STRATEGIES ADOPTED IN DEALING WITH STUDENTS' UNREST IN SECONDARY SCHOOLS IN MARAKWET DISTRICT, KENYA

BY

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DEPARTMENT OF EDUCATION MANAGEMENT AND POLICY STUDIES

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DEDICATION

I dedicate this work to my Mum Mary Soti Chepkawai who relentlessly gave me unwavering support materially and morally during all my education endeavors. She single handedly paid for my education after my dad passed on and kept encouraging me to soldier on. My dedication too goes to my wife Magrine and all our Children for their invaluable support and acceptance during my studies which took much of their time and resources alike.

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ABSTRACT

The purpose of this study is to assess the Strategies adopted in dealing with Students' Unrest in Secondary schools in Marakwet District of Rift Valley Province in Kenya. The specific objectives of the study were: to examine the relationship between Curriculum implementation and Students' Unrest in secondary schools in Marakwet District; and to explore the effect of democratic decision-making on Students' Unrest in secondary schools in Marakwet district. The research study has adopted a descriptive survey design. The target population is 72 respondents randomly sampled from 10 schools. The study is using stratified random sampling technique to come up with the sample size. Data collection instruments which are used are questionnaires and document analysis. Data acquired is analyzed qualitatively through interpretation and perception of information received from respondents. Data is presented by means of bar graphs, pie charts and frequency tables. From the findings of the study, it is evident that secondary schools in Marakwet District have areas which need improvement if the menace of Students' Unrest is to be eradicated. These include challenges in the areas of; Communication in schools, Decision-making and inadequacy of media resources in schools. Appropriate recommendations are made with the hope that it will not only help secondary schools in Marakwet district to address unrests but the entire country's secondary schools as all schools more or less experience similar challenges. Among the main recommendations are provision of enough media resources and managers practicing democratic decision-making in schools.

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LIST OF ACRONYMS/ABBREVIATIONS

BOG - Board of Governors

DC - District Commissioner

DEO - District Education Officer

GOK - Government of Kenya

HOD - Head of Department

IHRM - Institute of Human Resource Management

MOE - Ministry of Education

NCST - National Council for Science and Technology

PTA - Parents, Teachers Association

SDP - School Development Plan

SPSS - Statistical Package for Social Sciences

SWOT`- Strengths, Weaknesses, Opportunities and Threats

UNICEF- United Nations International Children's Fund

QASOs- Quality Assurance and Standards Officers

TSC - Teachers Service Commission

CHAPTER ONE

1.0 INTRODUCTION TO THE STUDY

1.1 Overview

This chapter gives a brief explanation of the problem of students' unrest in secondary schools in Marakwet district. It covers the following areas; background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, scope and limitations of the study, conceptual framework and operational definitions.

1.2 Background of the Study

James E. Allen, U.S. Commissioner of Education in a Public statement on September 10th 1969 on Unrest states: ''Educational leaders have an obligation to confront the issues which underlie unrest and to plan actions which reduce avoidable tensions in our school districts. The list of descriptive terms used to portray the Student unrest which frequently and increasingly being exhibited on High school campuses throughout the U.S. could very well be extended indefinitely (Abrell and Hanna, 1971). One of ''The Shape of Education for 1969-70'', the editors of Education, U.S.A report the following: By March of 1969, the National Association of Secondary School Principals (NASSP) was reporting that 59 percent of the high schools and 56 percent of the Junior highs had experienced some form of student unrest.

The problem of indiscipline is not unique to Kenya. There is a growing concern in United Arab Emirates (Khaleej Times, 2006), where teaching methods were blamed for indiscipline. Parents were complaining about the rising incidents of indiscipline and violence in schools (Khaleej Times, 2006). The cases of indiscipline were also reported in India in a report trying to find a lasting solution (India Parenting PVT Online Ltd, 2007). In Botswana some students died and others became blind after they broke into the science laboratory and consumed toxic amounts of methanol and ethanol (BOPA, 2006, July 6th). UNESCO (1998) noted that unruly classrooms around the world had reached a very alarming proportion. According to Kuntz (1998), a bullet in a school in Argentina wounded a thirteen-year-old pupil. In springfield, USA, one student was reported dead and 30 wounded in a shooting associated with indiscipline, while in Kobe, Japan, a school child was decapacitated by a fourteen-year-old. Killings, Physical attacks, robberies, attempted arson and fights between children which ended in tragedies have been making headlines world over. Incidents are also reported from Mexico, Italy, Germany, Comoros and even Spain (UNESCO, 1998).

Although the Kenya government has put in place policies regarding management of education, still secondary schools have been faced with increased cases of students' unrest. Cases of students' unrest have been in existence from as far back as the beginning of the 20th Century when the first case of unrest was reported in Maseno school in 1908 (GOK, 2001). Of late, the concern has been the changing nature and characteristics of unrests. Surprisingly, there is increase of the number of schools experiencing some form of students' unrest especially during the seventies (GOK, 2001).

It is worthy to note that the reported disturbances are confined to secondary schools, middle level colleges and tertiary institutions (GOK, 2001). The disturbances are characterized by violence and wanton destruction of school property. Between 1980 and 1990 a period of ten years, the number of schools experiencing students' unrest had increased tremendously from 22 to 187. These figures comprised the known and the recorded cases and perhaps the number of schools experiencing student unrest could have been higher (GOK, 2001).

Incidentally, the nature of students' unrest has taken a new dimension of violence even among students themselves like St. Kizito's Mixed secondary school case in Eastern Province where the boys invaded the girls dormitory raping them and left 19 girls dead. Apart from violence the school unrests were technically planned to cause maximum harm to human life like in Nyeri High school where prefects were locked in their cubicles and burnt to death (GOK, 2001). Correspondingly, students' unrest also increased tremendously at tertiary institutions prompting the former President Daniel Arap Moi to direct Vice Chancellors of public universities inDecember1999 to constitute a committee to look into causes of disturbances at public universities. Another disturbing feature, in the year 2000, was that primary schools joined the fray of students unrests (GOK,2001). Cases of students' unrest intensified with more schools being burnt down, property destroyed and with more innocent lives lost as happened in the arson attack in Kyanguli Secondary school in Machakos district, where sixty-eight (68) children were burntto death and scores injured.

In Marakwet district, before the year 2005, students' unrests were rare. They only included cases that could be addressed internally within the school administration whenever they occurred. The numbers of schools were very few by then and incidences were rather rare. Cases of students' unrest rose since 2005. The unrests could previously take the form of sit-in and peaceful demonstration to Education offices. However, things changed since the year 2005 and destruction of school property was a new dimension taken by unrests. Between 2005 and 2008, sixteen (16) cases of students' unrest were recorded involving eleven (11) secondary schools out of twenty nine (29) in the Marakwet district. This figure implies that the percentage of schools which experienced unrest during the four-year period was 37.9 % of the total in the district.

Students'unrest cases rose and reached its peak in the year 2008,just as the case was in Kenya and this is why it warranted research. The widespread students' unrest led to the formation of a Parliamentary Commission in 2008 chaired by Hon. Koech to look into the causes. This was also the case in Marakwet where Ministry of Education officials were forced to look into the causes of students' unrests in the district and how to address them. The causes of students' unrest in many Secondary schools still remain a puzzle and an elusive phenomenon. However, findings from investigations carried out by Quality Assurance and Standards Officers (QASOs) show that many causes touch on curriculum implementation (GOK, 2001).

The study concurs with these causes of unrest in secondary schools. All causes of unrest are elusive but cannot be underestimated but should be investigated. In Marakwet district where this research was carried out it had most of the causes touching curriculum

implementation among others. Because of the increase in the students' unrest in the district then it warranted this research.

1.3 Statement of the Problem

The problem of indiscipline in schools is not unique to Kenya. It is a global issue of great concern, spanning political, economic, geographical, racial and even gender boundaries (Karanja and Bowen, 2012). School violence that involve knives, baseball bats, marijuana, guns and even bombs has become common. Incidents are also reported from Mexico, Italy, Germany, Comoros and even Spain (UNESCO, 1998).

There exist serious cases of students' unrests in most educational institutions in Kenya affecting universities, middle colleges and secondary schools. Surprisingly, primary schools have also followed suit in students' unrest (MOE, 2001). The national trends of students' unrest were replicated in Marakwet district. The only forms of unrests previously known in the district were sit-ins, built up tensions and clashes between schools during soccer/ sports tournaments and these cases were amicably handled by the management of affected schools through established discipline committees. Such cases were rarely reported to education offices. The unrests in Marakwet district too have shown forms of aggression, violence and damage to school property. A case in mind is Marakwet high school where students'unrest led to the Principal's house being burnt down by the rowdy students in September, 2005. This could have led to more damage and possibly deaths if the security forces had not moved in swiftly**.**

Due to the rising trends of students' unrest, the elusive nature of the real causes of unrests both in Kenya in general and Marakwet district in particular, the problem therefore

warranted research. The Ministry of education puts a lot of emphasis on the use of good strategies adopted to deal with causes of students' unrest. Such strategies include open communication; democratic management of schools and participatory decision-making, thorough curriculum implementation and clear strategic planning may act as checks to unwarranted students' unrest.

1.4 Purpose of the Study

The main purpose of this study was to assess the strategies adopted in dealing with students' unrest in secondary schools in Marakwet district of North Rift Region in Rift Valley Province. From this purpose, the following objectives of the study were derived.

1.5 Objectives of the Study

The main objective of this study was to identify whether the strategies adopted in dealing with students' unrest can help to address unrest in secondary schools.

The study was guided by the following specific objectives:

(a) To examine the relationship between Curriculum implementation and Students' unrest in Secondary schools in Marakwet district.
(b) To explore the effect of democratic decision-making on Students' unrest in Secondary schools in Marakwet district.
(c) To determine the effect of Open Communication on Students' unrest in Secondary schools in Marakwet district
(d) To determine the effect of Strategic Planning on Students' unrest in Secondary schools in Marakwet district.

1.6 Research Questions

This study was guided by the following research question: Can the strategies adopted in dealing with students' unrest help in addressing unrests in secondary schools?

The study was guided by the following specific research questions:

(a) What relationship does Curriculum implementation have on Students' unrest in Secondary schools in Marakwet district?

(b) What effect does democratic decision-making have on Students' unrest in Secondary schools in Marakwet district?

(c) What effect does Open Communication have on Student's unrest in Secondary schools in Marakwet district?

(d) What effect does Strategic Planning have on Students' unrest in Secondary schools in Marakwet district?

1.7 Rationale of the Study

One of "The shape of Education for 1969-70," the editors of Education USA report the following: By march of 1969, the National Association of Secondary School Principals (NASSP) was reporting that 59% of the high school and 56% of the Junior highs had experienced some form of Student protest (Abrel and Hanna, 1971). There exist serious cases of Students' unrests in most educational institutions in the country affecting Universities, middle colleges and secondary schools (GOK, 2001). The study was prompted by frequent /rampant students' unrests in Kenya in general and Marakwet District in particular. The issue of student unrests in schools is a worrying phenomenon

and disturbing to parents, especially those whose children are in boarding schools. This is the worry just as James Allen US Commissioner of Education in Abrel and Hanna, 1971 stated: " I have become concerned about student unrest at secondary school level." Then he continued: Educational leaders have an obligation to confront the issues which underlie unrest and to plan actions which reduce avoidable tensions in our school districts (Abrel and Hanna, 1971). It was hoped that this research addresses the underlying causes and suggest permanent solutions to this problem through the Strategies adopted in dealing with Students' unrests.

1.8 Significance of the Study

This study has yielded data and information that may be useful to the Ministry of education in general and Marakwet district in particular on the institutionalization of various strategies adopted in dealing with students' unrest in secondary schools. This may give a long lasting solution to the students unrest menace rocking secondary schools in Kenya.

Strategies like proper curriculum implementation, open communication, democratic decision-making and making Strategic planning an ongoing program will improve internal efficiencies at school level hence dealing with students' unrest. The strategies mentioned above have been thought to be management tools of dealing with future unanticipated problems.

The Ministry of education strategic plan(Government of Kenya, 2006) released in 2006 was expected to be cascaded down to all schools the findings and recommendations of the study are useful to secondary school managers like Board of Governors, Principals,

Parents and Teachers Associations (PTA) to improve their school management procedures by applying the strategies appropriately. They will no longer rely on haphazard personal experiences or subjective expert judgment or on tradition in their management tasks but base their decisions on concrete knowledge of issues supported by empirical research findings on strategies adopted in dealing with students' unrest (GOK, 2006).

The study findings will help to improve the Principals' internal efficiencies through applying these strategies, continuous evaluation and making corrections appropriately. They will help re-engineer Principals in their management of curriculum, communication, decision-making and other related issues, and therefore dealing with future students' unrest in a more efficient manner. 'One very useful and effective method of making decisions is to include students at various levels of decision-making' (Bakhda, 2004).

This research forms a basis for further research in students' unrest in secondary schools and other institutions in Kenya. It also formsa baseline for research on the strategies of good management in educational institutions by their managers based on thestrategies of dealing with students' unrest. This will generate new ideas for better management and improved strategies adopted in dealing with unrests in secondary schools in Kenya.

1.9 Assumptions of the Study

This study was carried out bearing in mind the following assumptions which were made:

a) That all interviewees during the research co-operated in responding to research instruments appropriately.

b) That all the respondents sampled had been in the schools during period of study (2005-2008).

c) That in the area of study there were two categories of schools; which had experienced unrest and those which had not.

1.10 Scope of the Study

This study on strategies adopted in dealing with students' unrest in secondary schools was conducted in Marakwet district of Rift Valley Province. This is where I interracted with the students' unrest mainly. The research adopted a descriptive survey design and was done in ten (10) secondary schools selected from a total of twenty nine (29) secondary schools in the district. Data was collected by use of questionnaires and document analysis. Stratified random sampling was used to come up with two (2) boys' secondary schools, three (3) girls secondary schools and five (5) mixed secondary schools. The two categories of schools from which samples were picked from were:

a) Schools which had experienced students unrest and

b) Schools which had had none.

The study sought to determine the effect that Curriculum implementation, Open Communication, Democratic decision-making and Strategic planning had on Students' unrest in secondary schools in Marakwet district and Kenya.

1.11 Limitations of the study

The following limitations are likely to have been faced during the study:

a) The respondents may have given false information. This may have given wrong data generated for analysis. To cope with this the researcher thoroughly explained to the respondents the need for giving correct responses for research purposes.

b) The study employed the use of questionnaires and document analysis to collect data. By looking at the Objectives, the instruments were sufficient to collect the required information and or data.

c) The sample size/area may not have been representative of a larger area. It will however be deemed appropriate because of the characteristics mentioned in the study.

1.12 Theoretical Framework

The theory adopted for this Study is "The Systems theory" of Henri Fayol (1841-1925). Systems theory is the interdisciplinary study of systems in general, with the goal of elucidating principles that can be applied to all types of systems at all nesting levels in all levels of research.A central topic of systems theory is self-regulating, i.e. self-correcting through feedback (Fayol, 1949). The primer group defines a system as a family of relationships among members acting as a whole. These members could be Principal, teachers and Students in a school (whole) relating. The system is equated to a secondary school with levels such as Principal, Teachers and students. All must work towards a common goal of achieving educational objectives through feedback.

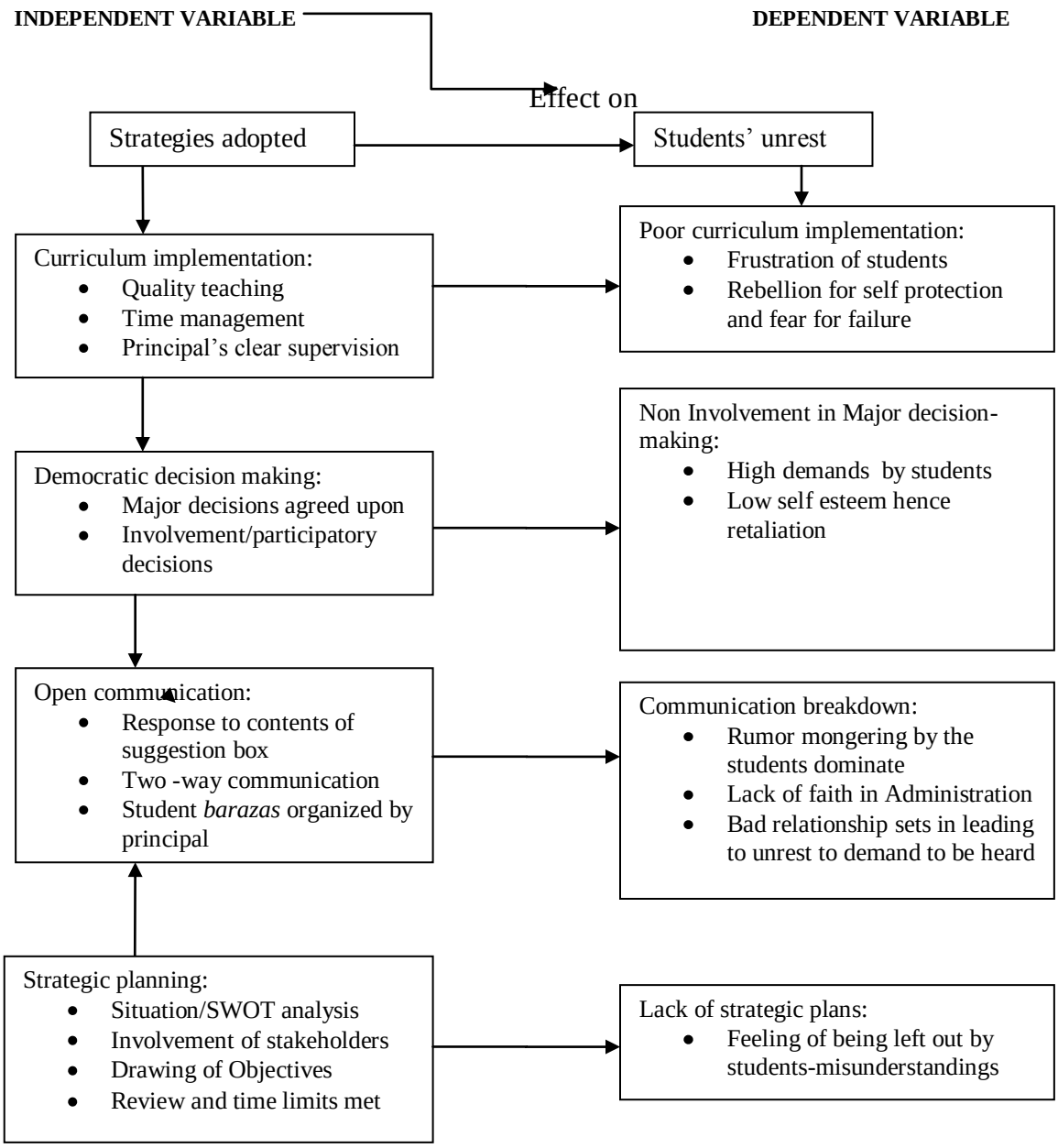
Fayolism was a theory of management that analyzed and synthesized the role of management in organizations. Fayol (1949) believed by focusing on managerial practices he could minimize misunderstandings and increase efficiency in organizations like

Schools. Such misunderstandings could easily take the shape of unrests as postulated in this study. Fayol (1949) advocated flexible approach to management. He stressed the importance of forecasting and planning and being able to adapt to any new situation.

These are ingredients postulated in this study through the strategies on strategic planning, open communication and flexibility in involving students participate in school decision-making. The communication emphasized by this study is the two-way among principal, teachers and students. Efficiency in curriculum implementation can be achieved through quality management and reducing tension among students. Improper communication can cause misunderstandings in the system as per Fayol and this study emphasizes on clear and open forum as a form of exchanging ideas between students and their Principal.

The systems theory is here below explained in a conceptualized scheme of concepts. The concepts indicate the relationships between the Strategies adopted in dealing with Students' unrest and unrest. The diagrammatic scheme of concepts is explained below. The concepts explained are Strategies adopted in dealing with Students' Unrest and how these strategies address unrest in secondary schools. The Strategies are Curriculum Implementation, Decision-Making, Open Communication and Strategic Planning.

1.13 Conceptual Framework



A Conceptual Framework model for the relationship between strategies and students unrest

Source: Oso (2005)

Figure1.1: Relationship between Stategies of Dealing with Students' Unrest and Unrest in Secondary Schools

A conceptual Framework is a scheme of concepts (or variables) which there searcher will operationalize in order to achieve the set objectives of the study (Oso, 2005). This Research hereby presents a conceptual Model/Framework where research variables and the relationship between them are shown. This is translated into a visual picture to illustrate the inter-connections between the independent and dependent variables that is strategies and unrest. The strategies adopted in dealing with student sunrest are put on the left while dependent variable(s) on the right thus unrest.

The model is adopted from Onen (2005) who uses one-way arrow ($\rightarrow$) leading from each determining variable to each variable dependent on it (Onen, 2005). The inter-connections are herein explained especially how the four strategies: curriculum implementation, open communication, democratic decision-making and strategic planning may help in dealing with students' unrest. The strategies adopted in dealing with students' unrest are hoped that when thoroughly implemented will check students' unrest in secondary schools as indicated at the right of the diagram.

Quality teaching leads to quality learning and hence cultivates a motivated team of students who see a bright future. The Teachers' Image interviewed Principals and managed to isolate do's and don'ts in regard to school strikes. Some may appear insignificant, even trivial, but they are a "matter of life and death" to students and should never be ignored (Teachers ServiceCommision, 2009). Among the most critical causes of student strikes is failure by teachers to attend all classes and ineffective teaching. Nothing frustrates students more than teacher absenteeism and ineffectiveness (Teachers Service

Commision, 2009). Thorough curriculum implementation will jumpstart correct decision-making, open communication and proper strategic planning. This is efficiency as indicated by Fayol (1949) in his Systems theory and this removes misunderstandings (source of unrest). Curriculum implementation is the core of ensuring stability in any learning institution, which when well done ensures there is harmony and trust among teachers, students and the Principal. Quality teaching amounts to time management by teachers in lesson attendance and clear supervision by the Principal. This will strengthen all weak ends in teaching, fill gaps through review meetings and as such it improves teaching.

People at all levels in an Organization constantly make decisions in order to solve problems (Orora, 1997). Decision-making is one of the cornerstones of an organization (Orora, 1997). Stoner and Freeman (1989) concur with Orora when they assert that: decision-making is the process of identifying and selecting a course of acting and to solve a specific problem. School managers must involve key stake-holders in key decision-making to forester ownership and speed up the implementation of the same. This has been confirmed by Orora (1997) when he asserts that: school managers who involve various stake-holders in problem analysis, problem solving and decision-making often accurately predict consequences and improve the quality of their decisions. Decisions which emerge from such a process are usually satisfactory, easily implemented and very often achieve their intended objective. When there is quiet negotiation and diplomacy between the school managers and the stake-holders of the school concerned usually yield high quality implementable decisions. These stakeholders are students, parents, teachers and the Principal. Sense of ownership especially by students will create a good

relationship with the Principal and teachers because of participatory decision-making. This study agrees with all the above sentiments as students unrest may be controlled or averted as a result of involvement. The medium of communication is very important. In an organization, the passing of information or instructions to employees should be clear, simple, well understood and shared among the employees. Whenever students raise concerns through suggestion boxes, raising concerns in various fora if addressed will arrest unintended unrests. Effective communication improves relationship, reduces and corrects indiscipline (IHRM Journal, Jan-Feb, 2010).Recent studies on supervision indicate that supervisors of instructional programs in school systems perceive "inadequacy to communicate" effectively as their number one problem. More specifically, supervisors have indicated that their major problem is "being unable to establish effective communication with teachers during supervisor-teacher conferences" (Orora, 1997). Yet, according to other contemporary studies, "the supervisor is a centre of communication, serving inter-personal, informational and decisional functions within the school system" (Sillivan, 1982). Therefore, "the supervisor's skillful interpersonal communication with teachers has a direct impact of immediate and long range instructional improvement". The study is in agreement with these sentiments. However, key stake-holders and main consumers of educational programs, the students, should also be effectively communicated to. Matters related to teaching /learning, student suggestions must be handled and communicated well within the school system. Reactions to student suggestions or complaints should be communicated back to students and stakeholders in education to cultivate harmony and trust.

The process of strategic planning may help to deal with students' unrest as Were (2008) sequences six steps: First, historical background and SWOT analysis. This will ensure the question, where are we now? At this stage all stake-holders in education, students included are involved in situational analysis of their school. Second; looking into the future by evolving the School vision and mission for the Institution. This is an utopian or idealistic presumption or image of how the school will be. It answers the question, where do we want to be? Third; drawing up the goals. The vision involved will act as a guide to develop a list of goals for the institution. Fourth, identification of objectives**.** Fifth, developing action steps or action plans and specific annual activities to meet the goals. All the Stakeholders should be aware about this and what part they play**.** Sixth, coming up with a budget for all the areas to be covered by the strategic plan. All the areas are prioritized starting with the core area on curriculum that is purchase of teaching and learning materials, teacher facilitation, practical and so on. The time frame within which each objective and activity will be completed must be included. During the first step, an agreement is reached by consensus among all stake-holders including students on where the school is in terms of Strengths, Weaknesses, Opportunities and Threats (SWOT). The students are involved in setting their own standards alongside other stakeholders' standards especially teachers and Principal. It is then that all sections and departments will develop their own goals and objectives and come up with priorities. During implementation of the strategic plan, communication with all stakeholders will be done to keep them abreast with changes and how well the goals and objectives are being achieved. Eisenhower in Were (2008:13), once said that "plans are nothing but planning is everything". Educationists should put more emphasis on planning process. These

include Secondary schools. This research study is in agreement with the above sentiments. This is because strategic planning will touch on all other strategies adopted in dealing with unrest in several forms: Planning for qualitative curriculum implementation, making appropriate and democratic decision-making which is more participatory and above all practicing effective communication in matters touching on strategic plans and all other strategies as indicated by the Conceptual Framework. With this network it is possible to check students' unrest due to proper planning, timely implementation of programs, democratic decision-making and allowing students to participate in the same. These activities in the words of Fayol (1949) are "Flexible approach to management." There is need to practice open communication and all the time feed-back is given at all levels. Mintzberg (2000) places the responsibility of strategic planning process on the Chief Executive Officer who in this case is the Principal and who is the school strategist. She/he should ensure implementation is done and feed-back given to stake-holders in education who must include students. The students will be involved in filling the gaps and, therefore correcting unanticipated problems. Such problems in most cases are the major causes of unrest in schools. Ministry of education strategic plan covering 2006-2011 and released in the year 2006 states in part: "A strategic plan is a management tool addressing future anticipated problems." The same was required to be cascaded down and customized at school level. This research study is in support of every institution coming up with a well thought and stakeholder-owned strategic plan, which has to be reviewed time and again and gaps are filled by all. If this is done in all institutions, it is envisaged by this study that most problems in secondary schools will be addressed and especially unrests.

1.14 Operational Definition of Terms

The operational definition of terms to be used in this study will be as follows:

Strategy: Planned series of actions for achieving something. A plan or direction or course of action into the future, a path to get from here to there. It is a plan that is intended to achieve a particular purpose (Mintzberg, 2000).

Strategic Planning: It is a process of making present decision systematically and with greatest knowledge of their Featuring. (Mutua and Wanaswa, 1992).

Unrest: A state of trouble, confusion and turbulence for example riots, demonstrations and protests (English Dictionary,)

Students' Unrest: Student Protest, student violence, student strikes/indiscipline/ rampage/ aggression aimed at informing the school management on students' dissatisfaction and revenge against the school administration (English Dictionary,).

Curriculum: The set of courses, coursework and their content, offered at a secondary school. (English Dictionary,).

Curriculum Implementation: Carrying out the courses/ subjects set out in a secondary school and completing within the s

Democratic: The rule of the people, freedom and equality (English Dictionary)

Decision-Making: A choice or judgment, firmness of conviction, a result arrived at by judges when there is no clear winner at the end of a contest.(English Dictionary)

Democratic Decision-Making: Arriving at decisions by all those who are affected by the same decisions unanimously through agreements by all.

Open Communication: Two-way communication between students and school administration and the teachers freely without intimidation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter examines the literature related to students' unrest and strategies adopted in dealing with students' unrest in secondary schools. Literature review is the systematic identification, location, retrieval, analysis, and evaluation of documents related to the research problem as well as opinions related to the planned research (Oso, 2009). In this chapter, literature review related to strategies adopted in dealing with students' unrest and unrests in secondary schools is done.

Such literature review helped the researcher by developing understanding and insight into previous works and trends that have been recorded pertaining to students' unrest. In this research study, identification was done relating to students unrest from various recorded literature and what needs to be done. Various authors on students' unrest were identified and recognized.

The literature review revealed contributions, weaknesses and gaps to be filled as a way of contribution to this study. Suitable sources of information were sought for this literature review that tends to agree with the objectives of this study. The main strategies dealt with by the literature review are curriculum implementation, communication, decision-making and strategic planning.

2.2.1 Concept of Students' Unrest

The problem of indiscipline in schools is not unique to Kenya. It is a global issue of great concern, spanning political, economic, geographical, racial and even gender boundaries (Karanja and Bowen, 2012). There is a growing concern regarding indiscipline in schools within the United Arab Emirates (Khaleej Times, 2006), where teaching methods were blamed for the children's indiscipline. Cases of indiscipline have also been noted in England. The government then planned a crackdown in indiscipline by giving schools powers to search pupils for weapons under new plans (BBC, UK Version, 2004, Nov. 18).

The schools in Botswana had their image marred by acts of student indiscipline. Some students died and others became blind after they broke into school science laboratory and consumed toxic amounts of methanol and ethanol (BOPA, 2006, July 6).According to Kuntz (1998), a bullet in a school in Argentina wounded a thirteen-year-old pupil. In Springfield, USA, one student was reported dead and thirty wounded in a shooting associated with indiscipline. Indiscipline incidences are also reported in Mexico, Italy, Germany, Comoros and even Spain (UNESCO, 1998).

Students have been unruly and led to destruction of property belonging to the school, teachers and administration/Principal. The last decade of the 20th century has had increased attention given to the lack of discipline in schools and growing use of violence among young people particularly in and around schools (Nelson, 2000). The disturbances or unrests caused by students range from murder, destruction of school

property and harassment of teachers and fellow students (Nasibi, 2003). This has forced more people to look at school violence/unrest more keenly. Public reactions to these strikes or unrests have called for more school security and demands for accountability on the part of parents, students and school administration (Nelson, 2000).

According to Wangai report (2001), the cause of students unrests were partly due to lack of dialogue between students and administrators, poor administration and poor parenting. When parents give a lot of money, students become rude to teachers. Indiscipline is misbehavior against the established rules and regulations (IHRM Journal, Vol.6, 2010). Indiscipline is also caused by the influence of media where children are encouraged to air their grievances and can challenge authority. The same media propagate information on students' unrests and the same trends of unrests become a "Copy Cat" even in schools which had no issues to cause such unrests (GOK, 2001). The same is emulated from the society which addresses matters affecting them through demonstrations, fighting and abuse. This has spilled over to secondary schools which turn to violence and unrest in attempting to air their grievances and seeking for solutions first like it is done by the society.

Entrance into a secondary school and progression through it give rise to a whole host of new stresses both internal and external, which may need to maladjustment. Holt (1964, cited in Torrace, 1969) maintains that fear of failure is a constant and ever present force even in the kindest and gentlest school. This is about curriculum implementation. Teachers have used poor teaching strategies that are not appealing to learners. They have done this because of poor preparation (planning prior to teaching) against what the

profession demands. This leads to poor syllabus coverage. Towards the end of the course they create a lot of pressure in the hope of preparing candidates for examination a situation that causes stress to students and hence bursting into students' unrest. Such are the poor curriculum implementation emanating from unprofessional pedagogical skills practiced by teachers. Loopholes in planning by teachers are creations of Principals who lack supervisory duties on their part. Educators have used overload and unbalanced curriculum that emphasizes on cognitive development of the learners disregarding psychomotor and affective domains which are equally important (Wangai, 2001).

The Wangai report (2001) noted that students who were not included in the making of school rules or in decision-making were bound to break them and misbehave. In this manner students respect what they were involved in making as part of the strategic planners of their own school. Kohn (1996) concurs with Wangai's sentiments when he says: students who participate in making decisions at school are more committed to the decisions made and democracy in other contexts.

A school should be treated as a community where students feel cared for and encouraged to care for one another. They experience a sense of being valued and respected; the students matter to one another and their teacher. They think in plural, they feel connected to each other and they are part of an "us" (Kohn, 1996). Some of these involvements may include Strategic Planning when students contribute to give Strengths, Weaknesses, Opportunities and Threats (SWOT). They do this during SWOT analysis and giving solutions during situation analysis to fill the gaps or gap analysis, matters that affect societies in Kenya (Were, 2008).

Clear communication to students and parents in verbal and written form about expected and appropriate behaviour is important.(Wong and Wong, 1989). Williams and Chavkin, (1989) agreed that frequent communication leads to better rapport among all parties and help to promote the children's academic learning, social and emotional development. Through such communication, rumours, suspicions and bad plans will be done away with regarding school administration. Instead, open communication is embraced by students who would rather communicate complaints directly or indirectly instead of highly planned students unrest as a last resort. Nasibi (2003) attributes the cause of strikes/unrests to poor administration hence disciplinary problems are not dealt with appropriately. Disciplined schools tend to be those that place school wide emphasis on the importance of learning and make use of practices that assist with discipline problems. As instructional leaders, Principals must promote teaching and assist with practices for effective discipline.

Principals of well disciplined students are usually highly visible models. Duke (1999) concurs with the above assertion that Principals should engage in "Management By Walking Around" (MBWA), greeting students and teachers and informally monitoring possible problem areas. This will help solve issues which if not attended to earlier will cause students unrest. Such a Principal should endure in supervising curriculum implementation, identify dilapidated physical facilities for repairs and giving feed-back to students using students *Barazas*. This sentiment is confirmed by Koross (2008) in his article "Discussions save school from riots," where he states that open sessions should be encouraged in schools to curb students' unrests. During such sessions, students air out their grievances to the administration. This was seen working well in Singore Girls'

Secondary school in Keiyo district according to the article. Mureu (2008) stresses the sense of ownership of schools by parents and community before any other stake-holder. To address students' unrest, it is all about attitude and capacity building.

Buhere (2008) in his contribution on students' unrests asserts: the mayhem that gripped schools in part of the year 2008 was associated to the actual implementation of the grievances on curriculum. Whenever students raise grievances on curriculum they should be addressed with urgency. Education officials have a role to play in education management as stipulated by the Education Act Chapter 211 section 18 of the Laws of Kenya giving authority to the Inspector to: "enter and inspect any school or any place at which it is reasonably suspected that a school is being conducted, at any time, with or without any notice and to report with respect to the school or any aspect thereof" (GOK, 2000). Such aspect stated could be curriculum implementation, supervision by the principal and administration and expected quality services offered by the school. A school can be inspected formally that is with notice or specially on emergency that is without notice (GOK, 2000). During unrests, schools are inspected without notice because it is an emergency. " An Inspector is an education official of the ministry of Education who identifies and provides feedback on strengths and weaknesses in educational institutions to improve quality of education provided and the achievement of their students" (GOK,2000). The application of the strategies fronted by the researcher is better identified by an Inspector or Quality Assurance and Standards Officer. Such officers reinforce the principal's supervisory work through advice on certain aspects (strategies) which are not done as expected during their routine inspection/assessment work in schools. They advise on such aspects as curriculum implementation, decision-

making, communication and strategic planning which are basically strategies of addressing unrests in secondary schools. Through such advice principals can avert unexpected disruptions in form of students' unrests.

2.2.2 Strategies adopted in Dealing with Students' Unrest in Secondary Schools

The hard reality is that schools in general have denied students: the right to disagree without direct or indirect penalty; the right to participate meaningfully in decision-making; the right to have rewarding interpersonal relations among themselves, with their teachers, and or the Administration in the school setting (Abel and Hanna, 1971). The sum of all these against students has fostered mistrust, confusion, hostility and students have expressed their frustrations in outright violence; crying out for meaningful involvement in matters affecting him the student of today feels compelled to take action now (Abel and Hanna, 1971).

Thorough curriculum implementation is a strategy of ensuring that the syllabus approved for each subject and level/class is covered qualitatively within the stipulated time frame. There is need for Principals to ensure that they supervise syllabus coverage. The Principal should ensure that there is harmony and agreement between the schemes of work and records of work prepared by teachers (Teachers' Image, Vol.16, 2009). Every minute of each lesson must be accounted for and when a teacher has to be away, there is need for a system of making up for the lost time. Likewise, students should not be allowed to be idle when a teacher is absent. Bakhda (2004) emphasizes this harmonious learning environment by stating: a school should beharmonious, secure and productive learning institution. A school should endeavour to attain the ultimate goal of inculcating self-

discipline among its students. Academic discipline may mean handing in homework on time, trying to do one's best, being attentive in class, preparing adequately for examinations and all other activities related to academic pursuits. The buck stops at the teacher to ensure that the student is motivated and encouraged to succeed as the Teachers' Image puts it: Someone once said that winners are ordinary people, doing ordinary things ordinarily well. The statement applies very well to both the teacher and the student when it comes to curriculum implementation.

The teacher is a role model to the student on quality teaching and training students on quality studies. This creates positive attitude on the students to work hard and constantly consult teachers. The Principals should be a role model on teaching matters by being a classroom teacher. It improves the principal's moral authority to reprimand those who may be ineffective or lax (Teachers' image, vol. 16, 2009). On effective teaching and discipline Etisi (2010) states: "when teachers plan their lessons carefully, involve learners actively in learning, the incidence of discipline problems diminishes. A culture of people's treatment of each other, feelings of inclusion and appreciation and reflecting collaboration and collegiality improves discipline." This study concurs with the sentiments in the sense that the classroom teaching affords the teacher/Principal an opportunity to connect with students such that they are free to confide in him or her hence making supervision possible and easy. The Principal develops skills and entry points of curriculum supervision which is concerned with overseeing, directing, guiding, controlling and influencing teachers towards a goal-oriented teaching behavior. The Principal is expected to be in the forefront in curriculum matters especially to ensure that the syllabus is covered well and that quality teaching and learning exist in the school.

Students must be fully and accurately informed on decisions made by Administration, be permitted to play a significant role in decision-making (Abel and Hanna, 1971). Increased involvement of students, teachers in major decisions; students have tolerated rigidity as long as they have as Erich Fromm points out: "We have fed our young people so much and so long that they have become 'fed up.' Students no longer abide by superficial and piecemeal changes as clearly stated by John F. Kennedy when he suggested that 'those who make peaceful revolution revolution impossible make violent revolution inevitable (Abel and Hanna, 1971). Democratic decision-making may help in the reduction of students' unrest. Students of this age are different from those of the 1970's and 1980's. Democracy has reached every aspect of life and is becoming one important tool of management in almost all institutions including schools. Bakhda (2004) on democratic decision-making asserts that: One very useful and effective method of making decisions is to include students and, if possible parents at various levels of decision-making. It must be understood that most decisions in a school affect the students in latent or manifest ways. Largely, they are the recipients of final decisions. It is, therefore, prudent to include them in discussions. Sometimes the fear of wrong or biased suggestions keep senior staff(management staff) from consulting students, by feeling that they lack maturity to make sensible suggestions. The recommendations made by students may be very constructive and significant and, if approached in the right manner, would work positively.

The research study is in support of this sentiment since involving them in decision-making makes them own up for example rules and regulations, school testing policy, discipline matters and school norms and standards. Craig (1989) in supporting the above statement asserts: "the authoritarian model of the Principal worked in the past because it was a reflection of a more authoritarian society than exists today. Such decisions affect everyone in the school. It would be unwise, therefore, for one person to take these decisions without reference to the views of those who have to implement them. Plainly if people can understand the reasoning behind a decision and can be persuaded of the benefits it will bring, they are more likely to make a sincere attempt to implement it." These sentiments are true because the consumers of decisions (students) if they feel left out can cause resistance in the form of students' unrest a situation that can be avoided through democratic decision-making or involving students in making decisions. It is, therefore, paramount to involve all stake-holders of a secondary school at various levels in decision-making through receiving their contribution, reviewing and delegation during implementation of decisions arrived at. Teachers' Image vol.16 (2009) clearly states why it is important to involve students in decision-making:"most of the times the decisions that teachers impose on students are the same that the students themselves would have gladly owned if they were given an opportunity to participate in their deliberations." In this manner students' unrest can become a thing of the past as all major stake-holders were involved at all levels (student, teacher, parent and school Principal).

The key issues addressed in the Master Plan on Education and Training (MPET) 1997-2010 among others are: "Improving efficiency and effectiveness through empowerment of stake-holders, increasing equity in participation" (GOK,1998).Among the stake-

holders who must be empowered are students. They should be empowered to participate in decision-making, communication, curriculum and strategic planning. The Master Plan further provides for devolution of authority to learning institutions (GOK, 1998). This is seen in line with the government's policy to decentralize the provision of services to bodies closer to communities and beneficiaries (GOK, 1998). Students are beneficiaries of almost all services in secondary schools and should participate in their decisions. Defiance can be done away with if all levels were involved even in very hard decisions as they are owned by all parties who were involved.

Open communication may help in relaxing tensions in schools. To communicate is to make known, to pass on, or to exchange information, ideas or feelings (Bakhda, 2004). Bakhda (2004) on the importance of communication states that communication is an integral part of successful management. Lack of communication or ineffective communication may result in chaos, misunderstanding, lack of confidence in the management team and insecurity among the staff. Craig (1989) concurs with Bakhda's sentiments when he asserts: through sharing information with school families, a realignment of lay/professional boundaries occurs, which results in an increased commitment of all parties to the primary aim of securing a child's well-being and progress. This common ground is where the mutual respect and trust essential to warm and sincere relationship in a school are nurtured.

This research study is in support of these sentiments by Bakhda and Craig and further envisages that clarity and open communication will lead to reduced students' unrest emanating from misunderstanding or confusion and mistrust. Whichever form of

communication within a school, whether it is verbal, written or through meetings it is paramount that it is open/participatory, clear and two-way. Feed-back in this two-way is important in getting the reaction of the receivers, or the consumers of the information. This statement is supported by Scott (1967) when he defined communication as "a process which involves the transmission and accurate replication of ideas, ensured by feed-back, for the purpose of eliciting actions which will accomplish organizational goals." In supporting Bakhda and Scott, Sababu (2007) concludes that "communication is said to be strategically complete when there is a directional reaction towards the mission or feed-back." The definition surrounds achievement of educational objectives of schools through clear communication for commonness between teachers, students and managers/school administrators in order to make students succeed after school. Students need to be allowed to react to information communicated to them in meetings, student *barazas*, prefects' meetings, class meetings, suggestion box contents and any other known and acceptable mode of feed-back to the school Principal.

Communication should be as clear as possible, promptly given without delay to avoid being misunderstood and delayed. Tasks communicated within a school system should be managed to constantly remind the family of the school of deadlines and or activities to follow. Such communication should be networked between the school administration, teachers, workers, students and parents. Bakhda (2004), further elaborates areas of that strengthened communication in a school when he says: This means they should use different strategies to let the public know what kind of educational services they offer, what facilities they have, how the curriculum is organized. They should also make public the results in external examinations. The starting point in this research's viewpoint is to

communicate with students first before reaching out to the other stake-holders of the school as they are the major clients to benefit from what is communicated. The Teachers' Image vol.16 (2009) confirms the need of open communication in its article entitled 'Open communication is the soul of any school' by stating that: "It has been proved beyond reasonable doubt that schools with open communication channels rarely experience unrest. Students need platforms to air their views. This research is in support of these sentiments which concur with the strategies of dealing with the students' unrest in secondary schools and open communication is surely one such a strategy.

Strategic planning is yet another strategy that may help in dealing with students' unrest in secondary schools. Were (2008) on strategic planning states that strategic planning process enables one to anticipate problems in advance. He continues to say that strategic planning process can simply be divided into five steps:

a) Examining the institutions' history (Background).
b) Assessing the present situation that is where are we? (Situation analysis).
c) Looking into the future (Where do we want to go?)
d) Determining the institution's goal.
e) Identifying institution's objectives (Action steps/action plans).

Each step will require a lot of thought and analysis. All stake-holders must be involved in this process of strategic planning at all steps for ownership purposes. The Ministry of education 2006-2011 strategic plan will help the ministry improve its service delivery by targeting and allocating resources in areas of high priority and will provide a framework (GOK,2006). The plan will guide the ministry's decisions, prioritizing the resource

allocation and building commitment among stake-holders to ensure achievement of the targets set. According to the strategic plan it states in part: the strategic plan is expected to improve learning environment.

While the challenges against the sector are enormous, This Ministry of education strategic plan will lay a spring board for overcoming them and achieving the desired educational goal. This strategic plan is expected to be replicated at school level and will do all that the ministry's strategic plan will do in order to achieve school goals.

This research study is in support of a school having a strategic plan in order to check students' unrest in secondary schools. With proper planning, all areas that usually cause students unrest are addressed by the plan hence reducing discontent between school administration and students. With a strategic plan, all areas are planned for stipulating who will do what and when in all key areas ranging from curriculum matters, discipline, physical facilities, repairs and maintenance and even replacement of old/torn /lost text books. It sets the mood of the whole school and sets standards that have to be met by all stake-holders (parents, students, teachers and the Principal). The school will, therefore, be able to apportion resources proportionately in all areas prioritizing the core areas like curriculum and physical structures. Budgets for these priority areas should not be changed for they are very sensitive in causing unrests when their standards fall. Decision-making is arrived at during situation analysis where students and all other stake-holders in education are included. This creates ownership of the strategic plan and programs thereof (Were, 2008). When the stake-holders of the school are brought together, consensus is built and that they will be willing to give their undivided support

and their contribution to the entire process (Were, 2008). On feed-back Were (2008) says: "during implementation of the plan, feed-back reports on the progress will improve any form of communication breakdown." The communication is meant to keep them abreast with the changes hence this calls for continuous communication all through the period (Were, 2008). Corrections of the strategic plan are made during such evaluation reports in the course of tracking the plan. The same practice of corrections applies to all areas like curriculum, physical facilities and concerned implementation processes. Touchy areas are addressed during evaluation or review of the strategic plan hence removing the danger of causing unrest due to mismanagement of certain areas.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Overview

This section outlines the methodology used in the study as follows: research design, area of study, study population, sample and sampling procedures, data collection instruments, reliability and validity, ethical considerations, data analysis and field experiences.

3.2 Research Design

This research study adopted a descriptive survey design. Survey design is a methodology used to investigate populations by selecting samples to analyze and discover occurrences. Its purpose is to provide numeric descriptions of some part of the population. It also describes and explains events as they are, as they were or as they will be. The study will be concerned with assessing the strategies adopted in dealing with students' unrest in secondary schools in Marakwet district. It specifically investigated the relationship between the strategies and unrest in secondary schools and whether the strategies can deal with unrest. The design made the research study able to consider issues of cost, rapid data collection and ability to understand populations from a part of it. It is also suitable for extensive or larger samples research (Oso, 2005 and Kothari, 2009). Survey is concerned with describing, recording, analyzing and interpreting conditions that either exist or existed. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are

developing. Surveys are concerned with the present but at times do consider past events and influences as they relate to current conditions. Thus, variables that exist or have already occurred are selected and observed (Kothari,2009).

3.3 Study Area

This research study was conducted in Marakwet district of Rift Valley Province in Kenya. Marakwet district is one of the districts in Rift Valley located between latitude 0° and 0° 52 ´ North and longitude 35° 25´ and 35° 45´ East. It boarders West Pokot to the north, Trans Nzoia to the West, Baringo to the East, Keiyo to the South and Uasin Gishu to the South West. The district has two main physiographic regions, the highlands to the West and the lowlands to the East. These two regions comprise of two climatic regions, thus, wet and dry respectively. The highlands are economically and agriculturally endowed due to higher rainfall as opposed to the Kerio valley region characterized by dry conditions.

The main activities in the highlands are mainly crop and animal husbandry. The highlands too has more developed infrastructure than in the lowlands/Kerio valley. The district has seven educational divisions namely Kapcherop, Kabiego, Chebiemit, Kapsowar, Tirap all falling in the high potential areas/highlands and Tunyo, Tot in the lowlands or Kerio valley. Schools fall in these divisions and in the two different climatic zones (see table 2). The main towns in the district are as follows: Kapsowar, Kapcherop, Cheptongei, Chebara, Chebiemit, Chesoi, Cheborорwa all in the highlands and Tot, Arror and Chesongoch in the Kerio valley / lowlands. The towns are relatively small except for

Kapsowar the headquarters and Kapcherop. The district was chosen as an area of study because a study of the same type has not been carried out in the district. It is also because the students' unrest menace took similar trends during the period of study, just like it was across the country.

3.4 Target Population

The target population consisted of seventy two (72) respondents drawn from the district. The total number of respondents was arrived at after all areas were catered for; like schools which had experienced unrest and those which had had none, covering boys, girls and mixed schools. Another group was students (40), teachers (20), Principals (10) and education officials (2). The table below summarises the target population:

Sampled schools:	**boys**	**girls**	**mixed**	**total**
	2	3	5	10

Respondents:	**students**	**teachers**	**principals**	**education officials**	**total**
	40	20	10	2	72

All the groups identified were meant for representativeness of the target population or respondents.

3.5 Sample and Sampling Procedures

This section gives a description of the strategies which the researcher used to select representative elements/subjects/respondents from the target or accessible population. It also gives and elaborates the sampling strategy employed in this study.

3.5.1 Sampling Procedures/Techniques

The sampling strategy that was employed by this research study was probability sampling. In this technique of sampling, every item of the universe has equal chance of inclusion in the sample by being picked from the whole group not deliberately but by some mechanical process (Kothari, 2009). The study used stratified random sampling to select the sample. The technique is used with the goal of achieving desired representation from various sub-groups in the population (Mugenda, 1999). This means that the sample consisted of two or more sub-groups. In this study it comprised two strata/categories. That is, schools which had students' unrest and those which had none, the criterion being used here is student unrest. Other sub-groups were boys, girls and mixed secondary schools.

All these sub groups were therefore put in their group and simple random sampling done on each to arrive at the final sample. Each item in a sub group was assigned a number then put in a box, shaken and randomly picked until all sub groups were completed. These formed the final sample given. This was done to give equal chance to every item as required by the technique. All these sub-groups were meant for representativeness. Random sampling was applied to pick on the sample population from each category mentioned above. The technique is useful because it divides the population into sub-populations which are not homogenous in characteristics. Each stratum will be more homogenous than the total population, enabling the researcher to get more precise estimates for each stratum and by estimating more accurately each of the component parts; the researcher will get a better estimate of the whole. Stratified sampling, results in

more reliable and detailed information. (Kothari, 2009). The method also ensures that sub-groups are proportionately represented and accounts for the difference in sub-group characteristics (Oso, 2005). There were two variables in this study: one, the strategies adopted in dealing with students' unrest and two, unrest in secondary schools. It is hoped that the strategies addresses students' unrest in secondary schools.

3.5.2 Sample

A sample is a smaller number obtained from the accessible population. Sampling is the process of selecting a number of individuals for a study to represent the larger group (Mugenda, 1999). A sample is also part of the target or accessible population that has been procedurally selected to represent it (Onen, 2009). The sample in this study consisted of seventy two respondents drawn from ten sampled schools and education officials. The ten schools ensured representativeness by covering categories such as; schools which had experienced unrest and those with none, Boys, Girls and Mixed schools and education officials. With all these fields/categories a technique was used to come up with the final sample as shown below:

Sample:	**Students-** 4 per school	=40
	Teachers- 2 per school	=20
	Principals	= 10
	Educ. Officials	= 2
	Total	= 72

This was done to ensure representation of all categories of secondary schools. The number of respondents was sampled by use of stratified sampling to come up with the

strata above then random sampling was done per stratum. The selection from the categories was used for representative purposes.

3.6 Data Collection Instruments

This research study used questionnaires and document analysis as the main tools for collecting data. The selection of these tools depended on the nature of data to be collected, the time available as well as the objectives of the study (Oso, 2005). The aim of this study was to assess the strategies adopted to deal with students' unrest in secondary schools in Marakwet district. In this research the interest was getting views, opinions, perceptions, feelings and attitudes of respondents on why students' there are unrest and the strategies of dealing with them. Such information would be collected better by using the techniques listed above.

Document analysis technique was applied to obtain information on reasons/causes of students' unrest as given by defiant students in form of memorandum or grievances presented or talked out. The information acquired from documents was used to obtain informants' real words or information, access data at convenience and save time. The main source of this information/grievances were the standards assessment reports by Quality Assurance and Standards Officers (QASOs) who normally carry out investigations following students' unrest immediately they occur. These records and documents were read and information collated for interpretation.

Questionnaires are a collection of respondent's reaction in writing. They collect large information over a shorter period of time. Questionnaires are suitable for collecting data from literate respondents (students, teachers, Principals and education officers), when the population is large and when data needs to be put in written. The respondents (students, teachers, principals and education officials) each gave answers to various items as objectively as was instructed. The questionnaires were collected and analyzed. The variables (strategies and unrest) came out clearly after analysis of various items in the questionnaires filled by students, teachers, Principals and education officials.

3.7 Reliability and Validity of the Instruments

This section deals with reliability and validity of the instruments used to collect the data during the research study. It is an explanation on how the research ensured that the instruments were reliable and valid to give correct data for use. The instruments were tested prior to their usage to enable the researcher make necessary corrections to ensure their reliability.

3.7.1 Reliability of the Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda, 1999; Koul, 1994; Orodho, 2004). Reliability is the ability of a scale to measure a single idea and whether it is consistent (Beru, 2004). Test- retest or coefficient of stability method was used to estimate the degree to which the same results was obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instrument. The schools picked for the pilot study were from the same district but outside the sampled schools for the

main study but with similar characteristics. Piloting was done repeatedly in the same school and for the same respondents. Scores obtained by each respondent on the first and second test were quite close and hence reliability of the instruments. Consistency was computed using Statistical Package for Social Science (SPSS) and MS Excel. After administering the instruments there was room for correction of errors and improving the instruments before they were used in the main research.

3.7.2 Validity of the Instruments

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. It is the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda, 1999). Validation of the instruments was done in consultation with experts (supervisors) who were requested to assess the relevance of the contents used in the questionnaires developed. They examined the questionnaires individually and provided feed-back and their recommendations were incorporated in the final questionnaires to come up with a valid one. This was aimed at assessing the relevance of the questions to the topic to be studied. The questionnaires used in data collection were validated in terms of contents of the instruments and based on the objectives and the questions that guided the study. The supervisors were involved in this area during consultation. To ensure clarity of the direction of respondents the format of the instruments were prepared in consultation with these experts. Content validity is non-statistical method that was used to validate the content employed in the questionnaires.

3.8 Data Analysis

This is a postulate of how the data was analyzed. It deals with the organization, interpretation and presentation of the collected data. Data analysis entails separation of data into constituent parts or elements, and examination of the data to distinguish its component parts or elements separately and in relation to the whole (Onen, 2009). Data was analyzed qualitatively through interpretations and perceptions of respondents' responses to questions in the questionnaire. Descriptive data analysis was used in this study. Descriptive analysis refers to the use of measures of central tendencies such as mean, median and mode, and measures of dispersion such as range and standard deviation. Measures of central tendencies generally describe how close a measure or variable is to the central measure or variable (Onen, 2009). Measures of dispersion describe how far a measure is from the central measure or variable (Onen, 2009). Descriptive analysis was used because the researcher did not want to generalize findings beyond the sample. This study mainly used mean and mode measures of central tendency to analyze data. Mean is the average of a set of qualitative data. In this case, independent and dependent variables were compared in terms of their averages. Responses from various respondents were used to tabulate averages / mean then comparisons made after which conclusions were derived. Mean was used to describe the central measure because the sample was distributed. Mode is the most frequent number or variable (Onen, 2009). This was used to compare responses on various variables by various respondents. The strategies were compared with unrest in order to draw conclusions. This method of data analysis is used mostly for qualitative data as it is in this study. Ms Excel and Statistical Package for Social Sciences (SPSS) were used to

quicken analysis of the data. Each item was analyzed separately based on various respondents as earlier mentioned then conclusions were drawn. Data is presented using bar graphs, pie charts and percentage tables to summarize and visualize the various interpretations arrived at during data analysis.

3.9 Ethical Considerations

The main ethical problems in this study were privacy and confidentiality, anonymity and researcher's responsibility. To obtain a valid sample means accessing specific lists and files which is an infringement on privacy and confidentiality of respondents. To guard against this, the study allowed the respondents freedom to ignore items they did not wish to respond to. The study dealt with anonymity by allowing all respondents to remain anonymous so that their individual identities are not salient features of the study. During the study, the researcher was sensitive to human dignity. The researcher stuck to the intention of the study and kept any information acquired confidential. During introduction to the respondents, the researcher made his intentions clear, making it known that his/her objective is for research purposes only. To do this, the researcher informed the respondents on the following:

a) The purpose of the research.
b) Expected duration of participation and procedure to be followed.
c) Any unforeseen risks or discomforts to the respondents.
d) Any benefits to the participants.
e) Available alternative procedures, if any, that may be available to the participants.
f) The context of privacy and confidentiality.

CHAPTER FOUR

DATAPRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Overview

This chapter presents the analysis, interpretation and discussion of the data collected using sets of questionnaire. The presentation of the results is grouped into five sections. Section one seeks to determine the background information (of respondents). The second section establishes whether proper curriculum implementation can deal with students' unrest in secondary schools in Marakwet district. Determining whether democratic decision-making in secondary schools in the district can deal with students' unrest; the importance of open communication in dealing with students' unrest while the last section seeks to find out whether strategic planning can deal with students' unrest in secondary schools in the same district.

The research was done through the use of sets of questionnaire administered to the four target groups: Principals, teachers, students and Education officials. This research was done after the respondents were informed on the purpose of the study and the responses were given willingly by them. The response rate from the respondents was 93.05%. Mugenda (2003) on what the acceptable response rate is, states as follows: "The authors feel that a response rate of 50% is adequate for analysis and reporting. A response rate of 60% is good enough and a response rate of 70% and over is very good. The researcher should use all means to increase the response rate in order to have a representative sample for meaningful generalizations. There should be concern when 30% or more of

respondents do not return questionnaires. Unless the response rate is very low (for example below 50%), it is usually safe to assume that the sample is representative enough." The response rate in this research was therefore, very good standing at 93.05% and was as representative enough as to be worth for analysis and reporting.The various responses collated and analyzed were summarized by the use of tables, pie charts and bar graphs.

4.2 Background Information

The respondents targeted in the selected secondary schools were Students, Teachers, the Principals and the Education Officials in Marakwet district. In selection of these respondents, it was imperative to observe their sex distribution so that no one sex became majority. Table 4.1 shows that 56.7% of the overall respondents were male, while 43.3% were female. This shows that both were well represented in this study. Any conclusion that will be drawn from the research will be deemed to be balanced as it will have been all-inclusive in terms of responses from different sexes. This research has therefore taken care of the government requirement of not having less than a third of either sex participating/represented in any deliberations/functions to be done as per the Constitution of Kenya 2010. In the ten schools sampled, two were boys', three girls' and five mixed schools. This was the case in all other respondents except education officials where both were of one sex (male). Their role was basically reporting on factual information on the ground or documented only. Table 4.1 justifies the respondents' balance in sex for representativeness.

Table 4.1: Sex of Respondents

Respondents	Male	Female	Total
Students	16 (43.2%)	21(56.8)	37
Teachers	15 (83.3%)	3 (16.7%)	18
Principals	5 (50%)	5 (50%)	10
Education Officials	2 (100%)	0 (0.0%)	2
Total	**38 (56.7%)**	**29 (43.3%)**	**67**

Source: District Education Office, Marakwet (2012)

Table 4.2 shows the distribution of the students chosen to be respondents. It is seen that only Forms two, three and four students were selected. Form one students were left out since they were considered to be new and may not have understood clearly the school's structures and routines. Form four students were the majority as shown in this figure representing 54.1%. This is because these students were the senior most in the schools and also the most mature. Their responses could reflect the true situation as far as the objectives of the research were concerned. They had stayed longer in the school and had enough information than the other lower classes

Table 4.2: Class of Student Respondents

Class of the respondent	Frequency	Percentage
Form Two	8	21.6
Form Three	9	24.3
Form Four	20	54.1
Total	37	100.0

Source: District Education Office, Marakwet (2012)

When the age of the teachers who responded was also established, it was found in the analysis that 5.6% of them were below the age of 24 years and 5.6 % were over 45 years. The majority of teachers, therefore, were between the ages of 25-44 years. Majority (66.7%) of these teachers had served for between 1-5 years and all of those interviewed had served in 1-2 stations. This indicates that these teachers understood the inner workings of their schools and their responses could be relied upon. In the case of the Principals, it was observed in the analysis that 80% of them had taught for more than 11 years. It was also seen that 70% of them had been in this position for between 1-5 years, while 20% had been for between 6-10 years. This shows that the majority (70%) of the Principals in Marakwet district may not have enough experience as they had only served in the same capacity for a period of just between 1-5 years. Principals who have served for long periods that is between 6-10 years in this case were only 20%. Serving longer in a position enables one to interact with various approaches on how to do what, when and giving possible solutions and hence experience. Young Principals on the other hand could

be more conversant with the latest trends in society, especially in terms of the rapidly expanding world of technology and, therefore, could connect well with the youthful teachers and the young students. The management of various aspects in secondary schools will depend on the experiences attained by Principals as explained here below.

4.3.1 Curriculum Implementation

The study also sought to establish whether thorough curriculum implementation in secondary schools in Marakwet district could mitigate students' unrest. In this respect, it was necessary to find out whether there was adequate syllabus coverage in the schools in Marakwet district; whether teachers attended all their lessons; whether there was adequate supply of media resources in these schools and whether poor curriculum implementation was a potential cause of student unrest in the secondary schools in Marakwet district. The details of the outcome are discussed in the sub-sections below.

4.3.2 Syllabus Coverage

In trying to establish whether syllabus coverage was adequate, the study constructed six items for the various four groups of respondents to respond to in order to address the subject. There was general agreement from the respondents that syllabus coverage was adequately covered. Table 4.3 shows the findings of responses concerning how the adequacy of the syllabus coverage in the target schools was.

From the table (4.3), it is evident that there is agreement that in Marakwet district there is adequate syllabus coverage. This table indicates that; 88.9% of teachers said there was

adequate syllabus coverage. Majority (97.3%) of the students said that there was adequate syllabus coverage in their schools. This was corroborated by the Principals (90%) and all education officials saying that syllabus coverage was adequate.

Table 4.3: Syllabus Coverage

Respondents	Adequate	Not adequate	No response
Students	36(97.3%)	1(2.7%)	0 (0%)
Teachers	16 (88.9%)	2 (11.1%)	0(0.0%)
Principals	9 (90%)	0 (0.0%)	1(10%)
Education officials	2(100%)	0(0.0%)	0(0.0%)

Source: District Education Office, Marakwet (2012)

However, some teachers (11.1%) and students (2.7%) indicated that syllabus coverage was not adequate in their schools. These percentages cannot be ignored given that responses were drawn from the curriculum implementers and consumers respectively. Although higher percentages of respondents indicated that there was adequate syllabus coverage, the minority who stated otherwise need to be heard. There was need to ensure that syllabus coverage was 100% because it is the core function of secondary schools and it will help to avert unrests. Syllabus coverage is paramount in any school given the importance it plays in individual student and or school performance. Tranquility in schools entirely depends on full coverage of the syllabus per subject per year and students are part of the exercise.

4.3.3 Lesson Attendance by Teachers

On lesson attendance by teachers, Principals and students were asked to give their views on whether teachers attended to their lessons as required. The summary of the responses are contained in table 4.4 below:

From this table, it can be noted that teachers in secondary schools in Marakwet district attend to their lessons regularly. This is seen to be so by the fact that all Principals, who are the immediate supervisors of the teachers indicated so. It is also clear that students (91.9%) who are the beneficiaries have confirmed this fact.

Table 4.4: Lesson Attendance by Teachers

Responses	Principals		Students	
	frequency	percentage	frequency	percentage
Regularly	10	100	34	91.9
Not Regularly	0	0.0	3	8.1
Total	**10**	**100**	**37**	**100**

Source: District Education Office, Marakwet (2012)

This finding is in line with the earlier observation which indicated that there was adequate syllabus coverage in secondary schools in this district. However, the few (8.1%) of students who said that their teachers were not regularly attending to their lessons is wanting and needs some attention. This percentage could be enough to cause trouble in form of students' unrest as envisaged in this study. Any poor lesson attendance leaves

students frustrated, confused, and optimistic and such a situation can easily cause uproar in form of unrests by students to stop the behaviour.

4.3.4 Adequacy of Media Resources

Proper curriculum implementation also entails the availability of adequate media resources in schools because the teachers need these resources to adequately implement the respective syllabus. It is with this in mind that this study endeavored to find out whether schools in Marakwet district had adequate media resources for proper curriculum implementation. The responses on this particular matter are shown in table 4.5 below and were generated from responses to items on the same topic. From the table responses of the Principals and the education officials indicated that the media resources were not adequate in secondary schools in Marakwet district. This infers that although teachers attend to their lessons regularly and complete the syllabus, they may not be in a position to teach effectively and efficiently because of shortage of media resources in their schools. It is only in 30% of schools where these resources were reported by Principals to be adequate as compared to 70% of schools which reported on the contrary. All the Education officials who responded too agreed like the Principals that media resources were not adequate. Given the poor/inadequate status of media resources in schools, it is evident that such a shortage could be the source of unrests in secondary schools looking at the important role resources play in curriculum implementation as a result of dissatisfaction and frustration by students.

Table 4.5: Adequacy of Media Resources

Respondents	Adequate	Not adequate
Principals	3 (30%)	7 (70%)
Education officials	0(0.0%)	2(100%)

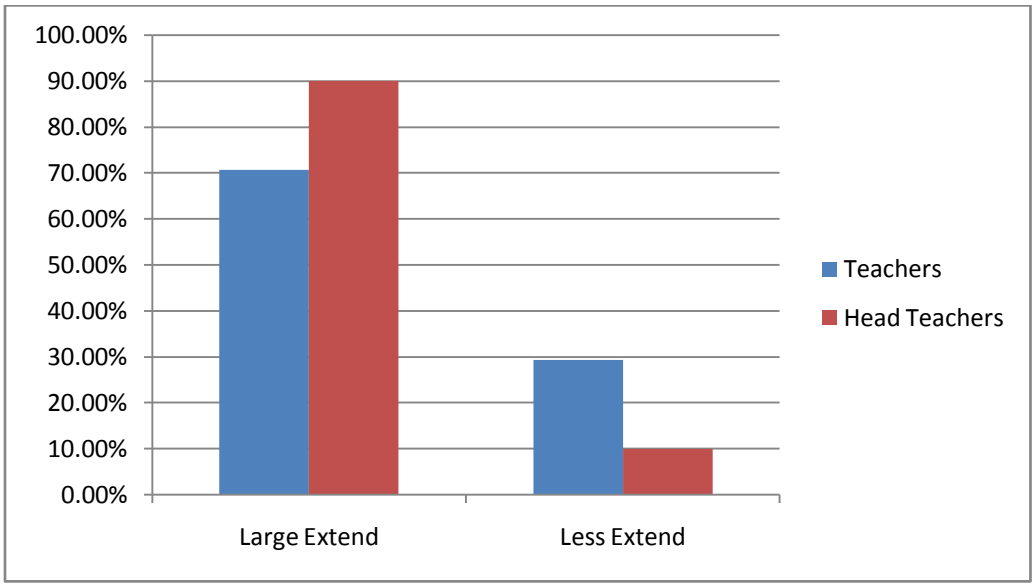
Source: District Education Office, Marakwet (2012)

When students cannot get reference books, course books and other forms of media resources for their own study, their level of dissatisfaction/frustration increase and may register this through students' unrests. Provision of a third (30%) of media resources as shown in the analysis is below average and this could be a potential cause of unrests in secondary schools in Marakwet district in particular and Kenya as a whole. Students need to do their own studies by using various reference materials and if not available, then it may become a cause of unrest as may be inferred in the case of the district of study.

4.3.5 Extend to Which Poor Syllabus Coverage Causes Unrest

Syllabus coverage is the core function of schools. It is, therefore, imperative that the curriculum is implemented by covering the syllabus fully and properly by the school and the teachers. This study sought to find out whether poor implementation of the curriculum (syllabus coverage) could be a potential cause of students' unrest in secondary schools in Marakwet district. When the items on this issue were analyzed, it was found that the respondents indicated that poor syllabus coverage was a potential cause of unrest to a large extend.

From the analysis, (70.59%) of teachers and 90% of Principals agree that poor syllabus coverage had a bearing towards being a potential cause of students' unrest in secondary schools.



Source: District Education Office, Marakwet (2012)

Figure 4.1: Extend to Which Poor Syllabus Coverage Causes Unrest in Schools

This finding clearly shows that teachers and Principals appreciate the potential of poor syllabus coverage in causing unrest in secondary schools. This could be the reason why teachers attend to their lessons regularly (as seen in lesson attendance above) in Marakwet district so as to avoid being accountable in case of unrests in their schools.

4.4.1 Decision-Making in Schools

Decision-making in schools should, in most cases be participatory especially if the decisions made affects another party for example students. The decisions arrived at

should be by consensus and based on consultations. The present study sought to determine the extent to which teachers and students are involved in making decisions in secondary schools in Marakwet district. It was also to establish whether teachers feel students should be involved in decision-making in schools. All are explained here below.

4.4.2 Involvement in Decision-Making

Teachers and students were asked if they were involved in decision-making in their schools in Marakwet district. From the analysis, there exists participatory decision-making to a larger extent in Marakwet district. Responses from teachers and students indicate that they were involved in major decisions made in their schools. The analysis was as a result of responding to items on involvement in decision-making. Their responses are reflected in table 4.6.Responses on involvement in decision-making indicated that students (62.2%) and 77.8% of teachers admitted that they were involved contrary to 16.7% of teachers who claimed they were not. The Education officials (50%) felt students were involved while a similar percentage affirmed on the contrary. Principals (90%) responded that students were involved in decision-making process as opposed to 10% on the contrary. Asked whether they feel students should be involved in making decisions in schools, majority (94.4%) of teachers said that they should be involved. The teachers know the role played by student involvement in the management of institutions. By bringing students on board it is possible to build consensus in decisions hence reduce unrests in the schools.

Table 4.6: Involvement in Decision-Making in the School

	Involved		**Not involved**		**No response**	
Respondents	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Students	23	62.2	13	35.1	1	2.7
Teachers	14	77.8	3	16.7	1	5.5

Source: District Education Office, Marakwet (2012)

The students were asked to state what they thought about the value of their contribution to decision-making in their schools were, and they gave the following views: to make students responsible for their actions (40.5%), exchange of views (43.2%) and students owning up decisions in the school (16.2%). The students seemingly know what their role was in school decisions being for sharing information and being responsible. When students are involved in school decision-making they live by the decisions arrived at and do not violate then. Some of the reasons of unrests are simply due to lack of involvement of students in various decisions for ownership purposes. Once involved the own up decisions and cannot go against them as they participated in them.

In general, it can be concluded that most schools in Marakwet district involve both teachers and students in making decisions in their schools to a large extent. The few schools (35.1%) which do not incorporate students in decision-making should be

encouraged to do so, while those which involve students in this process should enhance it. The few (35.1%) of those not involved could be the source of dissatisfaction in their various schools and may lead to unrests. Such population could be dangerous to a whole institution in terms of unrest and need quick attention to ensure 100% participation by students in school decision-making.

4.5.1 Communication in Schools

Schools are communities consisting teachers, students, administration and the management. These four are among the most important stake-holders in school education. These three should work in harmony at all times for the smooth running of schools. Other stake-holders like parents come in to support the existing school structures once in a while. This study sought to find out the modes of communication used in schools in Marakwet district, whether they were two-way and democratic or not. The study also was designed to determine the feed-back mechanisms employed by schools as far as communication in the schools is concerned. Specifically, the present study sought to determine whether communication channels (notice-boards, announcements, suggestion box) and structures (delegation through teachers, prefects) put in place by schools could avert or aid occurrences of students' unrest in secondary schools in Marakwet district. The findings are presented in the following sections

4.5.2 Importance of Open Communication

Principals and students were asked to give the modes of communication used in their respective schools. Majority (62.2%) of schools have adopted verbal communication

during assemblies to pass information to students. Passing information also through prefects and teachers is preferred and the two are the most common forms of communication adopted by many schools and the administration. The findings are given in table 4.7.From the table, it is clear that the preferred mode of communication in secondary schools in Marakwet district is verbal communication during assemblies and announcements as confirmed by students (62.2%) and Principals (50%) in their responses. It should also be noted that some Principals (30%) would prefer using prefects/delegation to pass information to students. Other important modes of communication used include use of notice-boards as indicated by 21.6% of student respondents and 10% of principals. In addition, (10.8%) of the student respondents mentioned meetings/forums as modes of communication used in their schools while only (10 %) of Principals said that meetings/forums were modes of communication used in their schools. The administration prefers communication which is not face-to-face as opposed to what is postulated by this study. Delegated communication can easily be distorted and easily misinterpreted by the consumers (students).

Table 4.7: Modes of Communication used in Schools

Mode of communication	**Students**		**Principals**	
	Frequency	Percentage	Frequency	Percentage
Assemblies /announcements/Verbal	23	62.2	5	50
Notice boards	8	21.6	1	10
Meetings /forums	4	10.8	1	10
Prefects/ delegation	2	5.4	3	30

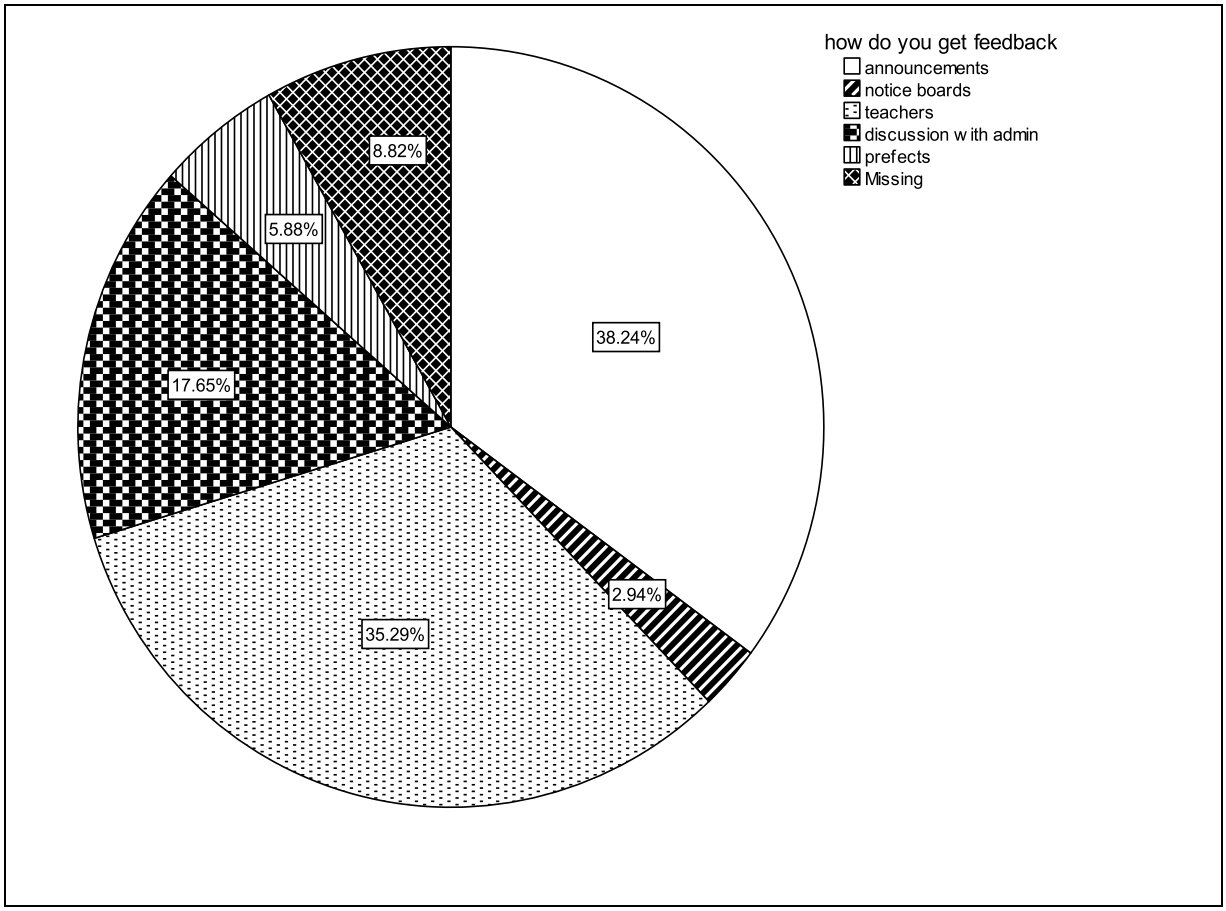
Source: District Education Office, Marakwet (2012)

Students were specifically asked to mention ways in which they pass information to the school administration, and the findings were as follows: through suggestion boxes (27%), prefects (45.9%), teachers (14.7%) and open forum/meetings (5.4%).Education officials (50%) of them said that open forums/face-to-face communication should be used by schools, while a similar percentage said that assemblies/announcements should be used. These were former school teachers and similarly indicative that face-to-face communication is at equal measure (50:50) with delegated mode of communication just like the Principals. The small numbers from all groups saying that face-to-face meetings were being used or preferred is a clear indicator that open communication has not been embraced as proposed by this study. Open forum communication opens dialogue, solves issues, gives solutions, opportunity for shared experiences and, therefore, averts unrests in schools and should be embraced by all schools.

4.5.3 Feed-back of Communication

The present study sought to establish mechanisms used by schools to receive feed-back on communication passed on to the students. It emerges from the analysis of the collected data that school administration prefers using announcements on assemblies and delegated forms of feed-back (either through teachers or prefects) rather than face-to-face or open forum with students. Figure 4.2 shows the responses of students on how they get feed-back from the administration. -From figure 4.2, it is noted that majority of students (38.24%) said that they get feed-back through announcements during assemblies, 35.29% from teachers while only 17.65% indicated that they get feed-back by direct discussions/forums with the administration/Principal. Some students (5.88%) said they get feed-back through prefects. The teachers' responses on how they get feed-back were as follows: announcements (33.3%), meetings (33.3%), forums/discussions (27.8%) and 5.6% gave no response.

Principals on their part gave their responses on modes of feed-back as follows: through prefects/existing structures (50%), open forums/meetings with students (20%) and through suggestion boxes (30%). As stated earlier, it appears like Principals avoid open forums as seen in the small percentage in their response to the item on feed-back (20%).



Source: District Education Office, Marakwet (2012)

Figure 4.2: How Students get Feed-back

Open forums give direct solutions to issues raised as opposed to the delegated forms of giving feed-back and Principals do not seem to like the system as it opens them to much scrutiny by their students and teachers. Such system works well in very transparent and accountable organizations where participation is normal.

Asked on what their views were on the purpose of open communication in schools, majority of Principals (60%) said it was important for informational purposes while 40%

said it was important in creating harmony in the school. Proper communication is a "safety-valve" in a school situation for solving problems instantly especially in forums between students and the Principal/school administration. This will definitely reduce unrests.

Majority of students (48.6%), however, were of the view that open communication was important for discussing issues between students and the school administration. At the same time, 32.4% of the students said that the purpose of communication was to relay information, while 10.8% of them felt that the purpose of communication was to reduce tension in school. Some students (8.1%) did not give their response on this item. "It has been proved beyond reasonable doubt that schools with open communication channels rarely experience unrest. Students need platforms to air their views"(Teachers' Image vol.16,2009).Schools should practice this form of communication as envisaged in this study to avoid unrests in schools.

4.5.4 How Poor Communication contributes to Students' Unrest

The study attempted to find out whether modes of communication and feed-back employed in schools could be a potential in triggering students' unrest in Marakwet district secondary schools. Table 12 below summarizes the findings.

From table 4.8, it can be observed that all education officials felt that communication modes in secondary schools in Marakwet district may contribute greatly to students' unrest. Teachers on the other hand have felt otherwise except 5.6% who felt that communication modes may contribute greatly to unrest in these schools. The teachers

(27.8%) feel that communication modes may contribute to students' unrest while 61.1% on the contrary. It is clear from the analyzed data that poor communication can cause unrest and all schools should endeavor to improve their communication systems to offer solutions and hence avoid unrests as established in this study. Students and teachers are aware about this from their responses and should be embraced by school administration to have participatory approach in communicating issues.

Table 4.8: How Poor Communication contributes to Students' Unrest

Response	Teachers		Principals		Education officials	
	Number	Percentage	Number	Percentage	Number	Percentage
Greatly Contributes	1	5.6	2	20	2	100
Contributes	5	27.8	5	50	0	0
Does not Contribute	11	61.1	3	30	0	0
No Response	1	5.6	0	0	0	0

Source: District Education Office, Marakwet (2012).

On their part, (70%) of Principals felt that communication may be a potential cause of student unrest in schools. However, there are some Principals (30%), who said that communication does not contribute to students' unrest in secondary schools in Marakwet district. All the principals said that there were opportunities for students to express their

views openly in their institutions. Majority (72.2%) of the teachers also reported that students are involved in open communication in their schools. The 3 (30%) of Principals who think communication is not a potential for unrests is huge. As they confirm the importance of open communication, they should also appreciate open forums with the view of averting unrests. This may be the reason why there was rampant students' unrest in the district of study emanating from low participation of students in communication, problem-solving and meeting with their Principals. It is hereby advised that this be done by all schools.

4.6.1 Strategic Planning

Strategic planning is important in institutions for it helps management and stake- holders to chart the best course of action to steer the institution to prosperity. Strategic planning also helps in foreseeing trouble causing areas so that they can be addressed in time. Ministry of Education strategic plan 2006-2011 states in part: "A strategic Plan is a management tool addressing future anticipated problems" (GOK, 2006). This is because during SWOT analysis model, all areas suspected to be sources of trouble are addressed and sealed. One of the objectives of this study was to find out if secondary schools in Marakwet district have strategic plans. It was also important to find out whether students and teachers are involved in the development of the strategic plans and whether strategic plans could be used to avert student unrests in secondary schools in Marakwet district. In order to do this, sets of questions were designed and included in the sets of questionnaire developed for the targeted respondents. The results of the analysis are discussed in the following sub-sections.

4.6.2 Availability of Strategic Plans in Schools

Respondents were asked whether secondary schools in Marakwet district had developed strategic plans. The findings of the study are presented in the table 4.9.

From the findings tabulated above, it is clear that majority of secondary schools in Marakwet district had developed strategic plans. All the education officials agreed that the schools had strategic plans. Also 7 (70%) of the Principals said they had strategic plans while 3 (30%) said they had not developed the documents. In the case of teachers it was observed that 11 (61.1%) said that they had strategic plans in their schools while 5 (27.8%) said they did not and 2 (11.1%) of them were not aware whether their schools had strategic plans or not. It implies here that strategic planning process is done by the school Administration mainly without much involvement of teachers as shown by the 11.1% of them saying they did not know anything about the documents.

Teachers were asked if they formed part of the team developing the strategic plans in their respective schools, and the responses were as follows: 7 (38.9%) of them said they were part of the strategic plan development team, 10 (55.6%) said they were not part of the team and 1 (5.6%) gave no response to that particular item.

Table 4.9: Whether Schools have Strategic Plans

Respondents	Yes		No		No idea	
	Number	Percentage	Number	Percentage	Number	Percentage
Teachers	11	61.1	5	27.8	2	11.1
Principals	7	70	3	30	0	0
Education officials	2	100	0	0	0	0

Source: District Education Office, Marakwet (2012)

If teachers do not participate in the strategic planning process, the implementation of the planned programmes will be in vain, they will not own up the programmes and may even incite students to resist them. The teachers were also asked if students were involved in the development of strategic plans in their schools. The analysis shows that the students (38.9%) were involved, (27.8%) not involved and 27.8% had no idea whether students were involved in the development of strategic plans. The majority(40%) of Principals said that students were involved in the development of strategic plans, while 30% said that students were not involved and 30% of them had no idea whether students were involved in the development of the strategic plan or not. This group of Principals may have been teachers who responded on behave of their absent Principals.

On how often the strategic plans were reviewed, 4 Principals (40%) said that their strategic plans were often reviewed, 3 (30%) said that they were not reviewed often, and

3 (30%) had no idea whether they are reviewed often or not. All the Education officials said that strategic planning in secondary schools in Marakwet district could be used to address students' unrests. Based on this analysis, participation of teachers and students in preparation of school strategic planning was not a norm. This is in contradiction to the normal practice of participation by stake-holders. Wangai report (2001) notes that "students who were not included in the making of school rules or decision-making were bound to break them and misbehave." On involvement, Were (2008) states: "When the stake-holders of the school are brought together, consensus is built and that they will be willing to give their undivided support and their contribution to the entire process." During implementation of the plan, feed-back reports on the progress will promote communication in the school. Such should be done in Marakwet district secondary schools during strategic planning, review and corrections of the same.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Overview

This chapter presents the summary of the research findings based on the analyzed data in chapter four. Conclusions and recommendations of the study on strategies of dealing with students' unrest in secondary schools in Marakwet district are brought out in detail. The procedure of presentation is based on the objectives of the study. The areas covered as per the objectives are: curriculum implementation, decision-making in schools, communication in schools, and strategic planning. All these are explained in the following sections.

5.2 Curriculum Implementation

Curriculum implementation entails syllabus coverage through attendance of lessons by teachers, and also touches on the availability of adequate and appropriate media resources in the schools to help the teachers in the implementation of the syllabus in their various areas of specialization. This study sought to establish whether poor curriculum implementation could be a potential cause of student unrest in Marakwet district. From Figure 4.1 in chapter four, majority of teachers agreed that poor curriculum implementation is a potential cause of students' unrest in secondary schools in Marakwet district. "Effective Principals know that one of the main causes of strikes is failure by teachers to attend all classes and ineffective teaching. There is nothing frustrating to students as teacher absenteeism and ineffectiveness" (TSC Vol. 16, 2009). If the syllabus

is not covered by teachers during the planned period, Teachers will be forced to create extra time in the name of tuition. During tuition students are required to pay for the extra time while most students cannot afford to pay. The backlog syllabus carried forward up to the fourth form make teachers compress the remaining work within a short time and students develop stress due to lack of time to relax. In this situation students release their tension in form of students' unrest to resist the pressure. "It is against this backdrop that the ministry of education has banned holiday tuition in schools in Kenya" (TSC, 2009).

According to the findings of the study tabulated in chapter four, it is evident that the teachers, Principals and Education officials all agree that the syllabus coverage in secondary schools in Marakwet district is adequate. However, it was falling short of 100% as reported by a small number of students, Principals and teachers' respondents.

This was an indication of trouble in curriculum implementation, which could be the cause unrests in schools. It is an area that needs to be addressed seriously in secondary schools in Marakwet district alongside the acute shortage of media resources as reported by majority of the Principals' responses. However on the issue of availability and adequacy of media resources in secondary schools in Marakwet district, there was agreement by majority of Principals and all Education officials that there were inadequate teaching and media resources in secondary schools in the district. This finding calls for intervention measures by the school administration and the stake-holders to ensure adequacy of media resources to support the teachers in curriculum implementation in this district. With all the other curriculum implementation tools in place, it can be concluded that schools in Marakwet district could avert strikes/unrests in secondary schools if all the schools had

adequate media resources. This may be through availing funds or purchase of the necessary resources and supplied to schools by all those concerned.99999999999

5.3 Decision-Making in Schools

School administrators and teachers should involve students in decision-making process. It makes students feel that they are not left out even in areas directly touching on them hence ownership of school programs. “One of the biggest mistakes school managers commit is to make decisions that have a very significant impact on students without adequately consulting them” (TSC, 2009). “In most cases, the decisions that teachers make and impose on students are the same that the students themselves would have gladly owned if they were given an opportunity to participate in their deliberations” (TSC, 2009). Students should be involved in major decision-making such as those concerning change of uniform, introduction of new programs, games and should be informed on services or commodities that may not be provided due to either rise in cost or in availability. It is important to discuss with students for their in-put and contribution before any major changes affecting them are effected. Craig (1989) sums up the need to involve students by warning that

> “The authoritarian model of the Principal worked in the past because it was a reflection of a more authoritarian society than exists to-day. Plainly, if people can understand the reasoning behind a decision and can be persuaded of the benefits it will bring, they are more likely to make an attempt to implement it.”

If Principals did this sincerely by involving students in school administration and decisions they are more likely to arrest students’ unrest in secondary schools.

From the findings of the study, it was established that over half of students and three quarters of teachers are greatly involved in decision making in their schools. The majority of Principals said that they involve students in decision-making in their schools. According to the education officials, half agreed that indeed decision-making in these secondary schools involved students while a similar percentage stated otherwise. Education officials get information from the Principals in many cases and may not be given the actual goings-on in schools hence the difference in response between Principals and Education officials. From the findings, there was a general agreement that students should be involved in decision-making in secondary schools in Marakwet district. It is also evident that teachers and students are involved to a large extent in decision-making in their schools.

However, the percentage of students who said they were involved in decision- making was over half and therefore Principals of schools should be encouraged to involve students more in the decision-making process, to raise the participation level to full in both student and teacher involvement. In this way, all stake-holders, especially the students and the teachers will own the school programmes and make the running of the schools smooth and hence reduce or even eradicate unrests in all secondary schools in Marakwet district.

5.4 Communication in Schools

Communication refers to ways of passing on or transmitting information and receiving feed-back between and among parties. Communication should be clear and should be understood by the intended recipients. Channels of communication should also be well defined and known to all parties.

This study sought to identify the modes of communication used in secondary schools in Marakwet district with a view to determine whether it is open and proper in regard to students being able to express their views openly to avert students' unrests. From the findings, it was observed that communication and feed-back structures in school are one-way, that is top- bottom instead of being two-way communication channel between the school administration, teachers and most importantly the students. When there is breakdown in communication within the school set-up, it normally endangers the achievement of institutional objectives. All stake-holders should know what goes on in the school and even what is planned to occur. In the event that good communication is lacking, then it leads to rumor, gossips, suspicion and possible external incitement of students to demand transparency and accountability from the school administration. "It has now been proved beyond reasonable doubt that schools with open communication channels rarely experience unrests" (TSC, 2009).

The late Dr. Geoffrey Griffin wrote

> "Stress and Strain will arise in any large residential community. This stress if ignored or suppressed may erupt into mass indiscipline. Open communication channels are a form of safety valve to diffuse tension" (TSC, 2009).

In the open system of communication it is recommended to have regular meetings where students air their complaints openly with teachers and school administration and feed-back is given within a specific period to avoid discontent among the students.

Findings from this study show that a more than half of the students said that the mode of communication used in their schools was largely through assemblies and announcements; while only a small number said they got information from forums/meetings. Half of Principals said they used assemblies as modes of communication as opposed to a small number who said they used forums/ meetings. In this regard it shows that secondary schools in Marakwet district have not embraced open communication which involves face-to-face discussions through regular meetings/forums/*barazas* as advocated by Dr. Griffin (2009) that "open communication is a safety-valve to diffuse tension." It was noted that some schools in Marakwet district use notice boards to pass information and some use prefecture system to do the same. These modes should be used for general information, but important information touching on key policy issues on schools should be passed through meetings where views are freely exchanged.

The same trend was observed when students were given feed-back. The feed-back to students was mainly through announcements and through teachers. These two modes of receiving feed-back could have been favoured by the administration of schools because the reaction of the feed-back may not be sought as opposed to meetings where recipients can show disapproval of feed-back instantly by raising concerns.

Secondary schools in Marakwet district should therefore embrace meetings as the main modes of communicating with students and other stake-holders in these institutions.

5.5 Strategic Planning

This study aimed at establishing whether secondary schools in Marakwet district had developed strategic plans for their operations and whether the strategic plans were developed in consultations with students and teachers of these schools. It also aimed to determine if strategic plans could be used to curb student unrest in secondary schools in the district.

> "Strategic planning involves a direct guided plan into the future and must be controlled. This involves decision- making and it is a conscious determination of courses of action designed to accomplish purposes" (Mintzberg, 2000).

Planning has to take a certain direction, course, and pattern and therefore, it is referred to as a strategy. It is envisaged that strategic planning may deal with unrest because of the systematic manner in which all areas in a school set-up are planned for and requires proper and strict implementation including the core curriculum implementation.

From the observations of the study, majority of Principals said they had strategic plans in their schools while a third confirmed they did not. Half of teachers reported on having strategic plans in their schools and a third said they were involved in the development of the strategic plans while half said they were not involved in developing them. Reasons of non-involvement could be that administrators are not as open as to involve key stake-holders in planning as this could question their transparency. From these findings, it can be concluded that secondary schools in Marakwet district are headed in the right direction in developing strategic plans for the schools but there is need to encourage those schools without strategic plans to urgently develop them because they could avert strikes in their

schools. There is also need for secondary schools in this district to involve all the stake-holders especially school teachers and students in the development of school strategic plans, because from the findings, this is an area which needs improvement by the schools. When key stake-holders are involved in planning stage, implementation of all programmes is achieved because of ownership by everybody from the on-set.

5.6 Conclusions of the Study

From the results of this study in chapter four, the following conclusions can be made on the basis of the research objectives.

1. Curriculum implementation is the core function of any learning institution and should be done relentlessly by all the players involved. In this study it was established that this was not as perfectly done as expected. A few schools did not cover the syllabus as expected, a few experienced inadequacies in lesson attendance and media resources were reportedly inadequate.

2. Decision-making in schools was not as participatory and inclusive as envisaged in this study. The students and teachers who form the main stake-holders and who are the consumers and implementers respectively were not involved in major school decisions as the case was supposed to be in order to make programmes run smoothly.

3. Modes and channels of communication were mainly top-bottom from the results analyzed and, therefore, not showing open communication which is really the standard model of communication in modern management and envisaged in this

study. Student *barazas* is encouraged as a "safety-valve" for reducing tension in schools.

4. Not all schools had embraced and institutionalized strategic planning. At the same time it emerged that in the making and reviewing of the said strategic plans, key stake-holders especially school teachers and students were not involved. This process needs to be as participatory and as inclusive as possible for ownership by everybody and ensuring filling of gaps during such reviews.

5.7 Recommendations

From the findings presented in chapter four and the conclusions made, the following recommendations are made for the secondary school managers/Principals in Marakwet district and the country at large:

Firstly, mangers need to strive in providing adequate media resources in their schools so that the curriculum is fully implemented in a way that the students will feel adequately prepared for the national examinations. These media resources may include: enough textbooks, laboratory chemicals and specimens, furniture and other materials required by the teachers as they go through the topics in their respective subjects.

Secondly, there is need for school administration to embrace more open communication/dialogue with their students and teachers. It seems most principals prefer to use assemblies and other administration friendly methods to pass information to the students. They should instead shift to face to face meetings/ *barazas* with their students, so that issues affecting the students are dealt with openly. In this way the students will

vent out their issues and frustrations and the administration will be able to take note of and respond to them instantly. The school administration will also have a chance to discuss the challenges facing the schools openly and address them quickly to create harmony in schools.

Thirdly, important decisions should be arrived at in open forums through involvement and therefore, the students and teachers will feel involved in decision-making in their schools, a fact which is still a problem in some schools in Marakwet district. There is need for secondary schools in this district to embrace the current practice of having students' councils, elected by the students themselves to be their leaders as proposed in a report prepared by GOK and UNICEF and quoted by Muindi B. (2012). In this way, the students will feel well represented and may not view their prefects as spies of the administration but as important components of school community.

Fourth, all secondary schools in Marakwet district are encouraged to develop comprehensive strategic plans and bring on board all stake-holders including students and teachers when coming up with these plans. This will make the students and teachers own the school programmes and decisions and at the same time identify themselves with and work towards achieving the school aspirations. In this way, there will be reduced or no unrests in secondary schools because the students see themselves as part of those drafting/making their programmes and, therefore, their responsibility to guard and work towards achieving the aims of their institution.

5.8 Suggestions for Further Research

From the findings, this study suggests further research be done in this area of students' unrest, in a much broader geographical area and also in different parts of Kenya so that the findings may be compared and a policy on students' unrest be developed to assist Principals curb this serious menace in secondary school system in Kenya.

It is important to carry out further research on students' unrest to identify more strategies if any, which may assist in addressing students' unrests in the district of study and Kenya as a whole.

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APPENDICES

Table 1.1: Number of Schools which experienced students' unrest by province in the year 2000/2001

PROVINCE	EXISTING NUMBER OF SECONDARY SCHOOLS	NUMBER OF SCHOOLS THAT EXPERIENCED STUDENT UNRESTS	PERCENTAGE OF SCHOOLS GOING ON STRIKE.	GRAVITY
CENTRAL	630	85	13.5	Violent and destructive
COAST	151	4	2.6	destruction of school property
NYANZA	680	7	1.0	Destruction of school property
EASTERN	626	76	12.4	Destruction of school property and loss of human life.
RIFT VALLEY	625	50	8.0	Violent and destructive
WESTERN	408	19	4.7	Minor destruction to school property
NAIROBI	93	2	0.02	Minor damage to school property
NORTH EASTERN	21	7	33.3	Destruction of school property.

Source: Ministry of Education, Science and Technology (2009)

Table 1.1: Secondary Schools in Marakwet District

S/No	School	Division	Type	Year founded	Enrolment
1.	Kamoi	Kapcherop	MB	1983	150
2.	Kapcherop girls	”	GB	1998	303
3.	Kapcherop mixed	’’	MB	1979	405
4.	Chebororwa	”	MB	1986	135
5.	Lelan	”	BB	1983	67
6.	Koisungur boys	”	BB	2006	93
7.	Chebai	”	MB	1980	372
8.	Kapyego	Kabiego	MB	2001	90
9.	Kimnai girls	Chebiemit	GB	1995	243
10.	Yemit	”	MB	1980	645
11.	Santa Maria	”	GB	1984	364
12.	Marakwet high	’’	BB	1966	523
13.	Chebara boys	”	BB	1965	630
14.	Chebara girls	”	GB	2005	235
15.	Chebiemit	”	BB	1984	289
16.	Kapkoros	”	GB	2006	127
17.	Kapsowar girls	Kapsowar	GB	1972	560
18.	Koibarak girls	”	GB	1984	87
19.	Kapsowar boys	”	BB	1983	149
20.	Sambirir	Tirap	MB	1979	361
21.	Kapchebau	”	BB	1989	39
22.	St.Michael Embobut	”	MB	1987	62
23.	Chesewew	”	BB	1990	138
24.	Arror girls	Tunyo	GB	1983	100
25.	St.Mary’s Mon	Tot	MB	1989	226
26.	St.Paul’s Kapkondot	”	GB	1982	319
27.	Kerio valley	”	MB	1976	322
28.	Liter girls	”	GB	1988	102
29.	Queen of peace	”	MB	2004	238

Key:

MB-Mixed boarding
MD-Mixed day
GB-Girls boarding
BB-Boys boarding

Source: Ministry of education (MOE), Marakwet district (2009).

Table 1.2: Trend of Students' Unrest in Marakwet District (2005-2008)

YEAR	REPORTED CASES OF STUDENTS UNRESTS	PERCENTAGE OF OCCURANCE
2005	2	6.9
2006	3	10.3
2007	5	17.2
2008	6	20.7
TOTAL	16	55.1

Source: Ministry of Education Marakwet district (2009)

Table 3.1: Secondary schools sampled for the Study

Type of school	No. in the district	No. sampled		Total
		Had unrest	No unrest	
Boys	9	1	1	2
Girls	10	1	2	3
Mixed	10	1	4	5
Total	29	3	7	10

Source: Ministry of education (MOE), Marakwet district (2009).

APPENDIX I: QUESTIONNAIRE FOR STUDENTS (QFS)

The researcher Mr. Chepkawai Richard Limo is a Master of Philosophy Student of Moi University.

Please respond to the questions as accurately as possible. The responses will be purely used for research purposes and not for any other whatsoever. Any information received will be treated with the confidentiality it deserves. Do not give your name.

Thank you!

SECTION A: BACKGROUND INFORMATION

1. School: ----------

2. Type: a. Boys day [ ] b. Boys boarding [ ]

c. Girls day [ ] d. Girls boarding [ ]

e. Mixed day [ ] f. Mixed boarding [ ]

3. Class: ----------

4. Sex: Male [ ] Female [ ]

5. Age: a. 10-14 [ ] b. 15-19 [ ] c. 20 and above [ ]

SECTION B: SYLLABUS COVERAGE IN THE SCHOOL

6. In your opinion is the syllabus coverage in your school;

a. Adequate [ ] b. Inadequate [ ] c. Don't know [ ]

Why do you say so?----------

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7. How would you like to be involved in syllabus coverage in your school ?----------

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8. Do your teachers attend to the lessons?

a. Regularly [ ] b. Not regularly [ ] c. Don't know [ ]

Why is it so ?----------

SECTION C: SCHOOL DECISION-MAKING

9. To what extent are you involved in decision-making of your school?

a. Greatly involved [ ] b. Not involved [ ] c. Don't know [ ]

Why do you say so ?----------

---

10. What is the value of students' participation in decision- making processing your school? a. Exchange of views [ ] b. Owning up of decisions

c. Students to be responsible for their action

d. To contribute to school decisions

11. What are the forms of indiscipline in your school? ----------

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12. What are some of the causes of school indiscipline in your school ?----------

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SECTION D: COMMUNICATION IN THE SCHOOL

13. What mode of communication is used in your school? (Tick where applicable)

a. Announcements [ ] b. Notice boards [ ]

c. Meetings/Forums [ ] d. Assemblies [ ]

e. Through prefects/delegation [ ]

14. Why do we need open communication in schools? (Tick where applicable)

a. Information to students [ ] b. Relief tension [ ]

c. Relay issues/complaints to administration [ ] d. Discuss issues with students [ ]

15. How do you pass information or complaints to the administration in your school? (Tick where applicable)

a. Suggestion box [ ] b. During meetings [ ]

c. Through prefects [ ] d. Through teachers [ ]

16. How do you get feedback in your school on your issues raised?

a. Announcements [ ] b. Notice boards/ memos [ ]

c. Through teachers [ ] d. Discussion with administration [ ]

e. Through prefects [ ]

Thanks for your responses

APPENDIX II: QUESTIONNAIRE FOR TEACHERS (QFT)

The researcher Mr. Chepkawai Richard Limo is a Master of Philosophy Student of Moi University.

Please respond to the questions as accurately as possible. The responses will be purely used for research purposes and not for any other whatsoever. Any information received will be treated with the confidentiality it deserves. Do not give your name.

Thank you!

SECTION A: BACKGROUND INFORMATION

1. Sex: Male [ ] Female [ ]

2. Age: a. 20-24 [ ] b. 25-29 [ ] c. 30-34 [ ]

d. 35-39 [ ] e. 40-44 [ ] f. 45-49

g. 50 and above [ ]

3. Professional qualification: a. P1 A level [ ] b. Dip.Ed. [ ]

c. B.Ed. [ ] d. M.Ed. and above [ ]

4. Teaching experience (tick as applicable):

a. Teaching [ ] b. Class teacher [ ] c. H.O.D. [ ]

d. Deputy Principal [ ] e. P.T.A. member [ ]

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5. Duration of teaching in years----------

6. Duration in the current station----------

7. Stations served: ----------

8. School: ----------

9. Type of School: a. Boys day (BD) [ ] b. Boys boarding (BB) [ ]

c. Girls day (GD) [ ] d. Girls boarding (GB) [ ]

e. Mixed day (MD) [ ] f. Mixed boarding (MB) [ ]

10. Category of School: a. National [ ] b. Provincial [ ] c. District [ ]

11. Location: a. Urban [ ] b. Rural [ ]

SECTION B: SYLLABUS COVERAGE IN THE SCHOOL

12. In your view to what extent do you think syllabus coverage in your school is covered?

a. Adequately [ ] b. Inadequately [ ] c. Don't know [ ]

Why do you think so?----------

---

13. What strategies have you put in place to ensure that the syllabus in your school is adequately covered?----------

---

14. To what extent do you think poor syllabus coverage in your school may contribute to students unrest? a. Large extent [ ] b. Less extent [ ]

c. Not at all [ ]

Why have you responded so?----------

15.Can you suggest means and ways students can be involved in syllabus coverage in your school----------

---

16. Do you think this student participation in syllabus coverage in your school can address students' unrest? a. Most likely [ ] b. Likely [ ]

c. Don't know [ ]

Why do you think so?----------

SECTION C: SCHOOL DECISION-MAKING

17. In your opinion do you think students should be involved in school decision-making?

a. Should be involved [ ] b. Should not be involved [ ]

c. Don't know [ ]

Why do you think so? ----------

---

18. Are you involved in school decision-making process?

a. Very much involved [ ] b. Not involved [ ]

c. Have no opinion [ ]

Why do say so?----------

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19. In your opinion what would be the value of students' participation in your school decision-making? ----------

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SECTION D: COMMUNICATION IN THE SCHOOL

20. What type of communication do you have in your school?

a. Individual [ ] b. Participatory [ ]

c. None [ ]

Why do you think so? ----------

---

21. To what extent is the mode of communication practiced in your school a potential cause of students unrest? a. Greatly contribute [ ] b. Contributes [ ] c. Doesn't contribute [ ]

22. How do you receive feedback of information within your school?

a. Memos [ ] b. Announcements [ ]

c. Meetings [ ] d. Discussions/Forums [ ]

23. In your opinion are students in your school involved in open communication within the existing school structures? a. Greatly involved [ ]

b. Not involved [ ] c. Don't know [ ]

Why do you respond so? ----------

SECTION E: SCHOOL STRATEGIC PLANNING

24. Does your school have a strategic plan? a. Yes [ ] b. No [ ]

Why do you say so? ----------

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25. Are you a member of the school strategic planning team?

a. Yes [ ] b. No [ ]

If No, who are the members? ----------

---

26. Are the students in your school involved in the development of school strategic plan?

a. Greatly involved [ ] b. Not involved [ ]

c. Don't know [ ]

Why have you said so? ----------

---

27. How can the school strategic plan be used to arrest students unrest in your school?----

---

Thanks for your responses!

APPENDIX III: QUESTIONNAIRE FOR PRINCIPALS (QFP)

The researcher Mr. Chepkawai Richard Limo is a Master of Philosophy Student of Moi University.

Please respond to the questions as accurately as possible. The responses will be purely used for research purposes and not for any other whatsoever. Any information received will be treated with the confidentiality it deserves. Do not give your name.

Thank you!

SECTION A:BACKGROUND INFORMATION

1. Sex: a. Male [ ] b. Female [ ]

2. Age: a. 40 and below [ ] b. 41-45 [ ]

c. 46-50 [ ] d. 51 and above [ ]

3. Professional qualification: a. P1 A level [ ] b. Dip.Ed [ ]

c. B.Ed [ ] d. M.Ed and above [ ]

4. Teaching experience (tick as applicable):

a. Teaching [ ] b. Class teacher [ ] c. H.O.D. [ ]

d. P.T.A. member [ ] e. Deputy principal [ ]

5. Duration of teaching----------

6. Duration as principal----------

7. Duration as principal in the current station----------

8. Stations served as a teacher (no.) ----------

9. Stations served as principal (no.) ----------

10.School----------

11. Type of school: a. Boys day (BD) [ ] b. Boys boarding (BB) [ ]

c. Girls day (GD) [ ] d. Girls boarding (GB) [ ]

e. Mixed day (MD) [ ] f. Mixed boarding (MB) [ ]

12. Size of school (streams) ----------

Enrolment----------

13. Category of school a. National [ ] b. Provincial [ ]

c. District [ ]

14. Location: a. Urban [ ] b. Rural [ ]

SECTION B: SYLLABUS COVERAGE IN THE SCHOOL

15. In your own opinion how is the syllabus coverage done in your school?

a. Adequate [ ] b. Inadequate [ ] c. Don't know [ ]

16. How have been lesson attendance by:

i. Students: a. Adequate [ ] b. Inadequate [ ] c. Don't know [ ]

ii. Teachers: a. Adequate [ ] b. Inadequate [ ] c. Don't know [ ]

Why do you say so? ----------

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17. What strategies have you put in place to address syllabus coverage?----------

---

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18. In your own view are the teaching/learning resources;

a. Adequate [ ] b. Inadequate [ ] c. Don't know [ ]

Why do you respond so?----------

---

19. What role do students play in syllabus coverage in your school?----------

---

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20. To what extent do syllabus coverage play as a potential cause of students unrest?

a. Greatly influences [ ] b. Doesn't influence [ ]

c. Don't know [ ]

Why so?----------

SECTION C: SCHOOL DECISION-MAKING

21. Who are the school decision-makers in your school?

a. Principal [ ] b. Teachers [ ] c. Students [ ]

d. B.O.G. [ ] e. P.T.A./Parents [ ]

Why do you say so?----------

---

22. Are students involved in school decision-making in your school?

a. Greatly involved [ ] b. Not involved [ ] c. No idea

Why do you say so?----------

---

23. In which areas are students involved in your school's decision-making? (List)----------

---

Why in those areas?----------

SECTION D: COMMUNICATION IN THE SCHOOL

24. Which is the best mode of communication that is used in your school?

a. Notices/Memos [ ] b. Announcements [ ] c. Meetings [ ]

d. Forums [ ] e. Through existing structures/delegation [ ]

25. What purpose does the communication mode established in your school serve?

a. Informational [ ] b. Arresting rumours [ ] c. Creating harmony [ ]

26. How do you get feedback to your communication in your school?----------

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27. How much is communication in your school a potential in causing students unrest?

a. Greatly contribute [ ] b. Contribute [ ] c. Doesn't contribute [ ]

Why do you think so?----------

---28. What strategies have you put in place in your school to arrest students unrest?----------

---

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29. In your view what are the causes of students unrest in schools?----------

---

---

30. Do you have an opportunity with which students express their views openly?

a .Readily available [ ] b. Not available [ ] c. No idea [ ]Mention how you do it----------

---

SECTION E: SCHOOL STRATEGIC PLANNING

31. Does your school have a strategic plan? a. Yes [ ] b. No [ ]

If Yes, why do you need it ?----------

If No, why don't you have one? ----------

---

32. Who are the members of the strategic planning process in your school?----------

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---

33. How often do you review your strategic plans?

a. Often [ ] b. Not often [ ] c. Don't know [ ]

Why do you say so?----------

---

34. How much are students involved in strategic planning in your school?

a. Greatly involved [ ] b. Not involved [ ] c. No idea [ ]

Why so?----------

APPENDIX IV: QUESTIONNAIRE FOR EDUCATION OFFICIALS (QFO)

The researcher Mr. Chepkawai Richard Limo is a Master of Philosophy Student of Moi University.

Please respond to the questions as accurately as possible. The responses will be purely used for research purposes and not for any other whatsoever. Any information received will be treated with the confidentiality it deserves. Do not give your name.

Thank you!

SECTION A: BACKGROUND INFORMATION

1. Sex: a. Male [ ] b. Female [ ]

2.Age: a. 40 and below [ ] b. 41-45 [ ] c. 46-50 [ ]

d. 51 and above [ ]

3. Academic qualification: a. O level [ ] b. A level [ ] c. Dip.Ed. [ ]

d. B.Ed. [ ] e. M.Ed and above [ ]

4. Professional qualification: a. P.T.E [ ] b. Dip.Ed. [ ]

c. B.Ed. [ ] d. M.Ed. and above [ ]

5. Work experience (tick as applicable): a. Teaching [ ] b. H.O.D. [ ]

c. P.T.A. member [ ] d. Deputy HT [ ] e. Trainer [ ]

f. Courses attended (no.) ----------Highest level----------

6. Designation: a. Education officer (E.O) [ ]

b. Quality Assurance and Standards Officer (Q.A.S.O) [ ]

c. Teacher Advisory Centre (T.A.C) tutor [ ]

d. Other (Specify) ---------- [ ]

7. Duration as education official----------

8. Duration in other stations ----------

9. Duration in current station----------

10. Number of secondary schools in the district----------

11. Enrolment: Male---------- Female----------Total----------

SECTION B: SYLLABUS COVERAGE IN THE SCHOOL

12. In your view how do you rate the syllabus coverage in secondary schools in your district? a. Adequate [ ] b. Inadequate [ ] c. Don't know [ ]

Why have you responded so? ----------

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13. What strategies have you put in place in the schools under your jurisdiction regarding syllabus coverage? ----------

---

14. In your own opinion list the relationship between syllabus coverage and students unrest in secondary schools in Marakwet district.----------

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15. Are teaching/learning/media resources in secondary schools in Marakwet district;

a. Adequate [ ] b. Inadequate [ ] c. Don't know [ ]

Why do you think so?----------

---

16. In the course of your visits in secondary schools which experienced students unrest in Marakwet district, have you established the learning/teaching resources are cited as causes of students unrest? a. Greatly cited [ ]

b. Not cited [ ] c. No idea [ ]

17. What are the other causes of students unrest in your view? ----------

---

18. Do you think secondary students in Marakwet district should participate in selection and development of teaching/learning/media resources?

a. Should participate [ ] b. Should not participate [ ]

c. Don't know [ ]

Why?----------

SECTION C: SCHOOL DECISION-MAKING

19. In your opinion do you think secondary schools in Marakwet district involve students in decision-making? a. They involve [ ] b. They don't involve [ ]

c. Don't know [ ]

Why do you say so?----------

---

20. Why do you think students should be involved in school decision-making in your district?----------

---

21. Which stakeholders in education are involved in decision-making in secondary schools in Marakwet district?----------

---

Why them?----------

---

22. In your opinion do you think decision-making is a potential cause of students unrest in secondary schools in Marakwet district? a. Greatly contribute [ ]

b. Contribute [ ] c. Doesn't contribute [ ]

Why do you think so?----------

SECTION D: COMMUNICATION INSCHOOLS

23. In your opinion, which mode of communication is commonly used in secondary schools in Marakwet district? a. Notices [ ] b. Announcements [ ]

c. Meetings [ ] d. Special forums [ ]

24. In your view what is the proper communication system that secondary schools should use? a. Verbal/announcements [ ] b. Written/notices [ ]

c. Face-to-face/forums [ ] d. Meetings [ ]

e. Delegation/through school structures [ ]

25. Is communication a potential cause of students unrest in secondary schools in Marakwet district? a. Greatly contribute [ ] b. Contribute [ ]

c. Doesn't contribute [ ]

Why do you think so? ----------

---

26. In your own experience/findings what communication strategies can be put in place to address students unrest in secondary schools in Marakwet district? ----------

---

27. What are the causes of communication breakdown in secondary schools in Marakwet district?----------

---

SECTION E: SCHOOL STRATEGIC PLANNING

28. Do secondary schools in Marakwet district have strategic plans for their functions?

a. Yes [ ] b. No [ ]

29. In your opinion why do secondary schools need strategic plans?----------

---

30. Who are the members of school strategic planning committees in secondary schools in your district?----------

---

31. To what extent are students involved in the development process of school strategic plans in Marakwet district? a. Greatly involved [ ]

b. Not involved [ ] c. Don't know [ ]

32. In your view is it valuable to involve students in school strategic planning process?

a. Yes [ ] b. No [ ]

Why do you think so?----------

---

33. Do you think strategic planning can address students unrest in secondary schools in your district?

a. Greatly addresses [ ]

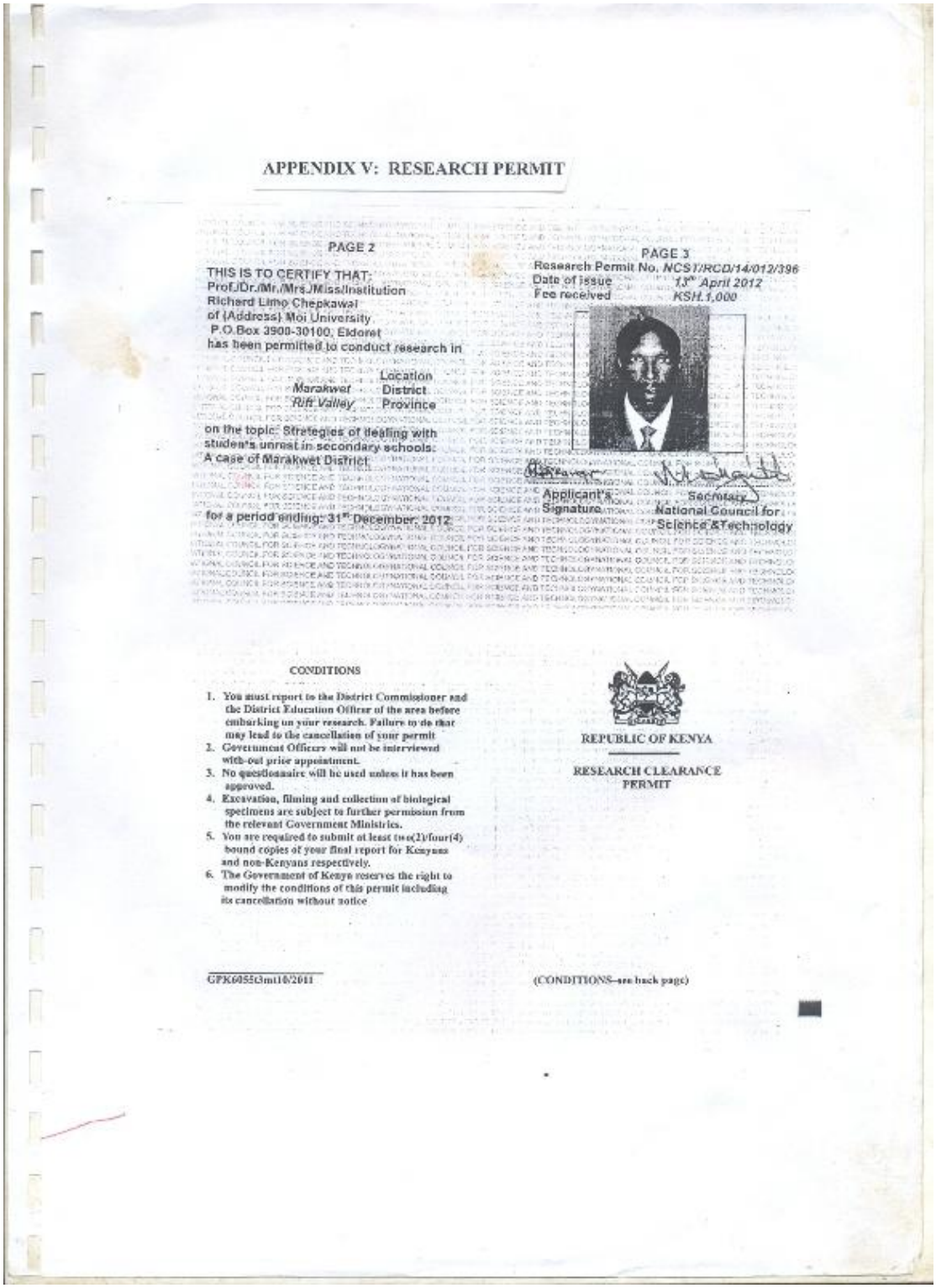
b. Does not address [ ]

c. Don't know [ ]

Why do you think so?----------

Thanks for your responses!

APPENDIX V: RESEARCH PERMIT



APPENDIX V: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Richard Limo Chepkawai
of (Address) Moi University
P.O.Box 3900-30100, Eldoret
has been permitted to conduct research in

Marakwet — Location
Rift Valley — District
— Province

on the topic: Strategies of dealing with student's unrest in secondary schools: A case of Marakwet District

for a period ending: 31st December, 2012

PAGE 3

Research Permit No. NCST/RCD/14/012/396
Date of issue 13th April 2012
Fee received KSH.1,000

Applicant's Signature

Secretary
National Council for Science & Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

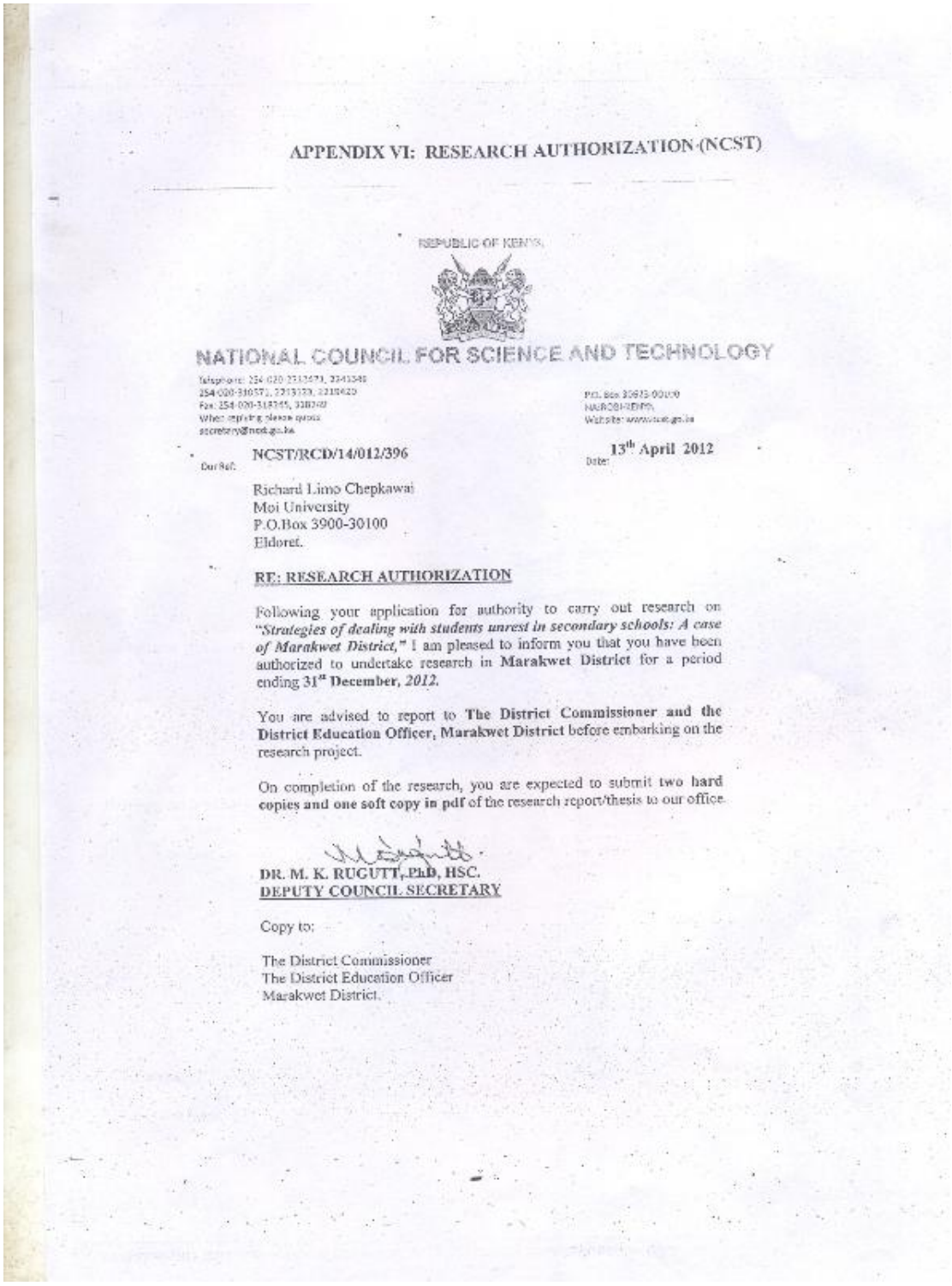
REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK6055(3mt)10/2011

(CONDITIONS–see back page)

APPENDIX VI: RESEARCH AUTHORISATION



APPENDIX VI: RESEARCH AUTHORIZATION (NCST)

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/396

Date: 13th April 2012

Richard Limo Chepkawai
Moi University
P.O.Box 3900-30100
Eldoret.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Strategies of dealing with students unrest in secondary schools: A case of Marakwet District,"* I am pleased to inform you that you have been authorized to undertake research in **Marakwet District** for a period ending **31st December, *2012.***

You are advised to report to **The District Commissioner and the District Education Officer, Marakwet District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Marakwet District.

APPENDIX VII: RESEARCH AUTHORISATION DC

APPENDIX VII: RESEARCH AUTHORIZATION (DC)

REPUBLIC OF KENYA
OFFICE OF THE PRESIDENT

PROVINCIAL ADMINISTRATION AND INTERNAL SECURITY

Telegrams: "Districter" Kapsowar
Telephone: 053-361555
Fax: 053-361555
E-mail:dcmarakwetwest@yahoo,com

DISTRICT COMMISSIONER
MARAKWET WEST DISTRICT
P.O BOX 1
KAPSOWAR

Date: 25th April, 2012

When replying please quote:
Ref No.

Richard Limo Chepkurui
Moi University
P.O Box 3900-30100
ELDORET

RE: RESEARCH AUTHORIZATION

I refer to the authority given to you vide letter from National Council for Science and Technology to conduct a research on "Strategies of dealing with students' unrest in secondary schools: A case study of Marakwet West District".

I hereby confirm that the same authority is extended to you from this office to conduct the research for a period ending 31st December 2012.

The concerned schools are asked to accord you necessary assistance.

J.O. ONDEGO
DISTRICT COMMISSIONER
MARAKWET WEST

CC:

District Education Officer
Marakwet West

APPENDIX VII: RESEARCH AUTHORISATION DEO

APPENDIX VIII: RESEARCH AUTHORIZATION (DEO)

MINISTRY OF EDUCATION

Telegrams: "EDUCATION", Kapsowar
Direct Telephone: (053) 361530
Telephone: (053) 361545
Fax: (053) 361545
When replying please quote

DISTRICT EDUCATION OFFICE
MARAKWET WEST DISTRICT
P.O. BOX 102,
KAPSOWAR

Ref: MKT/DEO/ 4/1/VOL.I/I/241

25TH APRIL, 2012

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
RICHARD LIMO CHEPKAWAI

This is to inform you that the above named person has been authorized to carry out research on data strategies of dealing with students unrest In Secondary schools in Marakwet West District.

Kindly accord him any necessary assistance during the research in your institution.

Thank you.

P.K. CHEPKWONY
FOR DISTRICT EDUCATION OFFICER
MARAKWET WEST.