions have been established to investigate and find solutions to the evil but most have really not found a proper solution to the problem.

The Sagini Report (Republic of Kenya, 1991) established that causes of student unrests included: lack of role models; overloaded school curriculum; communication breakdown between the students and the administration; mismanagement of schools; teachers' lack of commitment to their work; inadequate guidance and counselling services; inadequate school inspection services; political interference with school

affairs; negative impact of western values on the African traditional values; inadequate teaching/learning facilities and amenities; lack of adequate welfare services; mismanagement of school funds; poor performance in national examinations; and lack of adequate opportunities for girls' participation in co-curricular activities. The report did not however identify the external influences such as student socialization which is directly as a result of child adult socialisers like parents and community in which the student lives and have direct influence on behaviour of the student.

The Macharia Report (Republic of Kenya, 2000) also identified three sets of factors that contributed to unrest thus, school-based factors, student-based factors and external factors. Of particular interest to this study are the external factors. Among the external factors the report identified include geographical circumstances e.g. proximity to slums; the negative influence of the mass media that tended to glorify violence; undue political interference for example in the nomination of Board of Management (BOM) membership; national culture of violence; the changing society; poor parenting and the general hopelessness and despair caused by the prevailing economic and social hardships. While most studies hinge on the student social environments which directly influence the behaviour of the student, this study will examine the influence of social environment with particular reference to the geographical circumstances (residential place) and parenting styles.

Further secondary school unrests prompted commissioning of the Wangai Report (Republic of Kenya, 2001). The report established many causes of secondary school unrest such as cultural conflicts filtering into the school; influence of opinion leaders at variance with the students' interests; the largely abdicated role of parents; moral decay afflicting the current generation of youths; deteriorating levels of nationalism;

external school environment full of vices and images of violence; drug and substance abuse; rejection of some head teachers by the communities around some schools; fear of examinations; insecurity within and outside the school; out of school peer group influence; devil worshipping which was gradually permeating into schools; child labour inductive environment; unauthorized visitors and visiting days; increased human rights awareness; bad role models; role of mass media that appeared to glorify violence; hopelessness of school leavers given the hard economic times; and the huge disparity in resource distribution in the society. Of special interest to this study are factors like the abdicated role of parents, bad role models and the effects of the disparity in resource distribution in the society. The current study will attempt to isolate the influence of role of parenting and family economic status in student unrest in public secondary schools in Bungoma County.

Despite the recommendation made by the commissions and committees, no practical solution to secondary school unrest and riots seem to be in sight. The period between 2014 and 2016 saw an unprecedented increase in school unrests that prompted the formation of a parliamentary committee in 2018 (Republic of Kenya, 2019). Among the factors that the committee identified included increased permissiveness and laissez faire approach in the society and over strictness of parents and teachers.

The Ministry of Education has been blamed for failure to implement the recommendation by the various committees (Wanzala, 2018) however, the main problem lies in addressing the underlying causes of student unrest which majorly emanate from violent behaviour and may be caused by home social environment more than school based environments.

2.1 Influence of Parenting Behaviour on Student Unrest

Parents form the core unit of a family and are at the very basic in the growth and development of their children. This includes moulding the children's behaviour at different stages of life. The family defines social and moral norms while at the same time providing role models for a child to grow into adulthood. It is important to note that the most effective way of learning in children is through imitation. Therefore, it is safe to associate role modelling that comes from the parents as a learning process for the child. In this case, how one is socialized to know the norms and practices of the society in which they live in largely has to do with learnt or rather, experienced behaviour.

According to Durkheim (1951), normlessness, a state which he refers to as **anomie**, is caused by the breakdown of the traditional social order. He sees a situation where people are no longer governed by rules of the traditional social order. In the traditional agrarian social structure which preceded industrialization, People were aware of what was expected of them. There was a very high sense of morality in society which was primarily instilled by the guardians – morality being defined as manner, character, and proper behaviour. Consequently, there is low accountability in children from their environment as adults cannot discipline a child who is not theirs. This implies that with the rise in incidence of teenage indiscipline and secondary school unrest can be attributed to the steady increase in the number of single parents, separations and divorce (Kenya Demographic and Health Survey, 2003). It is not surprising to have teenagers who have personal unrest, alienation and uncertainty that comes from a lack of purpose or ideals, consistent with another definition of anomie therefore precipitating indiscipline in school.

While studies have been conducted to establish what influence parenting styles have on their children, there is no consensus on how the behaviour of children is influenced by the method used by parents in bringing them up. Changes in the family set up largely contribute to the behaviour of an adolescent. According to Shaw (2005), more than a third of American children, experienced their parents' divorce before reaching 18 years. Similar experiences could be cited from other western countries. He also said that children who had recently experienced a family dissolution had a more difficult time with academic and social expectations at school than children from intact families or established single families or blended families. Additionally, parental divorce often affected the child's sense of emotional wellbeing and self-esteem. Research has attributed single parenthood to difficulties in discipline of the adolescents. Lewis (1978) argued that many single parents were more often than not unable to continue instilling good discipline to their children and this affected their children's behaviour adversely. Many single parents gave in to all that their children wanted in an attempt to compensate for being single and they did not see a limit to the demands which further spoil the child.

The parenting styles adopted by parents in various homes influence children's disposition. This can either promote the children's development or be detrimental to their behaviour. Shaffer (1985) defines parenting styles as the dimensions of parenting that described the amount of autonomy or freedom of expression that parents allowed their children. He observed that parenting styles, being part of the family system, as the amount of expression, psychological warmth, education and guidance that parents allowed their children as they raised them, which would get the child's perception of life issues. He categorized the styles into three major areas:-

- i) Authoritarian parenting where the parent sets rules that do not change. The parent expects his orders to be obeyed without question. Little or no verbal give and take is entertained; the parent is harsh, controlling and sometimes cruel. The child's perception is influenced in a particular direction.
- ii) Permissive parenting where parents prescribe few rules, parents do not care what their children do; children are left to make their own decisions, no guidance or punishments are given in case of mistakes. Permissive parents demand very little from children; such parents neither discourage immature responses nor actively encourage self – reliance behaviour. Children of permissive parents, particularly boys, tended to be selfish, rebellious, aggressive, rather aimless and quite low in independence and achievement.
- iii) Authoritative parents set standards of behaviour, monitor such standard and firmly enforce the rules and encourage cooperation. They encourage verbal give and take between the children and themselves. They offer guidance and education on life issues and disciplinary methods were supportive.

Baumrind (1991) discussed a fourth parenting style and classified some parents as uninvolved, a parenting style that is characterized by few demands, low responsiveness and little communication. While these parents fulfil the basic needs of the child, they are generally detached from lives of their children. In extreme cases, they even reject or neglect the needs of their children. Baumrind (1991) observed that the result of this style of parenting were children who lack self-control, have low self-esteem and are less competent than their peers.

According to Posse and Melgosa (2002) personal relationship between parents and children encourage confidence and emphasize the need for personal responsibility. They recommend that to help a child develop a balanced self-image, it is important to provide them with freedom to explore within flexible but efficient guidelines. Good parenting therefore is one that tends to be followed either consciously or unconsciously, in one way to discipline in an effective yet non traumatic fashion. They emphasize on emotional support from parents to help children overcome their own feelings of inadequacy, anxiety or lack of confidence.

Shaw (2005) observed that although there was dire need to increase family resources the ideas of two working parents had greatly disadvantaged parenting over the past 30 years. Parenting trends had evolved such that they promoted the development of unattached, uncommunicative, learning-impaired and uncontrollable children. Millions of children returned from school to an empty house. When parents arrived, they were often tired and preoccupied with problems at work. This meant that teenagers were getting less parenting. Shaw (2005) concluded that parents found themselves enslaved by a materialistic, over-achieving society that led them to spend so many hours at work and so much money that they could not make time to do the things necessary to bond with their children. This also left teenagers with large amounts of unsupervised time.

Taffel (2005) demonstrated in a survey of nearly 600 teens in drug treatment in New York, Texas, Florida and California that 20% had shared drugs, other than alcohol with their parents, and that about 5% of the teens were actually introduced to drugs – usually marijuana – by their parents. He therefore observed that many parents abdicated their authority and as such, young ones grew up with few, if any rules or guidelines to regulate behaviour. In some cases it appeared that parents were reacting

to negative experiences they had in their own childhood. As a result, schools in the area under study were observed to experience a high turnout of violent and restless adolescents. The current study was undertaken in Bungoma County with the objective of determining the influence of such parenting on secondary school unrest.

Smith and Moore (2013) investigated the relationship between parenting style and adolescents' psychological and behavioural well-being in the Jamaican context. The results indicated that authoritarian parenting was associated with diminished psychological and behavioural adjustment, such that adolescents who reported their parents as more authoritarian also reported a greater risk of anger. The study established that gender moderated the effect of authoritarian parenting on conduct problems with the association being significantly greater for boys than for girls. The study further established that when adolescents agree with parents' style of parenting, there was a less likelihood for them to exhibit psychosocial problems. In this context, anger is a precursor to violence. Thus such adolescents are more likely to be involved in violent behaviours in schools such as organizing strikes.

Goeke-Morey et al (2003) found that children take physical conflicts between adults as more angering and distressful than verbal marital altercations as previously theorized. Children who were affected by marital aggression had internalization and externalization problems, symptoms of post-traumatic stress disorder (PTSD) and physical health problems. These problems are breeding grounds for teenagers to become oblivious to their current environment, including school. They can try to cope with what is happening at home by retreating into themselves or resorting to violent behaviour when provoked by their classmates or anyone else in order to ventilate their emotions. They will imitate their parents' responses towards authority figures in

conversations while in school which are mostly rude and lack courtesy and in the process landing them into trouble since they have not learnt respect from home. Such children were more likely to be involved in violent acts while at school as part of the learnt experiences from home.

In a study of school adolescents in Ibadan, Oyo state Aremu et al (2019) affirmed that the authoritarian style of parenting may lead to rejection of parents or society by children. The authoritarian parenting style is prohibitive in nature and compelling hence a high possibility of engendering fear, anxiety, and frustration among the children. This will eventually negatively influence the behaviour of such children under the authoritarian parenting style making children raised under such parents full of frustration. He further argues that such children are associated with violent incidences at school and may seek recognition through mobilizing other students against school authorities.

A study in Cameroun by Ngwokabuenui (2015) revealed the society based causes of indiscipline as parental overprotection of children, poor value system, and injustice in the society indicated by the practice of favouritism, nepotism and corruption, unwholesome mass media and unsatisfactory home condition. The poor value system in Cameroon society which no longer honour the hard work and meritorious services are responsible for the breakdown of law and order in schools. The study reports that unsatisfactory home condition breeds in children, a feeling of insecurity and frustration and thus contributing to the formation of deviant behaviour which they manifest at school. Some parents are too busy to keep their eyes on their children. Their children go out at will and return home any time they like. They do not even bother about the type of friends their children keep. Their children become morally

loose. In school, such children have no respect for school rules and regulations and even they exhibit absolute disrespect for school authority.

Oloyede & Adesina (2013) as cited in Belle (2017) observes that some characteristics of the family have an impact on the adolescent behaviour at school. Child neglect and abuse by family members, exposure of the child to parental criminal activities and behaviour and acts of violence, the availability and use of dangerous weapons and drugs at home, divorce or remarriage of either parent are some of the family situations that negatively impact on the adolescent's behaviour. Belle (2017) add that the attachment theory explains that parental attachment affects the behaviour of the student; when the parents and the child develop negative relationships and the educators and the child develop unhealthy relationships, then the child manifests a lack of positive behaviour.

In a study of Effect of Parenting Styles on Student's Behaviour in Public Secondary Schools in Nairobi County-Kenya, Samuel et al (2019) established that students had been involved in indiscipline cases at least 1 to 3 times in the previous year. The study concludes that discipline and child behaviour will largely depend on the style of parenting adopted by the parents. While some parenting styles like authoritative promote good behaviour in children, others like authoritarian promote dysfunctional behaviours. Despite having money to pay for the students and facilitate their learning, the study found out that some parents did not spend time with their children hence increasing cases of indiscipline some of which were associated with school unrest. The study recommends parents' involvement in promoting good behaviour among their children both at school and at home.

In a study of factors influencing indiscipline among students in public day secondary schools in Makadara district, Nairobi County, Atieno (2014) sampled 8 deputy head teachers, 16 class teachers, 8 teacher - counsellors and 336 Form 2 students using purposive, systematic and simple random techniques. Using a descriptive survey design the study collected data through questionnaires administered to teachers and students and an interview schedule for the deputy head teachers. The study established that most student disciplinary problems experienced were due to influence from the environment and their homes, namely, mobile phones, responsibilities at home, matatu menace and sheng' – speaking. In addition, the study indicated that indiscipline cases in Public day Secondary Schools in Makadara district were fuelled by inadequate guidance and counselling, less involvement of students in co-curricular activities, lack of school based families, and indifference to Life Skills Education by both the teachers and students. The study concluded that in order to curb indiscipline in secondary schools, positive approaches which involved parents need to be implemented fully, since such measures are most likely to yield much better results than the traditional scheme of discipline. The study recommended that school administrations should establish active mandatory school – based families and put in place intensive parent – mentoring programs which aim at sensitizing parents on their parental duties.

In her study of Manyatta division in Kenya, Ngari (2014) found out that high school students whose parents adopted permissive parenting styles had lower rates of incidences of indiscipline at 42.6% as compared to those with authoritative parenting style at 46.7%. Parents whose discipline methods were harsh and punitive made children more likely to be hostile, aggressive, less popular with their peers, and less

independent. They were more likely to engage in more drug and substance use in their teen years at home and in school as well as participate in incidences of school unrest.

Githu (2014) established that though parents used varied styles in resolving student discipline issues, principals and teachers recommended a permissive approach in handling discipline issues of students, parents had a contrary view and ascribed to authoritarian approach. Using a sample of 110 respondents in public secondary schools in Kikuyu Sub County, the study found that all respondents agreed that parents should be involved more in resolving discipline problems. Parents used different parenting styles/practices to resolve discipline problems of the students. Principals' and teachers' responses leaned towards parents being permissive while the parents' opinion depicted an authoritarian view of themselves. The study recommended that parents should be involved in dealing with students discipline problem.

Muli (2012) carried out a study on factors influencing secondary school student's unrest in Nairobi, and the study used a sample of 792 respondents made up of 22 head teachers 110 teachers and 660 students. The study found that among the factors that may cause violence and school unrest include parents' lack of concern for their children. Studies have also shown that parents' aggressive behaviour may be related to aggression in children. If children are constantly exposed to aggressive behaviour they might use the same behaviours on other children (Laible et al., 2004). For instance, a correlational study by Githae et al. (2015) examined the relationship between parenting styles and participation of secondary school boys in violent incidences within Gatanga sub-county in Murang'a revealed that there was a highly significant association between paternal physical presence and treatment of youths and participation in youth violence and school unrest. The current study will therefore set out to establish how parenting practices may contribute to student unrest in public secondary schools in Bungoma County, Kenya.

2.2 Influence Parental Economic Status on Student Unrest

The influence of family socio-economic status emanates from two aspects, namely the economic status and social status which are related to some level. According to Bennett (2017), studies have demonstrated that children from low income families received less positive parenting and had higher levels of cortisol which has been associated with lower levels of cognitive development and school restlessness. Such students are hence expected to exhibit aggressive behaviour that may account for school violence

Family income and economic circumstances have a powerful effect on children's development. According to The Urban Child Institute (2012), low family income is a risk factor that affects children mainly by affecting their home environments and the parenting they receive in ways that hinder optimal development. Income-related differences in parenting appear early. For instance, lower-income mothers are, on average, less affectionate, less responsive to their infants' distress signals, and more likely to have harsh parenting styles. In poor and low-income families, the home environment is more likely to be chaotic, and parents are more likely to be stressed and unresponsive. They show less sensitivity and provide less cognitive stimulation. Research shows that lower-income mothers talk less and spend less time in shared activities with their children than do middle-income mothers, and are less engaged when their children talk to them. Poor children have fewer stimulating experiences and learning materials than higher-income children. The effects are apparent in the first years and often last into adulthood. TUCI (2012) further observes children from low income families, even in the first three years of life, are more likely to have lower cognitive scores and increased behavioural problems such violent behaviour in secondary school.

Day et al (1998) established that parents with higher levels of education tend to utilize non-physical means of discipline. These parents tend to have more money and a larger social network that offers them support and hence do not have a lot of stress which contributes negatively to the home environment. Education exposes people to varied ways of approach to discipline. Consequently, such parenting can arguably causes the parents to be less overbearing to their children which can lead to rebellion. Felner et al. (1995) investigated interrelations among conditions of households' social economic disadvantages, proximal environmental experiences and adaptation sample of 398 middle grades, among early adolescents from predominantly poor rural areas. The findings demonstrated that youth from families in which neither the parent had graduated from high school exhibited significantly worse social emotional and academic adjustment (discipline) than those whose parents had higher education level. Chakrabarti (1986) also established that the children whose parents were highly educated and involved in their study had better performance; both in school examinations and achievement tests as well as in discipline than those whose parents were rich but less educated. It can therefore be concluded that the more educated a parent is , the more likely a child will be disciplined. More educated parents will most of the time avoid wrongfully punishing because they are more understanding and patient, consequently children from such families will be less rebellious or bitter and are less likely to be undisciplined or organize for strikes in schools.

Moreover, the socio-economic status of the family may influence the behaviour of the adolescent. Khaliq, Baig, Ameen & Mirza (2016) found that there is a moderate positive relationship between parental income/status/occupation and the adolescent's academic performance and behaviour. Similarly, Sonali (2016) confirmed that students from low socio-economic status have a greater academic stress and therefore

behaviour problem than those with high socio-economic status. Arum and Ford (2012) add that the broader the economic inequality and social distance among adolescents at schools, the more disruptive they are.

The lack of parental involvement in the school activities also may encourage students to be disruptive. In fact, parents cannot leave the responsibility of disciplining students onto the school only; they should collaborate with the school (De Atouguia, 2014). Parental participation helps develop a positive sense of efficacy into learners whose self-esteem is raised and therefore, they manifest less disruptive behaviour (Garcia & Santiago, 2017; Masabo, Muchopa & Kuoth, 2017). It is thus obvious that a lack of parental participation and support in the enforcement of school discipline is likely to contribute to learner misbehaviour (Centres for Disease Control and Prevention, 2012; Khumalo, 2012). However, educators and the principal do not welcome parental involvement (Masabo, Muchopa & Kuoth, 2017) and they limit it to voluntary social events, fundraising and orientations (Chikudo, 2016; Jodut, 2015). So, there is likely to be more disruptive behaviour among students of secondary schools

In a study of student's Socio-economic background and indiscipline among public secondary schools in Nigeria, Abiodun & Ojo (2018) adopted a descriptive research design to sample 240 students in four randomly selected four public senior secondary schools Lagelu Local Government of Oyo state. Using Students' Socio-economic Background and Indiscipline Questionnaire (SSEBAIQ), the study established that there were no significant differences between the causes of indiscipline and socio-economic background in public senior secondary schools with the t-calculated value of 3.87. Also, there are no significant differences in the effects that occur between students' socio-economic background and indiscipline on the academic performance

of the public senior secondary school with the t-calculated value given as 1.56. The study recommended that the socioeconomic background of the students should be considered in the choice of the school enrolment. While the study solely utilized questionnaires, they lack the depth of understanding behavioural aspects like indiscipline among students, hence this study utilized interviews alongside questionnaires in order to collect in depth understanding of socio-economic backgrounds on student unrest which is an aspect of student indiscipline in public secondary schools in Bungoma County, Kenya.

Ngari (2014), indicate that the rise in poverty levels in Kenya is one of the major factors that discourage parents from investing in their children's education and their behaviour uprightness. The Economic survey (2008) indicated that 46.8% of Kenyans live below the poverty line. This is a clear indication that parents have to struggle in providing basic school needs such as uniform and stationery. Students from such background have been noted to lack self-esteem and tend to feel rejected by the school community around them. Such feeling of resentment trigger acts of violence such as unrest as a way of enabling them to bear the pain of rejection. On the other hand, students being given too much pocket money by their parents will mostly end up using that money to engage in anti-social behaviour like drug and alcohol abuse (Republic of Kenya, 2001). This is because they have the means and opportunity to do so with ease, money not being a problem. Therefore, there has to be some balance in giving students pocket money. Not too little that they cannot be able to survive and thus look for other means, and not too much that it can lead to misuse. The current study will therefore attempt to establish whether family socio-economic status of students in public secondary schools in Bungoma County may influence the occurrence of student unrest in the schools under study.

2.3 Student Family Background and School Unrest

The family background of a student plays a major role in shaping the behaviour of the student. The behaviour that a student manifests in school such as violent behaviour, incitement, drug abuse, mobilizing others to strike or even examination can largely be attributed to the nature of family background from which the student was raised (Idzua, 2018). The nature of family background may vary from single parent families, orphaned, polygamous to monogamous. Bronfenbrenner (1998) posited that a child's development is much dependent on one's experiences in these family settings such as family size, socio-economic status, marital status and other similar family factors. Both human and physical facilities available in a child's environment do influence his behaviour either positively or negatively. . The most important setting for the child has been identified as the family, since this is where the child spends most of his time and is most emotionally influenced. Other important settings include extended family, neighbours, early care and education programmes, community learning sites and playgrounds.

Marital status is very important in determining the characteristics of the family, that in turn impacts on the behaviours of adolescents in the school in particular and the wider society in general (Feldman, Wentzel, Weinberger & Munson, 1990). Studies like that of Burman & Erel (1993) have hypothesized that there is positive correlation between marital disharmony and children adjustment problems in the course of the parent-child relationship. The quality of marriages is a pervasive effect on family environment as well as on individual outcomes of its members (Lai, 2011).

Egbochuku & Oliha (2014) investigated the effects of single parenthood on truant behaviour among secondary school students. The purpose of the study was to find out the influence of family pattern on truancy behaviour of secondary school students.

Using random sampling to select a total number of two hundred and fifty (250) subjects and purposive sampling to select schools, the study found that a significant difference between truant adolescent students from single parent homes and those from intact parent homes. The findings further revealed a significant difference between truant behaviour of adolescent male and female students from single parent homes and those from intact homes. The study therefore concluded that there is a difference between the truant behaviour of single parent students and intact parents students, and that differences existed between the male and female from the different family structures.

In a perspective of South Africa, De Wet (2003) observed that apart from other factors such as poverty, neglect, ineffective parenting, and dysfunctional family life as factors that had contributed to the rise of violent student protests, high density housing in townships and informal settlements largely accounted for the violent behaviour of the students. The students had been socialised in informal settlement environments in their childhood with frequent exposure to violence, crime and abuse of alcohol and drugs. Consequently, the same students manifested the same violent behaviour in South African High schools in form of violent protests and criminal acts.

Kochhar (1990) notes that a large number of students come to school from homes which have fallen short of providing for them adequately as far as dealing with their problems is concerned. the home is no longer in a position to provide the child the kind of support and help as it once did in the earlier days when communities and families were more intimate. Also increasingly absent, is the lack of a listening ear in form of sympathetic adult siblings, friendly aunts and grandparents who can be turned to. The nature of family life has changed drastically, and as such, children have to depend on other institutions to develop fundamental skills. The same view is upheld

by Padilla (2012) who maintains that, without proper family structure, many adolescents struggle to acquire efficient social and academic skills. He laments the subjection of family life to severe strains by the accelerated changes in society, impacting the development of many children. Consequently, students who originate from families with improper family structure are most likely to manifest anti-social behaviour which may include violence, impersonal attitudes and selfish behaviour all of which seed for violent unrest situations in schools.

The manifestation of violent behaviours by secondary school students may be a reflection of the type of marital status of the parents. David and Murphy (2004) assert that problematic children are not only from divorced families but from dysfunctional or distorted or conflict prone families. Children from these types of family usually are exposed to their parents' marital conflicts relationship dissatisfaction and even violence which negatively influences their behaviour. It may lead to negative personality traits such as aggressiveness, impulsivity, negative attitude toward school, peer rejection and delinquency. Hence violent behaviours such as student unrest exhibited by secondary school students may be explained in relation to their family backgrounds. The current study will attempt to examine the influence of marital instabilities on secondary school student unrest.

A study in Hong Kong by Shek (2000) suggested that family factors and parental marital quality played a very important role in influencing the psychological adjustment of Chinese adolescents. Similarly, Anant & Raguram (2005) found that family environment and marital relationship of the parents was a key factor in family functioning which affect adolescent adjustment in a study in India. The study added that in case of divorce, the children are exposed to the consequences of marital conflicts and family dysfunction until they leave home for school.

This assertion is supported by Cummings and Davies (2010) who established that when parents are deeply involved in marital conflicts, the children are most likely to externalize problem behaviours. Child Delinquency Bulletin (2003) had it that boys whose parents are divorced are more likely to have continuing problems with anti-social, coercive and noncompliant behaviour, while those whose parents remained married will experience less of these behaviour problems. Wright and Wright (1994) showed that single parent's families, particularly mother only, produces more delinquent children than two parent's families.

Aufscser, Jekielek and Brown (2006) reported that children with close and positive relationship with their family members and who have parental monitoring are less likely to be involved in delinquent behaviours in school. When parents are happily married their children are more restrained, less distressed and they make greater progress in schools than their mates who suffer parental dissatisfaction. Family cohesion is thus identified as one of the strongest factors with high potential risk for delinquent behaviour among adolescents related to dysfunctional family dynamic environment (Kim & Kim, 2007). In more specific term Lai (2011) noted that a child whose parents are happily living together will receive support from both parents and will further work hard to meet their expectations. On the other hand, Lai (2011) observes that a child from a dysfunctional family with busy single parents generally will feel neglected by the parents and will be involved in delinquency at school in order to attract attention or care from the parents. The study argued further that when families suffer separation the relationship between the child and parents is affected. Some parents may tend to be violent or depressed after separation, often resulting in either children's abuse or neglect. Consequently, the children may develop behaviour problems including delinquency at school, alcoholism, depression or even suicides.

Bimbola and Ayodele (2007) observed that when parents or couples live together in a traditional conjugal family, they help to socialize the children better and can help in preventing anti- social behaviours among children. Children under this parental background will most likely develop positive attitudes within and outside the home and or the school.

Ugoji (2011) noted that children need close parental supervision and control in order to decrease their association with high risk peers, which may help in lowering teen alcoholic and drugs use. Ugoji (2011) opined further that effective parent-child communication improves parent-child relationship, which can reduce the risk of unprotected sexual behaviour, among much other aberrant behaviour of the adolescents. Hence the study identified marital status of parents as a factor of anti-social behaviours of children.

A meta-analysis of 72 studies by Price & Kunz (2003) showed that parental divorce as a very strong impacting factor that leads to the likelihood of children engaging in juvenile delinquent acts. As evidenced from the studies, boys from divorce families are more likely to display violent behaviours than boys from intact families. Further, Khan, Quadri and Aziz (2014) aggression is more significant among male children from single parent such as the widowed/separated or divorced parents. Single parents usually find it difficult to fulfil the physical and psychological support for their children at all times. It is also added that if violence is occurring within family, the male children are mostly affected and they are likely to express aggression after physical battering and abuses of parents.

A study conducted by Elbedour, Onwuegbuzie and Alatamin (2001) revealed that children from polygamous families tended to have higher levels of externalizing

problems in general and higher levels of attention problems in particular, than their counterparts in monogamous families. In addition the children from polygamous families had higher rates of absenteeism than those from children from monogamous families. Their findings showed that problem behaviours and aggression was most commonly noticed from children from polygamous families than was noticed from monogamous families. Similarly Al-Krenawi and Graham (2008) conducted a study on the effects of polygamy on women and the family, and its findings showed that the polygamous family structure has an influence on children's and wives' Psychological, social and family functioning. The wives experiences are definitely having direct and indirect influence on the behaviour of the children at home and most likely the children will transfer these experiences to school. They were noticed to have more problems in family functioning, material relationships and life satisfaction than the monogamous families. Deducting from these finding, it is understood why children from polygamous families are more likely to display violent behaviours in school. Since the home environment is violent or problem prone, children will imbibe whatever experiences they receive from the family background.

Lanre, Olugbenga, Iyanuoluwa, Olusegun and Olalekan (2014) pointed out that the higher the numbers of wives in a family the more likely they experience violence. According to them polygamy has the tendency to increase the occurrence of misunderstanding and dispute with the resultant effect of physical assaults. It is most likely that these aggrieved wives will directly or indirectly register their bitter experiences to their children and may transfer their frustration to the children of the other woman that is perceived to be loved by the husband. This situation is likely to cause unhealthy rivalry within the home, among the siblings. Domestic violence may be common in such families with the children watching the violence. This tends to

have impact on their social development. When children are exposed to this family or home violence they are at risk of developing violent behaviours.

In a study carried out in 25 private secondary schools, randomly selected from five sub counties in Wakiso district of Uganda, Kayindu(2018) examined the relationship between head teachers' dominant management styles and students' discipline. The study employed a cross-sectional survey design and sampled 700 students and 25 head teachers. The study established that head teachers' dominantly used management styles do not correlate significantly with the discipline of students. Hence, the study generally attributed student unrest to parental non involvement in child up bringing. It recommended that parents should try their best to ensure that they close the social, environmental and economic gaps which can be detrimental to their children.

In a study of home based factors that influence discipline among students in public secondary schools in Nzau Sub-county, Makueni County, Kithuku (2015) sought to establish the relationship between students' discipline and the parental economic status, the parenting styles and the family background. The study established that indiscipline problems are prevalent in public secondary schools and that both parental economic status and family background do not significantly influence the discipline of students. However the study established that parenting styles do significantly affect student discipline. The current study would therefore set to establish the influence of family background a different region, which is Bungoma County in order to fill the gap of regional difference that may lead to different results.

2.4 Summary of Literature Review

A number of studies have examined causes and effects of student unrest in high schools in different parts of the world, in Africa and within Kenya as has been

discussed in this chapter vis a vis, the home based factors, which encompasses parenting behaviour, student family economic status and student family background. However, few studies have focused on impact of home based factors on student behaviour in school and particularly student unrest. This study focused on determining how parenting behaviour and student family characteristics play a role in the spate of school unrests that have rocked Kenya's secondary education institutions and the attendant losses associated with the nightmare to the government and parents. Furthermore, the study was undertaken in Bungoma County which has varied family structures.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the research design, the area of study, sampling procedures, instrumentation, data collection procedures and how the data was analysed.

3.1 The area of Study

This research was conducted in Bungoma County covering an area of approximately 2,069 km². The county consists of nine sub-counties and has an estimated population of 1,670,570 people (Republic of Kenya, 2019) consisting mainly of Luhya, Teso and Sabaot communities. The economy of the county is mainly agricultural based on Sugar cane and maize farming with very limited and subsistence livestock farming. Most industries e.g. Pan Paper, Kitinda Dairies, Malakisi Ginneries etc have stalled. Consequently, the county has fairly high levels of poverty. According to Otieno (2014), Bungoma County ranks as the fifth county that contributes to country's poverty index. As a result the people of Bungoma County highly value education as a means towards economic empower hence they greatly invest in education institutions especially at the secondary level (Wamala,2019). Consequently, incidences of unrest in Public Secondary Schools in the county are a major concern in the county since they have such effects like destruction of school infrastructure, additional costs of education in form of fines, loss of learning hours and lowering academic levels. It is therefore necessary to undertake a study to establish underlying causes of secondary school unrest and hence determine practical strategies of resolving social conflict in the secondary school which culminate into the destruction and loses. This may guarantee safe learning environments in the institutions.

3.2 Research Design

A research design facilitates smooth sailing of the various research operations, making the whole research as efficient as possible therefore yielding maximum information with minimal expenditure (Kothari, 2004). Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009). This study adopted a descriptive research design. According to Mugenda & Mugenda (2003), a descriptive design reports the way things are through a systematic collection of data from members of a given population. According to Oso & Onnen (2005), a descriptive research design provides quantitative and numeric descriptions of some part of the population. The design enabled this study to gather information on some variables in public secondary schools namely Student unrest, parenting styles of students in the schools, home environment and family socio-economic status of students.

3.3 Target Population

According to Mugenda (1999) target population refers to an entire group of individuals, events or objects having a common observable characteristic. In this study the basic observable characteristic is school unrest and its causes. Hence the target population consisted of all public secondary schools in Bungoma County that have experienced cases of student unrest in the past 3 years. Bungoma County has a total of 18 public secondary schools that have been reported to have experienced a case of school unrest in the past three years (Bungoma County Education office, 2019) hence the target population for this study consisted of 18 deputy principals, 18 teacher counsellors and 1440 form four students of the year 2020 giving a total of

1494 participants. The deputy Principals were chosen because they monitor discipline of students and hence have better information on students that directly or indirectly participated in the unrest. Teacher counsellors were included in the study because they are usually entrusted with social issues of students and are in a better position to inform about family status of affected students. The form four students were included in this study because they are expected to have been in schools for longer periods hence must have been in school by the time the student unrest situation occurred.

3.4 Sampling Procedures and Sample Size

A sample is a subgroup of the population a researcher selects to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group (Kumar, 2011). According to Mugenda & Mugenda (2003) it is adequate to take a sample size of 10% to 20% of the total population for a large and a small population respectively. Cohen et al (2003) notes that sampling is the process of selecting a subset of cases in order to draw conclusions about the entire set. In this study, Simple random sampling was used to select 6 schools from the 18 public secondary schools within Bungoma County which have had experienced student unrest within the last 3 years prior to this study, which is about 30% of the affected schools. In each school selected, purposive sampling was used to include 6 principals, 6 deputy principals and 6 teacher counsellors, which was about 30% of the target population respectively.

In each school sampled, Simple random sampling was further used to select form four students so as to obtain a sample of 288 students from the target population of 1440, which was 20% of the target population.

Table 3.1 illustrates the sampling procedure and the sample size for each

category.

Table 3.1 Sample Size

| Category | Target population | Sample Size | Percentage of sample | Sampling method |
|---------------------|-------------------|-------------|----------------------|-----------------|
| Schools | 18 | 6 | 30 | Random |
| Principals | 18 | 6 | 30 | Purposive |
| Deputy Principals | 18 | 6 | 30 | Purposive |
| Teacher Counsellors | 18 | 6 | 30 | Purposive |
| Form Four Students | 1440 | 288 | 20 | Simple Random |
| Total | 1494 | 312 | 20.9 | |

3.5 Research Instruments.

The instruments that the researcher used in this study were the Questionnaires and interviews schedules. Two instruments were used given that one instrument is not sufficient to make valid and reliable conclusions.

3.5.1 Questionnaires

The study used structured questionnaires to collect data. According to Mugenda and Mugenda (2003), a questionnaire is a suitable method of data collection because it has the ability to collect a large amount of information in a reasonably quick space of time. It also ensures anonymity of participants hence increasing the likelihood of getting honest answers. Questions are also standardized thus everyone gets the same questions.

Questionnaires were used to collect data from the students, teacher counsellors and deputy principals. They contained closed ended items which were measured on a five point likert scale with *Strongly Agree-5, Agree-4, Not Sure-3, Disagree-2 and Strongly Disagree*. Each item in the questionnaire was developed to address objective

and research questions of the study. The questionnaires were therefore administered by the researcher personally to the teacher participants (deputy principal and teacher counsellor). However, the researcher used class teachers to administer questionnaires to the form four students. The questionnaires were used to gather general information on students expected to have been involved in unrest such as parenting styles and the social and economic status of their families.

3. 5. 2 Interview Schedule

Interviews are oral questions that are used to obtain data from respondents. The study used structured form of interview which had a set of questions in the form of an interview schedule. The researcher personally visited and interviewed principals in schools that had been sampled exploring detailed insights, views and experiences from them on the behaviour of the students who participated in the unrest.

3.6 Data Collection Procedures

After approval of the proposal by the school of Education, Moi University, the researcher obtained a letter of introduction from the department and hence sought permit from NACOSTI. The permit was presented to the Bungoma County Commissioner and Bungoma County Director of Education who through the education office granted the researcher permission to carry out the research in the sampled schools that had experienced unrest in Bungoma County. The researcher personally visited the sampled schools and further obtained permission from principals of the sampled schools before proceeding with administration of the questionnaires to participants.

The researcher personally administered questionnaires to deputy principals and

teacher counsellors. However, the form four class teachers in schools visited were used to administer the questionnaires to the form four students. The researcher briefed the class teacher accordingly before administering the questionnaire. A window period of one week was provided to the participants then the administered questionnaires were retrieved for analysis. However, it was difficult to retrieve questionnaires from some schools that had broken off earlier due to the Corona Pandemic.

3.7 Validity of Research Instruments

Validity is concerned with the degree to which an empirical measure or several measures of a concept accurately represent that concept. According to Gall et al (1996) validity is the degree to which a test measures what it purports to. The researcher scrutinized the questionnaires to ensure that the content of the questionnaire attributes intended to be measured. According to Fraenkel & Wallen (2010), it is important to define the variables to be measured and seek assistance of experts in an area of study in order to evaluate the content of the instruments to determine its content validity. Hence, the researcher availed the questionnaires to supervisors in the department of Educational Foundations at Moi University who examined the relevance of contents of items. To develop content validity a review of the student, teacher counsellor and Deputy Principal's questionnaires was conducted using Content Validity Index (CVI) by experts in the department basing on relevance, clarity, simplicity and ambiguity on the four points scale. Items with a Content Validity Index of less than 0.75 were discarded while those with a measure above were retained. Hence 24/30 items were rated above the index of 0.75 on Deputy Principals' and Teacher counsellors' questionnaires respectively by the experts while

21/28 items on students' questionnaire were favourably rated hence adopted. The process enabled the researcher to ascertain the content validity of the instruments hence they were adopted for data capture.

3.8 Reliability of Research Instruments

Reliability is a measure of the degree to which an instrument yields consistent results after repeated trials (Mugenda, 2003). It deals with how well a test measures what it is supposed to measure. To test the reliability of the research instruments, a pilot survey was undertaken in two secondary schools from the nearby Busia County. The test re-test was done whereby the same instruments were administered repeatedly after an interval of two weeks in the same schools. The scores were captured in the SPSS software where the Pearson's product moment correlation coefficient was generated. A coefficient value of $\rho=0.8233$ was obtained which was greater than the correlation value of $\rho>0.7$, suggested by Mugenda and Mugenda (2003). Hence the research instruments were considered sufficiently reliable for this research.

3.9 Data Analysis

Data collected from the research instruments was tabulated, coded and keyed in the computer software of Statistical package for Social Sciences (SPSS). The SPSS provided a vital tool for processing the data and generated summaries as an output. Descriptive statistical techniques like frequencies, percentages and means were used to analyse data. Graphical tools were also used to show relationships among the variables studied.

3.10 Ethical Considerations

This study was guided by the following ethical considerations. The researcher complied by applying for a research permit and research authorization letter from the National Commission for Science Technology and Innovation (NACOSTI). Permission was further sought from Bungoma County Director of Education before visits were made to sampled schools for administration of research instruments. Where participants feared being victimised, the researcher met them before administration of the instruments and assured them of anonymity and confidentiality. The participants were not expected to indicate their names or that of their school anywhere on the questionnaire. Any sources that were used in this research were acknowledged. Principals in schools that were included in the study were consulted prior to administration of research instruments and assurances were made to them.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents the analyzed data on home based factors and their influence on student unrest in public secondary schools in Bungoma County, Kenya. The chapter presented data on characteristics of participants who were included in this study and then the analysis of responses from the administered questionnaires which was done guided by the objectives of this study as indicated on page 18. A summary was given at the end of the chapter.

4.1 Response Rate

A total of 300 questionnaires were administered to participants in the sampled schools with 288 administered to form four students, 6 administered to teacher counsellors and 6 administered to deputy principals. However, 278 questionnaires were retrieved from student participants since the researcher failed to retrieve 10 questionnaires from students due to abrupt interruption of term programme due to outbreak of Covid-19 pandemic. The response rate is illustrated in the table 4.1 below

Table 4.1 Response rate

| Type of questionnaire | Number administered | Number returned | Response rate |
|------------------------------|----------------------------|------------------------|----------------------|
| Deputy Principals | 6 | 6 | 100% |
| Teacher Counsellors | 6 | 6 | 100% |
| Student Questionnaires | 288 | 278 | 96.5% |

Source: Field Data (2020)

Hence the overall response rate was 98.8% which was sufficient for this analysis. The high response rate helped to increase confidence in the conclusions from the study.

4.2 Demographic Characteristics of Participants

The participants for this study can generally be grouped into students and teachers. Hence the analysis of their characteristics is discussed in the two groups. The researcher carried out interview with 5 Principals out of the expected 6. One principal declined to be interviewed since he had been recently transferred to the station.

4.2.1 Demographic Characteristics of Student Participants

The table 4.2 shows some characteristics of student responses as captured from the questionnaires administered to form four students.

Table 4.2 Demographic characteristics of students

| Characteristic | Categories | Frequency | Percent |
|------------------------------|-------------|-----------|---------|
| Student Gender | Male | 142 | 51.1 |
| | Female | 136 | 48.9 |
| Student Age | 16yr | 89 | 32.0 |
| | 17yr | 65 | 23.4 |
| | 18yr | 102 | 36.7 |
| | Above 18yrs | 22 | 7.9 |
| Length of stay in the school | 1yr | 33 | 11.9 |
| | 2yr | 47 | 16.9 |
| | 3yr | 85 | 30.6 |
| | 4yr | 113 | 40.6 |

Source: Field Data (2020)

From table 4.2, there were more male students in this study than female students. While there were 142(51.1%) male participants, the female ones were 136 (48.9%). However, the difference between the genders was minimal and hence provided an objective representation of student population.

The students were required to indicate their ages. A large proportion of the students were below 18 years. Out of the 278 included in the study, 154 (55.4%) were below 18 years while 124 (44.6%) were 18 years and above. Majority of the participants were within majority age and hence could accurately evaluate the situation that prevailed in school and hence gave accurate responses.

The students were also required to indicate the length of stay in the school. This would enable the research to determine their familiarity with fellow students and school activities. Out the 278 participants, a large proportion of 113 (40.6%) had been in the school for 4 yrs. In general, 198 (71.2%) had been in school since form three and thus they had the ability to comprehend and respond well to the situation.

The students were also required to indicate whether they were present in school when the unrest occurred. Majority of the students represented by 188 (67.6%) were present while 90(32.4%) were not present. This is further illustrated by figure 4.1 below

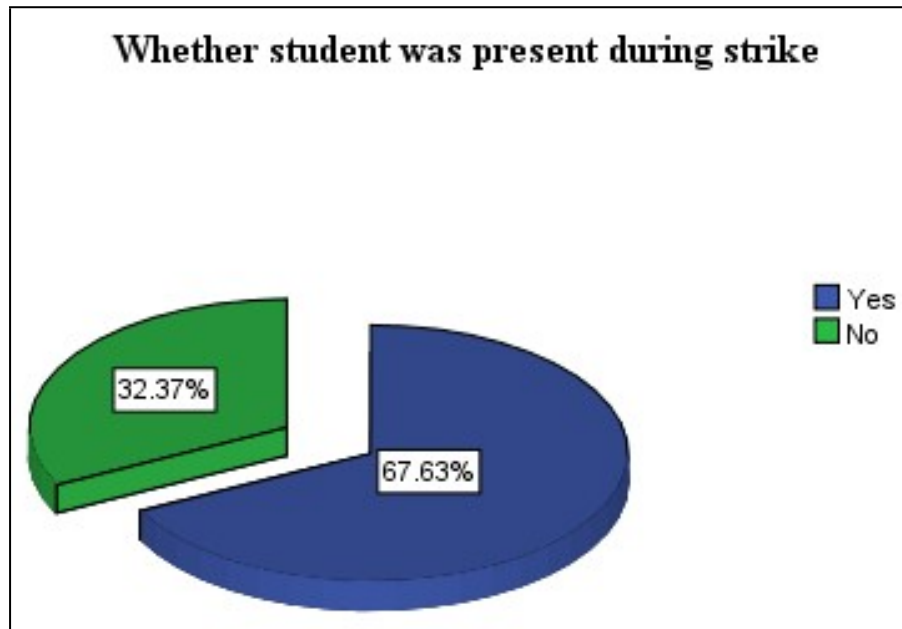


Figure. 4.1 Whether student was present in school during the strike

The student participants were also required to indicate whether they were able to identify the ring leaders of the strike that occurred in the school. Their responses are represented in table 4.3 below.

Table 4.3 Student able to identify ring leaders

| Response | Frequency | Percent |
|--------------|------------|--------------|
| Yes | 171 | 61.5 |
| No | 107 | 38.5 |
| Total | 278 | 100.0 |

Source: Field Data (2020)

A larger proportion of 171(61.5%) indicated that they were able to have identified the ring leaders while 107(38.5%) were not able to identify ring leaders. The larger proportion that indicated having been able to identify ring leaders is sufficient to enable description of students that participated in the strike.

4.2.2 Demographic characteristics of teacher participants

The study included six Teacher counsellors from schools that had experienced unrest in Bungoma County. The demographic characteristics of the teacher counsellors are shown in table 4.4

Table 4.4 Demographic Characteristics of Teacher Counsellors

| Characteristic | Categories | Frequency | Percent |
|-----------------------------------|----------------|-----------|---------|
| Teacher Counsellor Gender | Male | 4 | 66.7 |
| | Female | 2 | 33.3 |
| Teacher Counsellor age | Less than 35yr | 2 | 33.3 |
| | 36-40yr | 3 | 50.0 |
| TC level of professional training | 41-45yr | 1 | 16.7 |
| | Degree | 6 | 2.2 |
| TC professional course in G&C | Refresher | 5 | 83.3 |
| | Certificate | 1 | 16.7 |
| Length served as G&C teacher | Less than 5yr | 3 | 50.0 |
| | 6-10yr | 3 | 50.0 |

Source: Field Data (2020)

Majority of the teacher counsellors included in the study were male. Out of the six participants, 4(66.7%) were male while 2(33.3%) were female. Male teachers usually have more time with students in school hence are entrusted with guidance and counselling programmes. Half of the teacher counsellors were aged between 36-40 years, while only 1(16.7%) was between 41-45 years. All the teacher counsellors included in the study were degree holders which indicate more objective evaluation of student behaviour and circumstances. Majority of the teacher counsellors which were 6(83.3%) had only undergone through refresher courses while 1(16.7%) had a

certificate. Most of teacher counsellors do not have requisite training in managing social behaviour of learners in school.

The teacher counsellors were also required to indicate the length of period they had served as teacher counsellors. There was an equal proportion among the teacher counsellors who had served for less than 5 years and those that had served between 6-10 years with 3(50%) for each category.

The study also included deputy principals of the affected schools hence six from the sampled schools were served with questionnaires. The responses about their demographic characteristics are presented in table 4.5 below

Table 4.5 Demographic Characteristics of Deputy Principals

| Characteristic | Categories | Frequency | Percent |
|-----------------------------------|---------------|-----------|---------|
| Deputy Principal gender | Male | 3 | 50.0 |
| | Female | 3 | 50.0 |
| Deputy Principal age | 41-45yr | 3 | 50.0 |
| | 46-50yr | 2 | 33.3 |
| | 51-55yr | 1 | 16.7 |
| DP level of professional training | Diploma | 1 | 16.7 |
| | Degree | 4 | 66.7 |
| Length of service as DP | Masters | 1 | 16.7 |
| | Less than 5yr | 2 | 33.3 |
| | 6-10yr | 4 | 66.7 |

Source: Field Data (2020)

From table 4.5, an equal number of male and female deputy principals were included in the study, which indicates a growing parity in school administration. This enabled balanced collection of data from female and male student participants.

Majority of the deputy principals included in the study represented by 3(50%) were aged between 41-45 years hence have adequate teaching experience that can help to reliably determine sociological circumstances of students. They were also expected to have interacted with unrest situations in schools hence better placed to understand the backgrounds of students that participate actively in strikes. Generally 5 (83.3%) were aged between 41-50 years while only 1 (16.7%) as aged above 50 years.

When asked to indicate their professional level of training, 4(66.7%) of the deputy principal had attained undergraduate training (Bachelors degree). Only 1(16.7%) of the deputy principals had a diploma and a master degree respectively. With some basic training in sociology of education, the deputy principals were in position to identify the ring leaders as well as in assessing sociological circumstances surrounding their backgrounds.

The study also sought to determine the length of time the deputy principals had served in their capacities. A majority of the deputy principals represented by 4(66.7%) had served for 6-10 years, while 2(33.3%) had served for less than 5 years. Hence majority of the deputy principals had adequate exposure to indiscipline circumstances hence were better placed to evaluate possible external conditions that influenced students who participate in student unrest. The study needed to determine whether the teacher counsellors had been in school during the strike. The results are presented in figure 4.2 below.

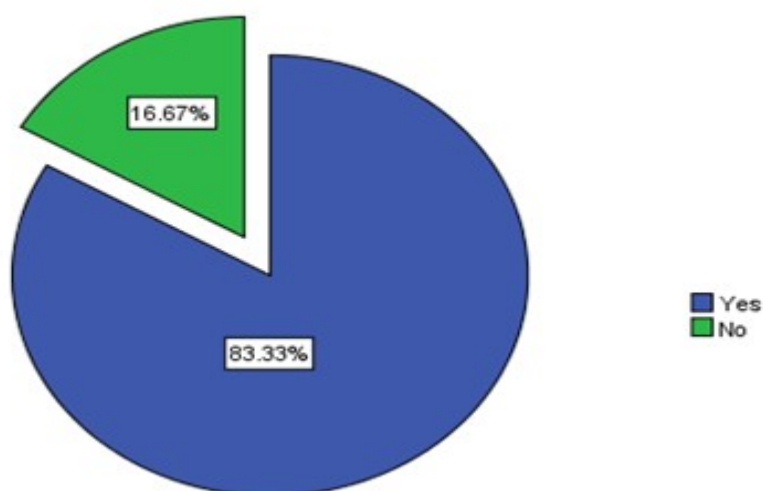


Figure.4.2 Teacher Counsellors present in school during strike

A large proportion of the teacher counsellors included in the study of 5(83.3%) indicated having been in school during the strike while only 1(16.7%) was not in school during the strike. The teacher counsellor who reported not having been in school during the strike also indicated having faced unrest situations in other institutions. Hence most teacher counsellors could reliably provide actual information from the real events that took place on the material day. The study also sought to find out whether the teacher counsellors had interacted with ring leaders of the strikes. The 6(100%) of the participants indicated they had interacted with the ring leaders which imply they had an opportunity to interrogate the social conditions around the students.

On the other hand, when deputy principals were required to indicate whether they were in school when the strike occurred, 6(100%) indicated they were present in school. All of the deputy principals included in the study also indicated having identified ring leaders.

4.3 The Relationship between Parenting Behaviour and Student Unrest

The study set out to establish the relationship between parenting behaviour and student in public secondary schools in Bungoma County. Form four students in schools that had experienced the unrest were required to respond to given statements by rating their opinion on a five point likert scale where 1- Strongly Disagree, 2- Disagree, 3- Not Sure, 4-Agree and 5-Strongly Agree. The results are represented in table 4.6.

Table 4.6 Student opinions on influence of parenting on Unrest

| Statement | | SA | A | NS | D | SD |
|--|---|-----|----|-----|----|----|
| The ring leaders are students who control their parents at home | F | 108 | 69 | 72 | 19 | 10 |
| | % | 39 | 25 | 26 | 7 | 4 |
| The ring leaders were students whose parents were very harsh | F | 9 | 53 | 85 | 71 | 60 |
| | % | 3 | 19 | 31 | 26 | 22 |
| Most of the ring leaders had a single parents hence indisciplined | F | 24 | 84 | 87 | 60 | 23 |
| | % | 9 | 30 | 31 | 22 | 8 |
| The ring leaders came from broken families | F | 16 | 59 | 103 | 44 | 56 |
| | % | 6 | 21 | 37 | 16 | 20 |
| Strikes in schools are caused by students who have been poorly brought up by parents | F | 196 | 45 | 11 | 5 | 21 |
| | % | 71 | 16 | 4 | 2 | 8 |

Source: Field Data (2020)

Table 4.6 shows that a majority of 177 (64%) of the form four students generally agree that the ring leaders of the strike were students who had tendency to control their parents. A fairly large proportion of 72(25%) of the students were not sure while

only 29(11%) disagreed. The students therefore had the opinions that ring leaders were students who apparently controlled parents.

The student participants were also required to rate their opinion on the state that ring leaders were students whose parents were harsh. A larger proportion of 131(48%) disagreed with the statement while Only 62(22%) agreed with the statement and a fairly larger proportion of 85(31%) indicated being not sure about the statement. Hence the findings indicate the parents of the ring leaders were not necessarily harsh.

There was a divided opinion on whether most of the ring leaders had a single parents hence indisciplined, where 108(38.8%) agreed to the statement, 87(31.1%) were not sure while 83(29.9%) disagreed. The weighted average for the statement was 3.0935 which imply that on average, the participants were unsure whether ring leaders had single parents.

When the participants were required to give opinion by rating the statement that the ring leaders came from broken families, majority were Not Sure (103 which was 37.1%) while 100(35.9%) disagreed. Only 75(27.0%) agreed with the statement. The weighted average for the statement was 2.7661 which indicate general disagreement that ring leaders came from broken families.

On the statement that strikes in schools are caused by students who have been poorly brought up by parents, there was an overwhelming agreement with the statement with 241(86.7%) indicating that they agreed while only 26(9.4%) disagreed with 11(4.0%) being not sure. With a weighted average of 4.4028, their responses indicated strong agreement that most ring leaders are likely to be students who have been poorly brought up by parents.

The study also required teacher counsellors in the sampled schools to give their opinions by rating on the five point likert scale whether they agreed with some statements that could help determine the relationship between parenting and unrest in schools the results are shown in table 4.7 below;

Table 4.7 Teacher Counsellors' responses on relationship between parenting and Student unrest

| Statement | | SA | A | NS | D | SD |
|--|---|----|----|----|----|----|
| Ring leaders' parents are permissive | F | | 5 | 1 | - | - |
| | % | 0 | 83 | 17 | - | - |
| Ring leaders' parents are autocratic and uncompromising | F | - | 4 | - | 2 | - |
| | % | - | 67 | - | 33 | - |
| Ring leaders are from families with marital issues and violence | F | 2 | 1 | 2 | - | 1 |
| | % | 33 | 17 | 33 | - | 17 |
| Ring leaders come from broken families | F | - | 4 | 1 | 1 | - |
| | % | - | 67 | 17 | 17 | - |
| Strikes in schools are caused by students who have been poorly brought up by parents | F | 1 | 4 | - | 1 | - |
| | % | 17 | 67 | - | 17 | - |

Source: Field Data (2020)

When required to rate their opinion on whether parents of ring leaders were permissive, a majority of 5(83%) agreed with the statement while only 1(17%) were not sure. Hence Teacher counsellors were of the opinion that parents of the generally, parents of students who cause unrest are permissive and fail to control errant behaviour in the students.

On whether parents of the ringleaders are autocratic and uncompromising, majority of the teacher counsellors which were 4(67%) agreed while 2 (33%) disagreed. Autocratic parents tend to create rebellious students since they do not provide any mentorship.

The teacher counsellors were also required to rate opinion on the statement that the ringleaders are from families with marital issues and violence. There was a fairly divided opinion on the statement with 3(50%) agreeing to the statement while only 1(16.7%) disagreed and 2(33.3%) indicating not sure about the statement. Hence most teacher counsellors generally agree that most ringleaders came from families that had a history of marital issues and violence.

The teacher counsellors were also required to rate their opinion on whether ringleaders came from broken families. The majority of 4(66.7%) agreed while 1(16.7%) disagreed and 1(16.7%) indicated not being sure about the statement.

When required to give opinion by rating on the statement that strikes in schools are caused by students who have been poorly brought up, majority of the teacher counsellors were in agreement with the statement with 5(83.4%) agreeing and only 1(16.7%) disagreeing. It can be deduced from the findings that majority of teacher counsellors agree that strikes are caused by students who have been poorly brought up by parents.

Deputy principals included in the study were also required to rate their opinions on the statements in order to assess the relationship between parenting and school unrest. Their responses are presented in table 4.8.

Table 4.8 Deputy Principals' responses on relationship between student parenting and student unrest

| Statement | | SA | A | NS | D | SD |
|--|---|----|----|----|----|----|
| Ring leaders' parents are permissive | F | 3 | 1 | 1 | 1 | |
| | % | 50 | 17 | 17 | 17 | - |
| Ring leaders' parents are autocratic and uncompromising | F | 1 | - | 1 | 2 | 2 |
| | % | 17 | 0 | 17 | 33 | 33 |
| Ring leaders are from families with marital issues and violence | F | 1 | 2 | 3 | - | - |
| | % | 17 | 33 | 50 | - | - |
| Ring leaders come from broken families | F | - | 2 | 3 | 1 | - |
| | % | - | 33 | 50 | 17 | - |
| Strikes in schools are caused by students who have been poorly brought up by parents | F | 5 | - | 1 | - | - |
| | % | 83 | - | 17 | - | - |

Source: Field Data (2020)

On whether ring leaders parents were permissive which contributed to unruly behaviour, majority of 4(67%) while 1 (17%) disagreed and 1(17%) indicating they were not sure about the statement. The findings agree with those of the teacher counsellors that parents of ringleaders were mostly permissive hence couldn't control behaviour of their children effectively.

However, the deputy principals generally disagreed that the parents of ring leaders were autocratic and uncompromising. Of the 6 included in the study, 4(66%) disagreed with the statement, 1(17%) was not sure while another 1(17%) agreed with

the statement. These findings differ with those of the teacher counsellors who opined that parents of ring leaders were autocratic rather than permissive.

The participants generally agreed to the statement that ring leaders came from families with marital issues and violence. While 3(50%) agreed with the statement, none of the participants disagreed but 3(50%) were not sure about the statement.

The deputy principals included in the study were also overwhelmingly in agreement that strikes in schools are caused by students who have been poorly brought up by parents. Out of the six included in the study, 5(83%) agreed with the statement and only 1(17%) was not sure about that statement. The findings indicate that there was strong agreement that strikes in schools are caused by students who have been poorly brought up by parents.

Most responses from the principals interviewed agreed with the above findings. When asked to explain in which parenting behaviour of the ring leaders influenced students' participation in the strike, a principal said

“Many indisciplined students seem to have single parents who appear to be very liberal and care less about the behaviour of the students. In fact, they were so defensive of the children. Some of the ring leaders appeared to control their parent”.

Another one observed:

“Some parents are extremely harsh at home which makes a student rebellious and bully at school”.

The findings agree with Ngari (2014), Samuel et al (2019) and Aremu et al (2006). In a study on effect of parenting styles on student behaviour in public secondary schools in Nairobi County in Kenya, Samuel et al (2019) established that authoritative

parenting style promotes good behaviour while permissive and authoritarian styles promoted dysfunctional behaviours which manifested into defiance at school and could make such students vulnerable to initiating unrest in schools. A study by Ngwokabuenui (2015) in Cameroun also found that permissive parenting style made children morally loose, disrespectful to school rules and regulations and even exhibit absolute disrespect for school authority, hence making them easily participate in unrest. However, Ngari (2014) found that permissive parenting styles led to lower rates of indiscipline as compared to authoritative parenting style which contravenes the findings of this study. The current study established that permissive parenting was largely responsible for escalated indiscipline among the students which made them vulnerable to participate in school unrest.

4.4 The relationship between Parental Economic Status and Student Unrest

The second objective for the study was to establish the influence of parental economic status for students on student unrest in Public Secondary Schools in Bungoma County. Hence the form four students were required to respond to given statements by rating them on a five point likert scale. Their responses were presented in the table 4.9 below;

Table 4.9 Students' responses on relationship between family economic status and student unrest

| Statement | | SA | A | NS | D | SD |
|--|---|-----|----|-----|----|----|
| Most of the ring leaders were from rich families | F | 93 | 45 | 82 | 31 | 27 |
| | % | 33 | 16 | 29 | 11 | 10 |
| Most of the ring leaders had working class parents | F | 41 | 92 | 66 | 52 | 27 |
| | % | 15 | 33 | 24 | 19 | 10 |
| Most of ring leaders had a lot of pocket money | F | 74 | 71 | 59 | 67 | 7 |
| | % | 27 | 26 | 21 | 24 | 3 |
| Most ring leaders had a lot of shopping | F | 15 | 99 | 104 | 24 | 36 |
| | % | 5 | 36 | 37 | 9 | 13 |
| There is a relationship between students' family economic status and participation in unrest | F | 118 | 84 | 46 | 10 | 20 |
| | % | 42 | 30 | 17 | 4 | 7 |

Source: Field Data (2020)

When the students were required to respond to the statement that most of the ring leaders were from rich families, majority 138(49%) agreed while only 58(21%) disagreed with the statement. A fairly large proportion of 82(29%) indicated being not sure about the statement. Most students participants were of opinion that that most ring leaders were from rich families.

On the statement that most ring leaders had working class parents, a larger proportion of 133(48%) agreed with the statement while only 79(29%) disagreed. A fairly large proportion of 66(24%) were not sure about the statement.

The participants were also required to rate their opinion on the statement that most of the ring leaders had a lot of pocket money, a very large proportion of 145(53%) agreed with the statement, only 74(27%) and 59(21%) indicated being not sure about

the statement. The findings indicate that ring leaders usually have a lot of pocket money implying they come from rich family backgrounds.

On the statement that most of the ring leaders had a lot of shopping, 114(41.0%) agreed with the statement, while only 60(22%) disagreed with the statement. A large proportion of 104(37%) indicated they were not sure about the statement. Hence there may be no certainty that most ring leaders were students who had a lot of shopping.

The students were further required to respond to the statement that most ring leaders had working class parents, 133(48%) agreed to the statement while 79(29%) disagreed. A fair proportion of 66(23%) indicated being not sure about the statement. The findings indicate that there was agreement among student participants that most ring leaders had working class parents.

The students were required to rate their opinion on the final statement that there is a relationship between students' family economic status and participation in unrest. Majority of the students represented by 202(72%) agreed with the statement. Only 30(11%) disagreed with the statement which was far less than those who were not sure about the statement, which were 46(17%). The findings hence show that student participants strongly agree that there is a relationship between students' family economic status and participation in unrest.

The study also sought opinions of teacher counsellors on the relationship between students' family economic status and participation in unrest. The teacher counsellors were required to rate their opinions on a five point likert scale to indicate their level of agreement with given statements. Their responses are presented in table 4.10 below;

Table 4.10 Teacher counsellors' responses on relationship between students' family economic status and participation in strikes

| Statement | | SA | A | NS | D | S D |
|---|---|----|----|----|----|--------|
| Most students who were ring leaders belong to affluent families | F | 1 | 3 | 2 | - | - |
| | % | 17 | 50 | 33 | - | - |
| Most students who participate in strikes have working class parents | F | 1 | 4 | - | 1 | |
| | % | 17 | 67 | - | 17 | - |
| Most students who were ring leaders usually had a lot of pocket money | F | - | 2 | 4 | - | - |
| | % | 0 | 33 | 67 | - | - |
| Most students who were ring leaders came to school with a lot of shopping | F | - | 4 | 1 | 1 | - |
| | % | 0 | 67 | 17 | 17 | - |
| There is relationship between student economic status and their participation in Unrest | F | 3 | 3 | - | - | - |
| | % | 50 | 50 | - | - | - |

Source: Field Data (2020)

Majority of the teacher counsellors which were 4 (67%) were in agreement with the statement that most students who were leaders belong to affluent families. A lesser proportion of 2(33%) indicated not sure about the statement and no respondent disagreed with the statement. It can be can be concluded that the teacher counsellors had the opinion that most ring leaders belonged to affluent families.

The teacher counsellors were required to rate their opinion on the statement that most students who participate in strikes have working class parents. Majority of the participants represented by 5(83%) agreed with 1(17%) disagreeing with the statement. Most of the students who participate in organizing for strikes in school have working class parents.

In order to gauge the nature of economic background of the student ring leaders, teacher counsellors were required to give opinion on the statement that most students who were ring leaders usually had a lot of pocket money. While 2(33%) agreed with the statement, a larger proportion of the participants of 4(67%) indicated being not sure about the statement. With a fairly low weighted average of 3.33, it implies there was no definitive opinion about the statement.

However on the statement that Most students who were ring leaders came to school with a lot of shopping, 4(67%) of the participants agreed with only 1(17%) disagreeing and indicating not sure over the statement, respectively. Hence, it can be deduced that there was agreement among the participants that the ring leaders usually came to school with a lot of shopping, an indicator of higher income family economic status.

The teacher counsellors were required to rate their opinion on a summary statement about whether there is a relationship between student economic status and their participation in unrest. All the 6 (100%) of the participants agreed with the statement. It therefore be deduced that most teacher counsellors hold the opinion that there is a relationship between the family economic status of students that act as ring leaders in school unrest.

Opinions of the deputy principals were sought to determine the relationship between student economic status and their participation in unrest. Hence, the deputy principals in the sampled schools were required to rate their opinions on a five point likert scale against five statements showing their level of agreement with the statements. The results are shown in table 4.11 below;

Table 4.11 Deputy Principals' responses on relationship between student family economic status and their participation in unrest

| Statement | | SA | A | NS | D | SD |
|---|----------|----|----|----|----|----|
| Most of students who were ring leaders belong to affluent families | F | 1 | 4 | | 1 | |
| | % | 17 | 66 | 0 | 17 | 0 |
| Most of students who organize and participate in strikes have working class parents | F | 2 | 4 | | | |
| | % | 33 | 67 | 0 | 0 | 0 |
| Students who organize strikes have a lot of pocket money | F | 1 | 2 | 2 | 1 | |
| | % | 17 | 33 | 33 | 17 | 0 |
| Ring leaders came to school with a lot of shopping | F | 1 | 3 | 1 | | 1 |
| | % | 17 | 50 | 17 | 0 | 17 |
| There is relationship between student economic status and their participation in Unrest | F | 4 | 2 | | | |
| | % | 67 | 33 | 0 | 0 | 0 |

Source: Field Data (2020)

Most of the deputy principals were of the opinion that most of the students who were ring leaders came from affluent families whereby 5(83%) agreed to the statement and only 1(17%) disagreed with the statement. On whether most students who organize and participate in strikes have working parents, all the deputy principals included in the study were in agreement. With 4(67%) strongly agreeing.

On whether students who organize strikes have a lot of pocket money, 3(50%) were in agreement with the statement while 2(33%) indicated not being sure with the statement and 1(17%) disagreed. Further, they were required to rate on the statement that ring leaders usually come to school with a lot of shopping. Majority of the

deputies represented by 4(67%) agreed with the statement and only 1(16.7%) disagreed and indicated not sure respectively.

The deputies were required to rate opinion on a summary statement about whether there was relationship between student economic status and their participation in Unrest to which all the participants, 6(100%) agreed to the statement.

Responses from interview held with principals tended to agree with the findings. some principal observed that:

Many students from rich families usually come to school with lots of shopping and pocket money and have no time for academic. Instead they become stubborn.

On the other hand, there was no clear opinion from Principals on whether the employment status of parents influenced participation in unrest. One principal commented the following:

“Some students had parents working and staying in Nairobi and so the student stayed with relatives. The parents never monitor the behaviour of the student”.

The findings agree with those of the Wangai Report (Republic of Kenya, 2001) which observed that students from rich families having much money at their disposal may end up using it in engaging in anti-social behaviours like drug abuse and defiance at school, leading to active participation in strikes and even financing of purchase of petrol for arson in schools. However, the findings of the current study contradicts those of Ngari (2014), TUCI(2012) and Bennet (2017) who found out that children from low income family status were the most likely to participate in strikes because they are associated with low levels of cognitive development and hence aggressive behaviour in school. The variation in this findings may however be attributed to differences in the study areas especially between that of Bennet (2017) which was

carried out in a developed country while the current study reflects behaviour associated with children in Kenya, a developing country.

4.5 Influence of Family Background on Student Unrest

The third objective of this study was to determine the effect of the family background on student unrest in public secondary schools in Bungoma County. In order to achieve this objective the participants were required to respond to statements on a questionnaire rating their opinion on a five point likert scale. The responses were summarized and presented in tables below.

Form four student participants were required to respond to statements to show their extent of agreement with some given statements about the family background of the students that strongly participated as ring leaders in the strike that occurred in school.

The responses were presented in table 4.12 below;

Table 4.12: Student Responses on the effects of Family background on student unrest

| Statement | | SA | A | NS | D | SD |
|--|---|-----|-----|-----|----|----|
| Most of Students who participated come from single parent families | F | 36 | 72 | 86 | 50 | 34 |
| | % | 13 | 26 | 31 | 18 | 12 |
| Many students who experience violence in their homes were on the forefront | F | 37 | 121 | 61 | 43 | 16 |
| | % | 13 | 44 | 22 | 15 | 6 |
| Many of the students who actively participate in strikes are raised by relatives | F | 102 | 104 | 30 | 26 | 16 |
| | % | 37 | 37 | 11 | 9 | 6 |
| Students whose parents are separated are mostly the ones who mobilized others | F | 67 | 97 | 42 | 67 | 5 |
| | % | 24 | 35 | 15 | 24 | 2 |
| Most students who were on the forefront come from polygamous families | F | 54 | 54 | 111 | 45 | 14 |
| | % | 19 | 19 | 40 | 16 | 5 |
| Students who caused the strike also have problems with their family backgrounds | F | 36 | 72 | 86 | 50 | 34 |
| | % | 13 | 26 | 31 | 18 | 12 |

Source: Field Data (2020)

From table 4.15, when the students were required to rate opinion on whether most of Students who participated came from single parent families. Out of the 278 form four students, 108(39%) agreed with the statement while 84(30%) disagreed. A nearly equal number of 86(31%) indicated being not sure with the statement. It means a larger number of 170(61.1%) either disagreed or were not sure.

On whether many students who experience violence in their homes were on the forefront, majority of the students agreed with the statement. Out of the 278 included in the study, 158(56.8%) indicated agreeing with the statement while 59(21.3%) disagreed. A fairly equal proportion of 61(21.9%) indicated being not sure about the statement. This implies students replicate violent behaviour in school and are most vulnerable to become ring leaders in strikes.

When required to give opinion on the statement that many of the students who actively participate in strikes are raised by relatives, an overwhelming majority of 206 (74%) agreed to the statement. The participants who disagreed were only 42(15%) and 30(11%) were not sure with the statement. Hence participants opined that many of the students who actively participate in strikes are raised by relatives.

The participants were also required to give opinion on whether students whose parents are separated are mostly the ones who mobilized others. A larger proportion of 164(59%) agreed with the statement while 72(26%) disagreed. A total of 42(15%) were not sure about the statement. Student had the opinion that ring leaders had family backgrounds in which parents had separated.

Opinion of participants was sought on whether many students who were on the forefront come from polygamous families. While more students represented by 108(38%) agreed with the statement than those who disagreed being only 59(21%), the largest

proportion of the respondents represented by 111(40%) indicated being not sure about the statement. Hence it can be concluded that majority of the students opined that most ring leaders in strikes have bad company at home.

The participants were required to give opinion on a summary statement that the family background of students makes them easily participate in strikes. A large proportion of 108(39%) agreed with the statement while 84(30%) disagreed with the statement, less than those who indicated not sure which was 86(31%). The findings show that student participants recognize that that the family background of students makes them easily participate in strikes.

The study also required Teacher counsellors to rate their opinion on a 5 point likert scale against statement about the influence of family background on student unrest. Their responses were presented in table 4.13 below;

Table 4.13 Teacher counsellors' opinions on the influence of family background on student unrest

| Statement | | SA | A | NS | D | SD |
|--|---|----|----|----|----|----|
| Most of Students who participated come from single parent families | F | 1 | 2 | 2 | 1 | - |
| | % | 17 | 33 | 33 | 17 | - |
| Many students who experience violence in their homes were on the forefront | F | 1 | 4 | - | 1 | - |
| | % | 17 | 67 | - | 17 | - |
| Many of the students who actively participate in strikes are raised by relatives | F | - | 4 | - | 2 | - |
| | % | - | 67 | - | 33 | - |
| Students whose parents are separated are mostly the ones who mobilized others | F | 2 | 2 | 1 | 1 | - |
| | % | 33 | 33 | 17 | 17 | - |
| Most students who were on the forefront come from polygamous families | F | - | 1 | 4 | 1 | - |
| | % | - | 17 | 67 | 17 | - |
| Students who caused the strike also have problems with their family backgrounds | F | 3 | 3 | - | - | - |
| | % | 50 | 50 | - | - | - |

Source: Field Data (2020)

When the Teacher Counsellors were required to rate their opinion on the statement that Most of Students who participated come from single parent families, 3(50%) agreed while 2(33%) were not sure and 1(17%) disagreed. This agrees with responses of the students. On the other hand, a large majority of 5(83%) agreed that many students who experience violence in their homes were on the forefront, while only 1(17%) disagreed. Hence most of the teacher counsellors opined that students who experience violence in their homes were on the forefront in the Student unrest.

Majority of the teacher counsellors which numbered 4(67%) agreed with the statement that many of the students who actively participate in strikes are raised by relatives and 2(33%) disagreed. Hence, it can deduce that many of the students who are likely to actively participate in strikes are those raised by relatives. Such students lack the necessary socialization which imparts values of obedience to authority. Similarly, when the teacher counsellors were required to rate their opinion on the statement that students whose parents are separated are mostly the ones who mobilized others, majority represented by 4(66.6%) agreed while 1(16.7%) disagreed and were not sure respectively. Hence the findings reveal that teacher counsellors hold opinion that students whose parents are separated are mostly the ones who mobilized others.

The teacher counsellors were also required to rate their opinion on the statement that Most students who were on the forefront come from polygamous families and a very large proportion of 4(67%) indicated being not sure with the statement with only 1(17%) agreed and disagreed with the statement. In general, the teacher counsellors were not sure that students who were on the forefront had polygamous family backgrounds. When required to give opinion on whether Students who caused the strike also have problems with their family backgrounds, 3(50%) agreed with the statement while 3(50%)

disagreed which imply there was divided opinion among teacher counsellors that Students who caused the strike also have problems with their family backgrounds.

The study also required deputy principals in the sampled schools to rate their opinions on a five point likert scale to show their level of agreement in relation to the effect of family background on student unrest. Their responses are shown in table 4.14 below;

Table 4.14: Deputy Principals' opinions on the influence of family background on student unrest

| Statement | SA | A | NS | D | SD |
|--|----|---|----|---|----|
| Most of Students who participated come from single parent families | 5 | 1 | - | - | - |
| Many students who experience violence in their homes were on the forefront | 2 | - | 2 | 2 | - |
| Many of the students who actively participate in strikes are raised by relatives | 3 | 3 | - | - | - |
| Students whose parents are separated are mostly the ones who mobilized others | 1 | 2 | - | 2 | 1 |
| Most students who were on the forefront come from polygamous families | 2 | 3 | 1 | - | - |
| Students who caused the strike also have problems with their family backgrounds | 5 | - | 1 | - | - |

Source: Field Data (2020)

When the deputy principals were required to rate opinion on whether most of students who participated come from single parent families, 6(100%) agreed with the statement. Hence majority of the deputy principals opined that students whose belong to single parent families are most likely to participate in strikes. But when required to indicate opinion on whether many students who experience violence in their homes were on the forefront, the deputy principals gave a divided opinion with 2(33.3%) agreeing with the statement, 2(33.3%) indicating being not sure and another 2(33.3%) disagreed.

The deputies were however unanimous on their opinion on the statement that many of the students who actively participate in strikes are raised by relatives with all the 6(100%) agreeing. But on the statement that students whose parents are separated are mostly the ones who mobilized others, there was a divided opinion with 3(50%) agreed with the statement while 3(50%) disagreed.

When required to give opinion on the statement that most students who were on the forefront come from polygamous families, 5(83.3%) strongly agreed with the statement with only 1(16.7%) indicating not being sure. Hence majority of the deputy principal opine that family background of a student influences the tendency of the student to organize or participate in strikes as a ring leader.

When required to give opinion on the summative statement that students who caused the strike also have problems with their family backgrounds, 5(83.3%) strongly agreed with the statement with only 1(16.7%) indicating not being sure. Hence majority of the deputy principal opine that students who caused the strike also have problems with their family backgrounds.

Most principals interviewed tended to agree with the other respondents. When asked if they thought the stability of the families of ring leaders influenced their participation in strikes, one principal said the following:

“Most students raised by grandparents and maternal uncles always bring problems. Majority of the discipline cases are caused by students who live with grandmothers”.

Another one said:

“Yes. Those kinds of students usually do things to attract attention. They missed out parental love. Some are violent and like inciting other students. They incite in order to sound acceptable by peers”

The findings of this study are supported by those of David and Murphy (2004) that problematic children are from dysfunctional or distorted or conflict prone families. Children from these types of family usually are exposed to their parents' marital conflicts relationship dissatisfaction and even violence which negatively influences their behaviour making them exhibit violent behaviours such as student unrest. Similarly, Lai (2011) also observed that a child from a dysfunctional family with busy single parents generally will feel neglected by the parents and will be involved in delinquency at school in order to attract attention or care from the parents.

On the other hand Al-Krenawi & Graham (2008), Elbedour et al. (2001) and Lanre, et al. (2014) linked polygamous family structure to student violent behaviour at school. The wives experiences in polygamous family structures definitely having direct and indirect influence on the behaviour of the children at home and most likely the children will transfer these experiences to school.

However, the findings of the current study differ with those of Kithuku (2015) who in a study of home based factors that influence discipline among students in public secondary schools in Nzau Sub-county, Makueni County did not establish any significant influence of family background on student discipline. On the contrary many ring leaders of student unrests in secondary schools were found to have problematic family backgrounds which inculcated violent behaviours in the students that became predisposed to cause acts of violence at school. School authorities must therefore keenly track the family backgrounds of students and assign them to teacher parents in order to help them adjust well to school community norms.

4.6 Summary

This chapter analysed and presented data that was captured on the questionnaires that were administered to form four students, teacher counsellors and deputy principals in the public secondary schools that had been sampled in Bungoma County for having experienced student unrest in the past three years. An analysis of demographic data was made, then data relating to the three objectives of the study. From analysis of participants' opinions, the study established that parenting styles, the economic status of the student and student family background greatly contribute to the tendency of students to organize and strongly participate in unrest in public secondary schools in Bungoma County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of research findings of the study and further gives conclusions and recommendations. It also provides suggestions for further studies.

5.1 Summary

The purpose of this study was to establish how home based factors influence student unrest in Public Secondary Schools in Bungoma County, Kenya. In order to achieve that purpose, the study pursued three objectives which were to determine how the relationship between parenting behaviour and student unrest; to establish the influence of parental economic status on student unrest to determine the role of student family background on student unrest in Public Secondary Schools in Bungoma County. The findings were as summarized under the objectives.

5.1.1 Parenting Behaviour and Student Unrest

The study set out to answer the research question that what relationship exists between student parenting behaviour and student unrest in Public Secondary Schools in Bungoma County? From the data analyzed, the study established many of the ring leaders in student strikes had permissive parents, or had background cases of families with marital issues and violence or probably broken families. Generally, it was established that there is a relationship between parenting behaviour and student unrest in public secondary schools in the study area and students who had been poorly brought up by parents were more likely to participate and organize strikes in public secondary schools.

5.1.2 Parental Economic status and Secondary School Student Unrest

The other research question that this study sought to answer was what is the influence of parental Economic status on student unrest in Public Secondary Schools in Bungoma County? From the data analyzed, it the study has established, students who were ring leaders of student strikes came from affluent families, demonstrated having a lot of pocket money or had working class parents. Majority of the participants included in this study agreed that there was a relationship between the economic status of the family of the student and their tendency to cause or strongly participate in strikes. Hence it can be concluded that tendency of a student to participate in strikes is influenced by the economic status of the family of the student.

5.1.3 Student Family Background and Secondary School Student Unrest

The last research question for this study was; what is the influence of student family background on student unrest in Public Secondary Schools in Bungoma County? From the data analyzed, the study has established aspects of student family backgrounds to some extent influenced the participation of students in unrest. Specifically, many of the ring leaders in the schools studied were associated with dysfunctional family backgrounds such as single parenthood and those raised by surrogate parents were found. Students from polygamous backgrounds were also found to greatly participate in student unrest in the schools studied. Generally, families with marital violence generally accounted for a large proportion of the students that mobilized and actively participated in student unrests.

5.2 Conclusions

This study set out to collect data from participants in public secondary schools that had experienced unrest in Bungoma County of Kenya in order to establish the role of

home social environment on student unrest in Public Secondary Schools. From the data analyzed for this study the following conclusions can be drawn:

The students who have a background history of parental neglect, permissive parenting, or have parents who have separated through violent marriage break ups are more likely to exhibit similar violent tendencies in school and hence become more likely ring leaders when unrest occur in public secondary schools. This is also true of students from families that experience frequent violent incidences between parents.

The study revealed that the family economic status of a student partly contributes to their tendency to rebel against school authorities and hence easily participate or organize strikes in schools. Specifically, students that are showered with gifts, pocket money and back to school shopping tend to demonstrate defiance probably due to failure of parents to provide adequate guidance hence the students become vulnerable to participation in indiscipline and unrest at school.

Finally, the study findings indicate that dysfunctional family backgrounds account for student participation as well as mobilization in secondary school unrest. Specifically, students from single parenthood, surrogate parenthood and polygamous backgrounds were found to be associated with secondary school student unrest and violence.

5.3 Recommendations

The findings of this study identified some areas of concern that need to be addressed by the Ministry of Education and other stakeholders in Education as follows:

- i) An operational student database on student background information be maintained and be available to school administration as well as Ministry of

Education officials so as to enable institutions adequately prepare for likely triggers of unrest

- ii) Guidance and counselling departments in Public Secondary Schools need to be strengthened beyond their current capacity in order to enable them to accurately manage student behaviour stemming from home environments. This includes training them in preliminary sociology. Where possible professional personnel be hired to manage guidance and counselling in schools to help avert catastrophic unrest cases.
- iii) There is need to involve parents fully in managing of student behaviour and school operations so as to establish common conditions for students from different family backgrounds which may avert discontent with school environments among some students leading to unrest.

5.4 Suggestions for further study

The current study was undertaken in Bungoma County which is a limited scope since unrest phenomenon is widespread in Kenya, and hence there is need to undertake similar studies across the country. Other suggestions for further studies related to the current study may include:

- i) Perceptions of parents on the influence of home environment on student unrest in public secondary schools.
- ii) The sociological set up of communities around schools and its effect on Student unrest in public secondary schools.
- iii) The influence of home environment peers on student Unrest in public secondary schools.

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APPENDICES**APPENDIX A: LETTER OF INTRODUCTION****P.O Box 1286-50200 Bungoma****15th February, 2020****The Principal****Secondary School.**

Dear Sir/Madam,

RE: DATA COLLECTION

I am a Master of Education Student at Moi University in the school of Education, Department of Education Foundations. I am conducting research on *An Assessment Of Home Based Factors And Their Influence On Student Unrest In Public Secondary Schools In Bungoma County, Kenya* and your school has been chosen to participate in this research. I therefore seek for your permission to allow me collect data from participants in your school. The information obtained from your school was used exclusively for academic purposes and identity of participants will be confidential.

Thank you.

Yours faithfully

Beverlyne M Namunga

APPENDIX B: QUESTIONNAIRES

DEPUTY PRINCIPAL'S QUESTIONNAIRE

Kindly answer the following questions as honestly and accurately as possible. The information given will be treated with a lot of confidentiality. Please do not write your name anywhere on this questionnaire.

A. Background data

1. Indicate your gender?

- | | |
|-----------|--------------------------|
| a. Male | <input type="checkbox"/> |
| b. Female | <input type="checkbox"/> |

2. Tick to indicate your age bracket

- | | |
|----------------------|--------------------------|
| a. Less than 35years | <input type="checkbox"/> |
| b. 36-40 years | <input type="checkbox"/> |
| c. 41-45years | <input type="checkbox"/> |
| d. 46-50 years | <input type="checkbox"/> |
| E 51- 55years | <input type="checkbox"/> |
| f. Above 56years | <input type="checkbox"/> |

3. Tick to indicate your teaching experience

- | | |
|------------------|--------------------------|
| a. 0– 5 years | <input type="checkbox"/> |
| b. 6-10 years | <input type="checkbox"/> |
| c. 11-20 years | <input type="checkbox"/> |
| d. 21 - 30 years | <input type="checkbox"/> |
| E Above 30 years | <input type="checkbox"/> |

4. Indicate your length of service as a deputy principal

- | | |
|----------------------|--------------------------|
| a. Less than 5 years | <input type="checkbox"/> |
| b. 6-10 years | <input type="checkbox"/> |
| c. Over 10 years | <input type="checkbox"/> |

5. Indicate your level of professional training

- | | |
|----------------|--------------------------|
| a. Certificate | <input type="checkbox"/> |
| b. Diploma | <input type="checkbox"/> |

- c. Degree
- d. Masters

6.(a) Were you the deputy principal in this school when unrest occurred?

- Yes
- No

b) if no, have you ever faced school unrest in your teaching experience?

- Yes
- No

8. Did you manage to identify the student on the forefront?

- Yes
- No

B. Parenting behaviour and secondary school students’ unrest

The following table has statements about characteristics of parents of students who organized the strike that occurred in the school. Tick appropriately to indicate your opinion according to the scale below;

SD – Strongly Disagree **D** – Disagree **NS**- Not Sure **A** – Agree **SA**- Strongly Agree

| Statement | SA | A | NS | D | SD |
|--|----|---|----|---|----|
| The ring leaders are students who control their parents at home | | | | | |
| The ring leaders were students whose parents were very harsh | | | | | |
| Most of the ring leaders had a single parents hence indisciplined | | | | | |
| The ring leaders came from broken families | | | | | |
| Strikes in schools are caused by students who have been poorly brought up by parents | | | | | |

C. Parental Economic status and secondary school unrest

The following table has statements about socio-economic characteristics of students who organize strikes that in the school. Tick appropriately to indicate your opinion according to the scale below;

SD – Strongly Disagree **D** – Disagree **NS**- Not Sure **A** – Agree **SA**- Strongly Agree

| Statement | SA | A | NS | D | SD |
|--|----|---|----|---|----|
| Most of the students who were ring leaders belong to well to do families | | | | | |
| Most students who organize and participate in strikes have working class parents | | | | | |
| Most students who organize strikes normally have more pocket money than other students | | | | | |
| Most students who were ring leaders came to school with a lot of shopping | | | | | |
| There is a relationship between students family economic status and their participation in secondary school unrest | | | | | |

C. Student family background and secondary school unrest

The following table has statements about the family background of students who were very active or organize strikes in school. Tick appropriately to indicate your opinion according to the scale below

SD – Strongly Disagree **D** – Disagree **NS**- Not Sure **A** – Agree **SA**- Strongly Agree

| Statement | SA | A | NS | D | SD |
|--|----|---|----|---|----|
| Most of Students who participated come from single parent families | | | | | |
| Many students who experience violence in their homes were on the forefront | | | | | |
| Many of the students who actively participate in strikes are raised by relatives | | | | | |
| Students whose parents are separated are mostly the ones who mobilized others | | | | | |
| Most students who were on the forefront come from polygamous families | | | | | |
| Many of the students on the forefront were those that are orphaned | | | | | |

Thank you

TEACHER COUNSELLORS QUESTIONNAIRE

Kindly answer the following questions as honestly and accurately as possible. The information given will be treated with a lot of confidentiality. Please do not write your name anywhere on this questionnaire.

A. Background data

1. Indicate your gender?

- | | |
|-----------|--------------------------|
| a. Male | <input type="checkbox"/> |
| b. Female | <input type="checkbox"/> |

2. Tick to indicate your age bracket

- | | |
|----------------------|--------------------------|
| a. Less than 35years | <input type="checkbox"/> |
| b. 36-40 years | <input type="checkbox"/> |
| c. 41-45years | <input type="checkbox"/> |
| d. 46-50 years | <input type="checkbox"/> |
| e. 51- 55years | <input type="checkbox"/> |
| f. Above 56years | <input type="checkbox"/> |

3. How long have you been a teacher in secondary school?

- | | |
|-------------------|--------------------------|
| a. 0– 5 years | <input type="checkbox"/> |
| b. 6-10 years | <input type="checkbox"/> |
| c. 11-20 years | <input type="checkbox"/> |
| d. 21 - 30 years | <input type="checkbox"/> |
| e. Above 30 years | <input type="checkbox"/> |

4. How long have you served as a guidance and counseling teacher?

- | | |
|----------------------|--------------------------|
| a. Less than 5 years | <input type="checkbox"/> |
| b. 6-10 years | <input type="checkbox"/> |
| c. Over 10 years | <input type="checkbox"/> |

5. Indicate your level of professional training as a teacher?

- | | |
|----------------|--------------------------|
| a. Certificate | <input type="checkbox"/> |
| b. Diploma | <input type="checkbox"/> |
| c. Degree | <input type="checkbox"/> |

- d. Masters
6. Tick to indicate whether you have undergone any professional course in guidance and Counselling.
- a. Refresher course
- b. Certificate
- c. Diploma
- d. Degree
- e. None
6. (a) Were you the guidance and counselling teacher in this school when unrest occurred?
- Yes
- No
- b) if no, have you ever faced school unrest in your teaching experience?
- Yes
- No
8. Did you manage to interact with the student ring leaders and those on the forefront?
- Yes
- No

B. Influence of Parenting behaviour on secondary school unrest

The following table has statements about characteristics of parents of students who organized the strike that occurred in the school. Tick appropriately to indicate your opinion according to the scale below;

SD – Strongly Disagree **D** – Disagree **NS**- Not Sure **A** – Agree **SA**- Strongly Agree

| Statement | SA | A | NS | D | SD |
|--|-----------|----------|-----------|----------|-----------|
| The ring leaders are mostly students whose parents were permissive | | | | | |
| The ring leaders were students whose parents were autocratic and uncompromising | | | | | |
| Ring leaders tend to come from families with marital issues and violence | | | | | |
| The ring leaders came from broken families | | | | | |
| Strikes in schools are caused by students who have been poorly brought up by parents | | | | | |

C. Parental Economic Background and Secondary School unrest

The following table has statements about the economic characteristics of parents of students who organize strikes that in the school. Tick appropriately to indicate your opinion according to the scale below;

SD – Strongly Disagree **D** – Disagree **NS**- Not Sure **A** – Agree **SA**- Strongly Agree

| Statement | SA | A | NS | D | SD |
|---|----|---|----|---|----|
| Most of the students who were ring leaders had economically well off parents | | | | | |
| Most students who organize and participate in strikes have working class parents | | | | | |
| Most students who organize strikes normally have a lot of pocket money | | | | | |
| Most students who were ring leaders came to school with a lot of shopping | | | | | |
| There is a relationship between students family economic status and their participation in unrest | | | | | |

D. Student Family background and Secondary School unrest

The following table has statements about the family background of students who were very active or organize strikes in school. Tick appropriately to indicate your opinion according to the scale below;

SD – Strongly Disagree **D** – Disagree **NS**- Not Sure **A** – Agree **SA**- Strongly Agree

| Statement | SA | A | NS | D | SD |
|--|----|---|----|---|----|
| Most of Students who participated come from single parent families | | | | | |
| Many students who experience violence in their homes were on the forefront | | | | | |
| Many of the students who actively participate in strikes are raised by relatives | | | | | |
| Students whose parents are separated are mostly the ones who mobilized others | | | | | |
| Most students who were on the forefront come from polygamous families | | | | | |
| Students who caused the strike also have problems with their family backgrounds | | | | | |

Thank you

STUDENT QUESTIONNAIRE

D. Background data

1. Tick in the box to indicate your gender

Male Female

2. Tick to indicate your age bracket

16 years 17yrs 18 yrs Above 18 yrs

3. For how long have you been in this School?

1 yr 2 yrs 3 yrs 4 yrs

4. Were you present in this school when the strike happened?

Yes No

5. Were you able identify the students that were ring leaders of the strike?

Yes No

E. Parenting behaviour and secondary school unrest

The following table has statements about characteristics of students who were ring leaders in the strike that occurred in the school. Tick appropriately to indicate your opinion according to the scale below

SD – Strongly Disagree **D** – Disagree **NS**- Not Sure **A** – Agree **SA**- Strongly Agree

| Statement | SA | A | NS | D | SD |
|--|----|---|----|---|----|
| The ring leaders are students who control their parents at home | | | | | |
| The ring leaders were students whose parents were very harsh | | | | | |
| Most of the ring leaders had a single parents hence indisciplined | | | | | |
| The ring leaders came from broken families | | | | | |
| Strikes in schools are caused by students who have been poorly brought up by parents | | | | | |

F. Parental Economic and secondary school unrest

The following table has statements about characteristics of students who were ring leaders in the strike that occurred in the school. Tick appropriately to indicate your opinion according to the scale below

SD – Strongly Disagree **D** – Disagree **NS**- Not Sure **A** – Agree **SA**- Strongly Agree

| Statement | SA | A | NS | D | SD |
|--|----|---|----|---|----|
| Most of the students who were ring leaders came from rich families | | | | | |
| Most of the ring leaders had working class parents | | | | | |
| Most students who were ring leaders usually had a lot of pocket money | | | | | |
| Most students who were ring leaders came to school with a lot of shopping | | | | | |
| There is a relationship between students economic status and their participation in unrest | | | | | |

F. Student family background and secondary school unrest

The following table has statements about characteristics of students who were ring leaders in the strike that occurred in the school. Tick appropriately to indicate your opinion according to the scale below

SD – Strongly Disagree **D** – Disagree **NS**- Not Sure **A** – Agree **SA**- Strongly Agree


| Statement | SA | A | NS | D | SD |
|--|----|---|----|---|----|
| Most of Students who participated come from single parent families | | | | | |
| Many students who experience violence in their homes were on the forefront | | | | | |
| Many of the students who actively participate in strikes are raised by relatives | | | | | |
| Students whose parents are separated are mostly the ones who mobilized others | | | | | |
| Most students who were on the forefront come from polygamous families | | | | | |
| Students who caused the strike also have problems with their family backgrounds | | | | | |

Thank you

APPENDIX C: INTERVIEW SCHEDULE FOR PRINCIPALS

1. Kindly inform me your age and period you have you worked as the principal in this school?
2. Where you in this school when the student unrest occurred?
3. Did you manage to interact with the ring leaders at a personal?
4. In which ways do you think parenting behaviour of the ring leaders influenced students' participation in the strike?
5. In which ways do you think the economic status of parents influences the level of discipline of the student and participation in unrest?
6. Between families whose parents are in formal employment and those that are not in any formal employment, from which one are ring leaders likely to belong? Kindly explain.
7. To what extent do you think the stability of the families of ring leaders influences their participation in strikes?
8. To what extent do you think students who have not been raised by their biological parents participate in student unrest as compared to those raised by surrogate parents?

APPENDIX D: RESEARCH AUTHORIZATION LETTER


MOI UNIVERSITY
 Office of the Dean School of Education

Tel: (053) 43001-8
 (053) 43555
 Fax: (053) 43555

P.O. Box 3900
 Eldoret, Kenya

REF: EDU/PGF/1001/14 **DATE: 17th November, 2020**

The Executive Secretary
 National Council for Science and Technology
 P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF MS. BEVERLYNE MATI NAMUNGA - (EDU/PGF/1001/14)

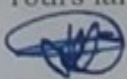
The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Foundations, School of Education.

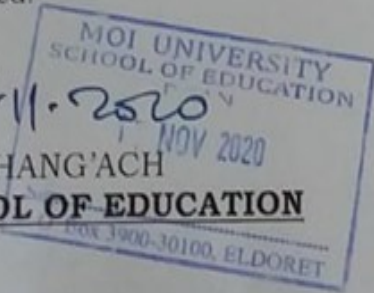
It is a requirement of her M.Ed Studies that she conducts research and produces a thesis. Her research is entitled:

"An Assessment of Home Based Factors and the Influence on Student Unrest in Public Secondary Schools in Bungoma County, Kenya."

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,

 17.11.2020
 PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION


 MOI UNIVERSITY
 SCHOOL OF EDUCATION
 NOV 2020
 P.O. Box 3900-30100, ELDORET



APPENDIX E: NACOSTI RESEARCH PERMIT

| | |
|--|--|
|  REPUBLIC OF KENYA |  NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION |
| Ref No: 287778 | Date of Issue: 06/January/2021 |
| RESEARCH LICENSE | |
|  | |
| This is to Certify that Miss.. Beverlyne Mati Namunga of Moi University, has been licensed to conduct research in Bungoma on the topic: AN ASSESSMENT OF HOME BASED FACTORS AND THEIR INFLUENCE ON STUDENT UNREST IN PUBLIC SECONDARY SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA for the period ending : 06/January/2022. | |
| License No: NACOSTI/P/21/8144 | |
| Applicant Identification Number 287778 |  Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION |
| | Verification QR Code  |
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APPENDIX F: MAP OF STUDY AREA

