THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Factors Influencing Student Unrest in Kenya's Secondary Schools: A Survey of Selected Counties

Stephen M. Nyambegera
United States International University Africa, Kenya

Abstract:
Peace and tranquility is paramount for the success of any entity. Unrest in Kenyan secondary schools has contributed to great damage through wanton destruction and has led to low performance, a factor that has had many parents, teachers, educationists, scholars and the Kenya government concerned. The general objective of this study was to analyze the factors contributing to students' unrest in Kenyan secondary schools with a specific focus on selected Counties with a view of recommending possible solutions in dealing with this emerging phenomenon. The study was guided by the following specific objectives; establish the extent to which students' socio-cultural background contributes to unrest in secondary schools in Kenya, determine the extent to which psychoactive substance use contributes to students' unrest in secondary schools in Kenya, assess the relationship between communication and students' unrest in secondary schools in Kenya, establish the extent to which abdication of parental responsibilities influence unrest in secondary school in Kenya, and determine the extent to which rules and regulations influence students' unrest in secondary school in Kenya. A descriptive and cross-sectional survey design was used for this study. A random sample of 1,380 participants was sampled from Schools that experienced student unrest in Kisii, Nyamira, Kericho, Uasin Gishu, Embu, and Nakuru Counties between March and August 2016. Government policy required that permission be granted by the Principal Secretary in the Ministry of Education before collecting data. The letter issued by the Principal Secretary was availed to all County and Sub County Education Coordinators, and the schools Principals for the smooth follow of the process. Research assistants were used to help in the administration of the semi structured questionnaires due to the expansive nature of participating counties. The questionnaire enabled the researcher collect both quantitative and qualitative data. More qualitative data was collected from school Principals by use of an interview guide. Multivariate statistical methods were used to analyze quantitative data while content analysis was used to analyze qualitative data. Findings report a significant positive relationship between the study independent variables socio-cultural background, psychoactive substance abuse, communication, parental abdication of responsibilities, rules and regulations, and the dependent variable school unrest and its disruptive consequences in Kenya's secondary schools. The study provides several recommendations that may guide policy and practice for key stakeholders that could help deal with student unrest in Kenya's secondary schools.

Keywords: *Student unrest, secondary schools, Kenya, psychoactive substances, communication, counties, strikes*

1. Background to the Study

Peace and tranquility is paramount for the success of any entity. The term unrest has been described by various scholars as a disturbance that disturbs an entity's state of equilibrium and also disrupts the internal state of affairs (Phares, 2002). This assertion by Phares brings to the fore the importance of having a good learning environment, free of any disturbance in order for learning institutions to function well. The author further asserts that if the entity's state of equilibrium is disturbed, through a violent act, then its very success is undermined. Unrest in Kenyan secondary schools has contributed to great damage through wanton destruction and has led to low performance, a factor that has had many parents, teachers, educationists, scholars and the Kenya government concerned.

1.1. Theories Anchoring the Study

This study was anchored on three theories. First, is the theory of cognitive dissonance which according to Festinger (1999), people strive to achieve a state of equilibrium among various attitudes (or learned predisposition to persons, situations or things) and behavior. This is because people prefer consistency or consonance to inconsistency or dissonance. Therefore, wherever people have a thought that is not consistent with their behavior, they experience cognitive dissonance and are motivated to seek means of restoring equilibrium (Sprinthall and Sprinthall, 1997). The second theory is the theory of relative deprivation. Relative deprivation is a gap between what people get (value capability, such as, social status, welfare etc.) and what they perceive they should get (value expectations). The essence of this theory according to Davies cited in

Onwuejeogwu, (1992) is that once people's standards of living have started to improve, their level of expectation rises. If improvement in actual condition deepens, the urge to revolt emerges because of expectations that are not met and frustration sets in. The third theory that this study was anchored on is the theory of campus ecology. The concept of campus ecology was popularized by Banning (1990) to describe the interaction between college students and the campus environment. It is devoted to promoting maximum personal growth. It does not rule out or even de-emphasize the concern for the individual student, but it does bring to focus the concept of campus environment. A major contribution of campus ecological perspective to the analysis of students' unrest is a systematic and comprehensive consideration of the campus environment (Banning and Mckinley, 1998; Brown, 1992).

1.2. Perspectives on Causes of Unrest

McGregory (2006) argues that students' discipline is a prerequisite to almost everything a school has to offer students. In schools where discipline is a serious problem, student unrest is likely. However, studies have shown that in dealing with indiscipline by using punishment does not necessarily produce positive results (Rosen, 2000). The problem of indiscipline in schools is a global issue of great concern to all stakeholders and is not limited to specific political, economic, geographical, racial or even gender boundaries (Kajubi, 2007). Student indiscipline has been reported in United Arab Emirates, Botswana and even South Africa (see for example McGregory, 2006).

From a social sciences viewpoint, conflicts causing arson like schools burning are always due to multiple causes and not just indiscipline. As all this in nature are interrelated, one cannot always know or predict how one event will affect another. Similar principles are at play in leading to burning schools. A closer generic look can be seen within three outlines namely the micro level, situational level and macro level. At the micro level, individual students look at issues from their own personal and individualistic points of view, often leading to the fundamental attribution error. Stories of arson can therefore include statements such as "students were denied the right to watch the Euro 2016 soccer matches". In situational and macro levels of understanding, groups of students feel seriously aggrieved, described by psychologists as group think, which leads to a process of projection in which groups project their own faults onto the offending party. Groups that are aggressive or selfish, seeking to bolster their self-worth attribute traits to others as being evil such as the school administration, teachers or the Principals but not to themselves thereby increasing their self-image and increasing group cohesion (Bascal, 2004).

Phares (2002) point to the fact that socio cultural background is a major contributor to shaping the way a child behaves in school and society at large. This finding is supported by Vicky (2001) who argues that a child's social integration with peers and friends can also contribute to the way a child behaves later on in life. Many other studies have reported correlation between the use of psychoactive substances and unlawful behavior in Africa (see for example, Odejide, 2006; Volkow, 2006). Poor communication has also been cited as a cause of bad behavior amongst students (Bascal, 2004). In most cases students are hesitant to work with their superiors leading to disregard for authority. Other alleged causes of the burning in schools are for example the absence of parents, significant adults and role models in the lives of students. Studies have shown that mentors can make a profound difference in the lives of their mentees and in turn, strengthen communities, economy, and country (e.g., Harris, 2005).

This problem shows that in Kenya there is need for interventions that will address leadership by Principals, Administration, and School Prefects. Clearly these three groups lack leadership capacity to effectively diagnose and counter emerging challenges and offer positive impact and influence. Their leadership failure includes assumptions that everyone is on board and happy, with a broad vision of seeking academic success, or whatever motto the said school has. Where others are not on board, we see leaders resorting to becoming overly autocratic and authoritarian, enhanced by communication styles that are highly directive and abrasive, and destroying team creativity for solutions.

1.3. Statement of the Problem

Schools play an important role in the socialization process of the young people from where they learn to regulate their own conduct, respect towards others, manage their time responsibly and thus becoming responsible citizens (Tait, 2003). The waves of secondary schools unrest have been a source of concern to parents, teachers, sponsors and the government for many years. For effective learning to take place, there has to be an atmosphere of tranquility. The absence of this atmosphere disrupts learning and sometimes leads to losses occasioned by destruction of school property through violent strikes (Njoku, 2000). This has therefore created a big concern for stakeholders. Parents are often times forced to pay for damages occasioned by the students in schools. For example it was reported in our dailies that students were supposed to pay up to ten thousand shillings each for the repair of the damage caused by unrest (Sunday Nation, 28th August 2016). The government too does loose valuable time since it has to pay for teachers' salaries even when schools are closed as a result of unrest. There is a continuing and growing perception that behavior problems are endemic in schools that teachers are struggling to maintain order, and that school authorities are unable to guarantee the safety of students (Mutua, 2004).

For most Kenyan children, violent unrest has become a regular part of the school experience (Gachara, 2007). This explanation by Gachara further accentuates the need to critically examine the factors that lead to unrest in Kenyan secondary schools with a view to getting sustainable solutions to the same since it has been occurring and escalating since the year 2008. Opondo (2008) echoes Gachara' observations asserting that the issue of secondary school unrest reached worrying levels and called for studies to examine the contributing factors. These school unrest and burnings can be correlated to similar school

unrest in the period immediately following Kenya's post-election violence in 2007. Opondo (2008) observes that within six months of the post-election violence, statistics of school burnings were summarized into specific provinces: Rift Valley 55; Central 66; Eastern 39; and Coast 15 totaling to 175 schools with 62,000 students sent home.

As of Friday 29th July 2016, 116 Kenyan schools had been burned to the ground, with financial losses estimated at Ksh. 312 million. Over 6,000 students were sent home, with about 150 arraigned in courts of law over school arson attacks. Excuses for the arson, as stated in the Kenyan media (Sunday Nation, July 24th 2016) include negative peer pressure, drugs, and copying political leaders' culture of resolving problems, fear of examinations leading to rampant cheating (currently being curtailed), lack of student welfare in schools, collusion by disgruntled teachers and principals, as well as poor leadership by school principals whom students accuse of high handedness. However, students also cited poor diet, term dates extension as possible reasons for burning their schools.

Many researchers have investigated the issue of indiscipline in different parts of the world. Sithole (2008) and Jeruto and Kiprop (2011) conducted a study on the extent of student involvement in decision making in South Africa and Kenya respectively and found out that students views are neglected. Kamau and Njenga (2009) conducted a study on how negative attitude hinders effective implementation of school rules in Kiambaa schools in Kenya and found out that the attitude of both teachers and students matters in the implementation of school rules and regulations. Rono (2006) studied on the use of guidance and counseling in managing student discipline in Eldoret Municipality and found out that a school administrator's job in the realm of student discipline is much like the combination of a judge and jury. This current research analyzed a combination of factors that have contributed to students' unrest in schools within selected counties and unearthed likely factors and makes recommendations on how to deal with the problem.

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study was to analyze the factors contributing to students' unrest in Kenyan secondary schools with a specific focus on selected Counties with a view of recommending possible solutions in dealing with this emerging phenomenon.

1.4.2. Specific Objectives

The specific objectives of this study are:-
- Establish the extent to which students' socio-cultural background contributes to unrest in secondary schools in Kenya.
- Determine the extent to which psychoactive substance use contributes to students' unrest in secondary schools in Kenya.
- Assess the relationship between communication and students' unrest in secondary schools in Kenya.
- Assess the extent to which abdication of parental responsibilities influence unrest in secondary school in Kenya.
- Determine the extent to which rules and regulations influence students' unrest in secondary school in Kenya.

2. Methodology

A descriptive and cross-sectional survey design was used for this study. A random sample of 1,380 participants was sampled from schools that experienced student unrest in Kisii, Nyamira, Kericho, Uasin Gishu, Embu, and Nakuru Counties between March and August 2016. These were the counties that were most affected by school unrest during this period. The sample comprised of Principals (5 Principals * 6 counties =30), teachers 10 teachers per school*6 counties= 60*, 5 schools per county =30, students 30 students per school * 5 schools per county * 6 counties =900) and non-teaching staff (5 non-teaching staff per school * 5 schools per county * 6 counties =150) totaling to 1,380 respondents. It should also be noted that participating students were those in forms two to four that were enrolled in the said schools during the period of unrest. The sample represented 30% of the population in the selected schools. According to Mugeda (1999), the basic methods of determining the sample size are at least 30% for correlation research and at least 10% of the accessible population. This is a more acceptable sample statistically that can provide testable data (Cohen and Cohen, 1983). The study assessed variables like socio-cultural background, psychoactive substance abuse, communication, parental abdication of responsibilities, rules and regulations, because these are considered important by students and school related problems targeted by government policy initiatives (e.g., Gachara, 2007; Grych and Fincham, 2007). The study used questionnaires that were both closed and open ended in data collection from teachers, non-teaching staff and students.

Government policy required that permission be granted by the Principal Secretary in the Ministry of Education before collecting data. The letter issued by the Principal Secretary was availed to all County and Sub County Education Coordinators, and the schools Principals for the smooth follow of the process. Research assistants were used to help in the administration of the questionnaires due to the expansive nature of participating counties. The questionnaire enabled the researcher collect both quantitative and qualitative data. The qualitative data supplemented quantitative responses. More qualitative data was collected from school Principals by use of an interview guide. Content analysis was used to analyze qualitative data while multivariate statistical methods were used to analyze quantitative data.

3. Findings

3.1. Student Correlation Analysis on Student Unrest Factors and Consequences

According to Pallant (2010), correlation is used to explore the relationship between the study variables and helps to test multicollinearity in the study variables. Correlation values that are not close to 1 and -1 indicate that the study variables are of different measures. This therefore guarantees that there is absence of multicollinearity hence allowing the study to utilize all the response variables under consideration. A correlation coefficient of 1 indicates that two variables are perfectly related in a positive linear model; a correlation of coefficient of -1 indicates that two variables are perfectly related in a negative linear sense and a correlation coefficient of 0 indicates the variables have no linear relationship between the two variables (Indiana, 2011). To conduct correlation analysis Pearson's Product Moment correlation (r) was conducted since it is applicable when study variables are in ratio scale. Correlation coefficient was used in this study as a measure of the strength of relationship between the study variables.

The correlation results in Table 1 are taken against a more conservative significance level of p<.01, because even trivial correlation can reach significance at p<.05 with large samples (Hays, 1988). The study sought to find out the strength of the link between sociocultural background of students as a factor contributing to unrest and the consequences of such unrest. Missing data was deleted list wise. The findings indicate a positive significant correlation between sociocultural background of students and unrest and consequences at r=.329. This implies that student sociocultural background is a factor that contributes to student unrest and its consequences. The second objective was to determine the extent to which the use of psychoactive substances contributes to student unrest in secondary schools in Kenya. Results show a positive significant correlation between the use of psychoactive substances and student unrest and its disruptive consequences at r=.251. The third objective of this study was to assess the relationship between communication and student unrest. The results report that there is a positive significant correlation with communication between students and school managers and students' unrest at r= .323. Further the study sought to assess the extent to which abdication of parental responsibilities contributes to student unrest in Kenya's secondary schools. The study indicates that there is a positive significant relationship between abdication of parental responsibilities and student unrest at r=.323 which is the same strength observed between communication and student unrest. The final objective was to determine the extent to which rules and regulations influence students' unrest in secondary school in Kenya. The results also reveal that there is a positive significant relationship between rules and regulations in schools and that they contribute to student unrest and its disruptive consequences at r=.294.

		Sociocultural	Substances	Communication	Abdication	Rules/ Regulations	Consequences
Sociocultural	Pearson Correlation	1					
	Sig. (2-tailed)						
Substances	Pearson Correlation	.304**	1				
	Sig. (2-tailed)	.000					
Communication	Pearson Correlation	.363**	.360**	1			
	Sig. (2-tailed)	.000	.000				
Abdication	Pearson Correlation	.464**	.344**	.334**	1		
	Sig. (2-tailed)	.000	.000	.000			
Rules/Regulations	Pearson Correlation	.321**	.145**	.156**	.385**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
Consequences	Pearson Correlation	.329**	.251**	.323**	.323**	.294**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	

Table 1: Student Correlation Matrix between Factors Influencing Unrest and Its Consequences
**. Correlation Is Significant at the 0.01 Level (2-Tailed)
B. Listwise N=665

3.2. Teaching and Non-Teaching Staff Correlation Analysis on Student Unrest Factors and Consequences

The correlation results in Table 2 report results from teaching and non-teaching staff in the participating secondary schools. The findings indicate a positive significant correlation between all the independent variables sociocultural background, communication, psychoactive substance use, abdication of parental responsibility, and rules and regulations against the dependent variable school unrest and its consequences. The study also aimed at finding out teaching and non-teaching staff's views on the causes of student unrest in secondary schools. Similar questions posed to students were posed to this group of respondents. One of the objectives was to establish whether there is a relationship between psychoactive substance use and student unrest. Results in Table 2 indicate that there is a positive significant relationship between substance use and students' unrest at r=.489 implying that psychoactive substance abuse is a factor that contributes to student unrest and its consequences. The other objective was to determine the extent to which teaching and non-teaching staff believe that communication between school administrators including themselves contributes to student unrest and its consequences. Results in Table 2 report that there is a positive significant relationship between the way school administrators communicate with students and student unrest in secondary schools in Kenya at r=.404. Further the study aimed at determining the extent to which abdication of parental responsibility is factor in influencing student unrest in Kenya's secondary schools. Results show a significant correlation between the abdication of parental responsibility and student unrest at r=.648 implying that parents neglect of their responsibility in bringing up their children is a major contributing factor to student unrest. Lastly, the study aimed at establishing the extent to which students' sociocultural background contributes to student unrest from the perspective of teaching and non-teaching staff. Results in Table 2 report that there is a significant correlation between a student's sociocultural background and student unrest and its consequences in Kenya's secondary schools at r=.525.

		Substance	Communication	Abdication	Rules/Regulation	Consequences	Sociocultural
Substance	Pearson Correlation	1					
	Sig. (2-tailed)						
Communication	Pearson Correlation	.520**	1				
	Sig. (2-tailed)	.000					
Abdication	Pearson Correlation	.552**	.506**	1			
	Sig. (2-tailed)	.000	.000				
Rules/Regulations	Pearson Correlation	.406**	.301**	.522**	1		
	Sig. (2-tailed)	.000	.000	.000			
Consequences	Pearson Correlation	.489**	.404**	.648**	.559**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
Sociocultural	Pearson Correlation	.574**	.469**	.610**	.459**	.525**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	

Table 2: Teaching and Non-Teaching Staff Correlation Matrix between Factors Influencing Unrest and Its Consequences
**. Correlation Is Significant at the 0.01 Level (2-Tailed)
B. Listwise N=291

3.3. Students' Regression Analysis on Student Unrest Factors and Consequences

The study carried out a regression analysis to find out the influence combined independent variables had on the dependent variable student unrest and its consequences in Kenya's secondary schools. The findings are summarized in Table 3, 4, and 5. From the model summary presented in Table 3 an R Square equal to .208 or 21% was achieved. This means that all the independent variables can explain up to 21% of the total variability in the dependent variable, student unrest and its consequences.

Model Summary									
Mod el	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.456a	.208	.202	.75141	.208	34.663	5	659	.000

Table 3: Model Summary Results of Students' Unrest Factors and Its Consequences
a.   Predictors: (Constant), Rules/Regulations, Substances, Communication, Sociocultural, Abdication

From the ANOVA Table 4 the regression model can be said to be statistically significant as the p-value at .000 is less than the threshold of .05. The results confirm that the independent variables when combined do have a statistically significant influence on the dependent variable student unrest and its consequences in Kenya's secondary schools.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	97.856	5	19.571	34.663	.000b
	Residual	372.078	659	.565		
	Total	469.934	664			

Table 4: Students' ANOVA Results of Factors Influencing Student Unrest and Its Consequences
A. Dependent Variable: Consequences
B. Predictors: (Constant), Rules/Regulations, Substances, Communication, Sociocultural, Abdication

The coefficients in Table 5 shows that for every unit change in student unrest and its consequences in Kenya's secondary schools, the independent variables sociocultural background, psychoactive substance use, communication, rules and regulations, and parental responsibility abdication have a positive contribution to the regression model. However, the strongest contribution is from communication between students and school managers, rules and regulations and sociocultural background which have the strongest contribution, meaning they are the key factors that influence student unrest and its consequences in Kenya' secondary schools.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.224	.165		7.413	.000
	sociocultural	.129	.040	.134	3.251	.001
	Substances	.062	.028	.084	2.160	.031
	Communication	.177	.038	.183	4.671	.000
	Abdication	.101	.040	.105	2.487	.013
	Rules/Regulatio ns	.174	.039	.170	4.452	.000

Table 5: Students' Multiple Regression Results of Student Unrest Factors and Its Consequences
a.   Dependent Variable: Consequences

A resultant combined linear regression model can be fitted as follows using the results in Table 5.
Y = 1.224 + .129X1 + .061X2 + .177X3 + 101X4 + .174X5

3.4. Teaching and Non-Teaching Staff Model Summary on Student Unrest Factors and Consequences
The study further carried out a regression analysis from teaching and non-teaching staff responses to find out the influence the combined independent variables had on the dependent variable student unrest and its consequences in Kenya's secondary schools. The findings are summarized in Table 6, 7, and 8. From the model summary presented in Table 6 an R Square equal to .507 or 51% was achieved. This means surprisingly that all the independent variables can explain up to 51% of the total variability in the dependent variable, student unrest and its consequences which is far above the 21% achieved from students' responses.

Mode l	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.712ᵃ	.507	.499	.58046	.507	58.722	5	285	.000

Table 6: Teaching and Non-Teaching Staff Model Summary
a.   Predictors: (Constant), Culture, Rules/Regulations, Communication,
Substance Abuse, Parental Responsibility Abdication

From the ANOVA Table 7 the regression model can be said to be statistically significant as the p-value at .000 is less than the threshold of .05 hence highly significant. The results also confirm as was the case from students' responses that the independent variables when combined do have a statistically significant influence on the dependent variable student unrest and its consequences in Kenya's secondary schools.

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	98.926	5	19.785	58.722	.000ᵇ
	Residual	96.025	285	.337		
	Total	194.951	290			

Table 7: Teaching and Non-Teaching Staff ANOVA Results of Factors Influencing
Student Unrest and Its Consequences
A. Dependent Variable: Consequences
B. Predictors: (Constant), Culture, Rules/Regulations, Communication, Substance
Abuse, Parental Responsibility Abdication

The coefficients in Table 8 reports that for every unit change in student unrest and its consequences in Kenya's secondary schools, the independent variables sociocultural background, psychoactive substance use, communication, rules and regulations, and parental responsibility abdication have a positive contribution to the regression model. However, unlike the students, teaching and non-teaching staff show that the strongest contribution to student unrest and its consequences emanates from abdication of parental responsibility and rules and regulations in Kenya's secondary schools. Communication between school managers and students, psychoactive substance abuse, and sociocultural background of students are not significant contributors to student unrest and its consequences in Kenya according to teaching and non-teaching staff. This is contrary to the findings from students that indicated that, communication between students and school managers, and sociocultural background have the strongest contribution to student unrest and its consequences in Kenya' secondary Schools. The only factor that seems to be common for both students and teaching and non-teaching staff in the causes of student unrest and its consequences in Kenya's Secondary schools is rules and regulations.

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.187	.229		.816	.415
	Substance	.078	.045	.096	1.717	.087
	Communication	.044	.065	.035	.684	.495
	Abdication	.401	.064	.376	6.318	.000
	Rules/Regulatio ns	.321	.060	.267	5.322	.000
	Sociocultural	.116	.066	.102	1.771	.078

Table 8: Teaching and Non-Teaching Staff Multiple Regression Results of Student
Unrest Factors and Its Consequences
A. Dependent Variable: Consequences

4. Discussion

This study has been concerned with five specific objectives namely the extent to which students' socio-cultural background contributes to unrest in secondary schools in Kenya; secondly the extent to which psychoactive substance use contributes to students' unrest in secondary schools in Kenya; thirdly, whether there is a relationship between communication and students' unrest in secondary schools in Kenya; fourth, the extent to which abdication of parental responsibilities

influence unrest in secondary school in Kenya; and fifth, the extent to which rules and regulations influence students' unrest in secondary school in Kenya. I shall examine each of these objectives in turn.

4.1. The Extent to Which Students' Socio-Cultural Background Contributes to Unrest in Secondary Schools in Kenya

The study sought to find out the strength of the link between sociocultural background of students as a factor contributing to unrest and the consequences of such unrest. At the zero order level the findings for both students and teaching and non-teaching staff indicate that there is a positive significant correlation between sociocultural background of students and unrest and its consequences. This result compares with Phares (2002) who asserted that the effect of the society in which a child is born and raised, the social norms, beliefs, and behaviors on the children shape the way children behave in school and in the society at large. Lack of discipline among students is largely a reflection of attributes, values and practices of their society. If there is no social order in a society, the students will be undisciplined in school (Grossnickle and Frank, 2006). Similarly, Robbins (2007) argues that because new entrants are the least familiar with the existing socio cultural set up in a school, they are potentially the most likely to disturb the existing equilibrium a fact that can be explained by the theory of cognitive dissonance . Therefore, wherever people have a thought that is not consistent with their behavior, they experience cognitive dissonance and are motivated to seek means (e.g., by going on strike) of restoring equilibrium (Sprinthall and Sprinthall, 1997). The kind of upbringing seen especially in more affluent urban areas is the kind that can be described as "permissive," which is characterized as participatory or self-realizing. In this style of parenting children are not taught to restrain but are left to indulge. It is a warm, loving, permissive, forgiving, "child-centered" style of home life, but it is interestingly inconsistent with the prevailing style of life for which the child finds himself or herself in high school. The traditional "virtues" of self-discipline, respect for authority and desire for conventional success have been replaced by spontaneity, immediate gratification, and self-fulfillment as the ultimate personal values. When these values collide with high school environments managed by older generations, students are likely to rebel hence go on strike.

The theory of relative deprivation can also explain student behavior that leads to strikes. Relative deprivation is a gap between what people get (value capability, such as, social status, welfare etc.) and what they perceive they should get (value expectations). The essence of this theory according to Davies cited in Onwuejeogwu, (1992) is that once people's standards of living have started to improve, their level of expectation rises. If improvement in actual condition deepens, the urge to revolt emerges because of expectations that are not met and frustration sets in. Students who have been raised in well to families where everything is available may experience relative deprivation when their expectations of high school life are not met. This theory assumes that once deprivation is removed; a state of normalcy will emerge. Arguably then there will be a clash between the school setup socio cultural environment and the background of new students. A critical look at the incidents of student's unrest in Kenyan secondary schools shows that student' unrest results from the conventional cultural values of parents and the society. Rebellion therefore arises because of the inconsistency between students' belief and the roles they are made to perform in the home, schools and society. Intriguingly, at the regression level results from students still indicate a positive influence from sociocultural factors to unrest and its consequences, but results from teaching and non-teaching staff show that there is no significant influence from this variable to student unrest and its consequences.

4.2. The Extent to Which Psychoactive Substance Use Contributes to Students' Unrest in Secondary Schools in Kenya

Results for students, teaching and non-teaching at the zero order level show a positive significant correlation between the use of psychoactive substances and student unrest and its disruptive consequences though at different coefficients. These results are similar to Odejide (2006) who argues that the introduction of prescription drugs to Africa drastically increased the availability and use of psychoactive substances. This notwithstanding alcohol, cannabis and *khat* still remain the most common substances abused in Africa. The continuous use of such substances more so by students get exhibited through unlawful behaviors. School unrest can be classified among such unlawful behavior. This study revealed that cannabis sativa or marijuana, alcohol and cigarettes are the most abused drugs in Kenya's secondary schools. Volkow (2006) defines a drug as any chemical that once taken affects the way the body works. Similarly Carlini (1991) defines drugs as chemicals or substances that have a profound impact on the neurochemical balance in the brain which directly affect how one feels or acts. Therefore going by these definitions alcohol, cannabis sativa, caffeine, aspirin and nicotine can be classified among the family of drugs. However, again contrary to students' results that even at the higher order regression analysis level psychoactive substance abuse are a major contributor to student unrest and its consequences, teaching and non-teaching staff results are insignificant.

4.3. Whether There Is a Relationship between Communication and Students' Unrest in Secondary Schools in Kenya

The results report students, teaching and non-teaching staff at the zero order level believe that there is a positive significant correlation with communication between students and school managers and students' unrest and its consequences though at different correlation coefficient levels. These results are in agreement with Bascal (2004) for example asserts that students become hesitant to work with their superiors leading to disregard of authority, they argue and reject their superiors' opinions and input leading to a free for all situation, increase in grievances related to performance issues, failure to keep those in authority informed and there is avoidance of direct communication with them, and students do their best to hide their deficiencies or performance difficulties and there is refusal to take responsibility leading to student unrest with very

disruptive consequences.   However, at the combined variable regression level for teaching and non-teaching staff, communication between school managers and students is not a significant variable in causing unrest.

4.4. The Extent to Which Abdication of Parental Responsibilities Influence Unrest in Secondary School in Kenya

The study indicates that there is a positive significant relationship between abdication of parental responsibilities and student unrest at the same strength observed between communication and student unrest. This results reported positive significant correlation for students, teaching and non-teaching staff. This positive significant relationship was also observed at the combined effect level for both students, teaching and non-teaching staff. This could be the case because teaching and non-teaching staff might narrowly understood parental responsibility to solely belong to biological parents contrary to some authorities such as Salwan (2006) who define parental responsibility as the duty of care that one has over a minor or any person under the age of eighteen (Salwan, 2006). Salwan (2006) further argues that parental responsibility is not only limited to biological parents but to all those that have been given authority to care for persons that may include teachers, care takers and all those given such authority. Phares (2002) therefore argues that teachers have a duty or care to students and if they do not play their role of care there will be rational deficiency among the students. Grych and Fincham (2007) assert that children tend to copy their parents or referent similar and if that referent similar is missing, then they resort to copying referent others who in this case include peers, friends and colleagues.

4.5. The Extent to Which Rules and Regulations Influence Students' Unrest in Secondary School in Kenya

The results from students, teaching and non-teaching results for this variable reveal that there is a positive significant relationship between rules and regulations in schools contributing to student unrest and its disruptive consequences. According to Adams (2003), school rules and regulations are among the strategies designed to instill good conduct of students hence discipline. Adams (2003) was of the view that on admission, schools should provide students with prospectuses, which spell out some of the expectations which include compliance with rules and regulations. Kajubi (2007) found that in a proper learning situation, a disciplined student is the one expected to do the right thing at the right time. Bratton and Gold (2003) also shared the same opinion where they argue that, a disciplined student is the one who is in the right place at the right time. Lack of discipline among students is largely a reflection of attitudes, values and practices of their society (Grossnickle and Frank, 2006). Kamau and Njenga (2009) reported that in Kenya, most students had a negative attitude towards school rules and regulations leading to unrest and serious disruptive consequences. This finding seems to be explained by the theory of cognitive dissonance which according to Festinger (1999), people strive to achieve a state of equilibrium among various attitudes (or learned predisposition to persons, situations or things) and behavior. This is because people prefer consistency or consonance to inconsistency or dissonance. Therefore, wherever people have a thought that is not consistent with their behavior, they experience cognitive dissonance and are motivated to seek means of restoring equilibrium (Sprinthall and Sprinthall, 1997).

School rules and regulations could be a possible cause of cognitive dissonance that disturbs the equilibrium of the way things have been at home and lower school levels. Cognitive dissonance is considered to be a motivating force that gives rise to behavior designed to reduce dissonance leading to unrest in Kenya's secondary schools. A cursory look at the antecedent factors in students' unrest in Kenyan secondary schools reveals that most students entering secondary school after primary have high hopes regarding the freedom of speech and actions which they will be able to exercise during their high school life. These beliefs remain in the student throughout their high school life. Keniston (1997) argues that since activists are particularly responsive to these issues, they are apt to tolerate dissolution less highly and to take to unconventional means to concretize their dashed hopes.

4.6. Other Factors That Cause Unrest

Through open ended questions and interviews with school principals revealed that there are other factors that lead to student unrest in secondary schools. Pressure for good grades was one of them. Such pressure leads to stress and anxiety making students feel dehumanized by such requirements from schools and parents. The 8-4-4 system of education has not changed much since it was introduced in the late 1980's in spite of the fact that the current student is someone exposed to new styles of gaining knowledge from the internet and other sources. The fact that this system has led exponential growth in the number of graduates or school leavers without an assurance of a job has disillusioned many students who do not see education as a path to success. Further, imitation was also found to be a key factor whereby when one school goes on strike the urge to imitate becomes irresistible by other schools. This has been made easier by provision of television sets in schools whereby students are able to know what is happening within their neighborhoods and beyond. A related factor in the area of imitation is the fact that students can see their parents and leaders physically fight it either at home or in parliament making this method of resolving issues normalized. The sheer numbers that are found in public schools due to subsidized or free education are overwhelming even to the teachers who are unable to give personal attention to all students hence creating a gap in guiding students. Another factor that came out as a possible cause of unrest is that the traditional lines of authority are fast disappearing where the modern child is not seeing the reason to take instructions or orders from older members of society including their teachers. This fact can be linked to upbringing by parents whereby it is not surprising that an older

member of society can stand in a bus or a social gathering or even in church while a child is comfortably seated and not even the parents can ask the child to give way for an older person.

4.7. Limitations of the Present Study

Studies employing only self-report measures face the problem of 'shared method variance' due to the reliance of a single method of data collection leading to 'contamination' across the measures. However, self-report measures are the only means of assessing both individual perceptions and consequences of school unrest. In addressing this problem the main parts of the questionnaire also included open ended questions and an interview guide was used to interview School principals for in depth understanding of the issues under investigation. Further, this study focused on only five factors that influence student unrest hence the researcher cannot conclusively report that this are the only causes of unrest. However, within the five variables several themes were addressed that could be generalized to other secondary schools in Kenya.

5. Conclusion

Overall, the results of this study indicate that secondary schools unrest in Kenya is influenced by among other things students' socio-cultural backgrounds, psychoactive substance use, lack of proper communication mechanisms between school leaders and students, abdication of parental responsibilities, and introduction of rules and regulations that are perceived by students as overbearing. The study has also shown that there are several other factors that cause student unrest such as imitation, sheer numbers, lack of respect for authority, obsolete curriculum, and lack of proper models from parents and leaders. An important issue that arises from this research is that teaching and non-teaching staff and students agree at the zero-order level that these variables are among the major causes of student unrest but when data is subjected to more vigorous higher level analysis, teaching and non-teaching staff results only remain significant for two variables as key influencers of students' unrest. These are abdication of parental responsibilities and rules and regulations that are perceived to be overbearing. This could be explained by the fact that most teachers perceive that the modern parent is unavailable to assist in proper upbringing of their children leaving that responsibility to them and that most of the school rules and regulations were imposed on schools by the ministry of education especially by the Cabinet Secretary without inclusive consultations with other stakeholders hence destabilizing the status quo. The study further concludes that the consequences of school unrest are disruptive as they lead to burning of school property whose cost of reconstructing is met by parents, poor performance in national examinations, charging ring leaders in courts of law, and in worse circumstances leading to the death of some students.

6. Recommendations

This empirical examination of the causes of unrest in Kenya's secondary schools provides several recommendations for policy and practice. The first objective of this research was to establish the extent to which students' socio-cultural background contributes to unrest in secondary schools in Kenya. Objective four which aimed at assess the extent to which abdication of parental responsibilities influence unrest in secondary school in Kenya ties closely with objective one hence recommendations from this study could apply to both objectives. From the findings this study recommends that the government sensitize parents and other stakeholders on the need to take up seriously the need to participate in the upbringing of children in a more responsible way with virtues that uphold discipline. It is important for parents to remember that words such as hello, please, you are welcome, I am sorry, and thank you, begins to be learned at home. Values of honesty, integrity and showing respect to teachers and the elderly are taught by parents while teachers only supplement what the child has already learnt at home. In developed societies governments have put in place departments that protect children from uncaring parents. Such departments can be introduced to deal with rogue parents who abdicate their responsibility in the upbringing of their children.

The second objective of this study was to determine the extent to which psychoactive substance use contributes to students' unrest in secondary schools in Kenya. In order to deal with the problem of drug abuse which according to the study is a major factor that influences school unrest, the several recommendations are provided. The government through the ministry of education should enact rules that are to be strictly adhered to in curbing the use of psychoactive substances in schools. It should be made mandatory that parents and guardians participate in the fight against psychoactive substance abuse in schools by supporting counselling and rehabilitation programs instituted by the government to help drug abusing student. Similarly, the government should facilitate public forums where respected community leaders, researchers, educators and medics can give talks, distribute posters and pamphlets that educate students, school drop-outs, unemployed and working young adults on the dangers of psychoactive substance abuse. To supplement such efforts a comprehensive curriculum on substance abuse should be introduced in secondary schools to neutralize the influence of peer pressure and shape positive behavior. Furthermore, the study recommends that the judicial system should deal with the runaway problem of alcohol and drug supply and abuse in Kenya by apprehending dealers and slapping stiff penalties on such people. The study also recommends that the ministry of education introduce guidance and counseling departments headed by specialized counselors and a system created that is able to unearth problem students early enough. In the same line the ministry can require that teachers and administrators undergo training counselling. Finally, regarding the use of psychoactive substance abuse, the government through the ministry of education should reform the mind-set in the educational system by making school

curriculum more attractive whereby school results, developing a full competent, self-regulated and a caring person are measures of success in life not just grades.

The third objective of this study was to assess the relationship between communication and students' unrest in secondary schools in Kenya. The study found a significant positive between communication and student unrest and its consequences in Kenya's secondary schools. To this end the study recommends that school administrators enhance communication with teachers and students. More direct communication is used whereby face to face meetings between administrators, teachers and students are held to deliberate issues affecting students and feedback given immediately and solutions are jointly explored. Professional development sessions should be availed to school head teachers and teaching staff in improving their interpersonal skills in relating with students. Further, school administrators should introduce student bodies in which student leaders are democratically elected and vetted by teachers and administrators for acceptable values through who school management decisions are speedily communicated to the whole school community to avoid grapevines and rumor mills from taking root.

The last objective of this study was to determine the extent to which rules and regulations influence students' unrest in secondary school in Kenya. This study reported a significant positive relationship between school rules and regulations and student unrest in Kenya's secondary schools. To deal with this issue the study recommends that school administrators should develop codes of conduct that read and understood by students when they join form one and be organizing seminars and forums for students on the importance of obeying rules and regulations. In such forums, teachers and other experts can share with students real life experiences on the obedience of rules and regulations and the consequences of none compliance. The ministry of education and school management should require that head teachers strictly implement the set rules and regulations which should be part of their performance contract. The ministry of education should desist from enacting unilateral rules without consulting other stakeholders like Principles and teachers' unions. Further, the ministry should require that school administrators attend in-service courses on emerging trends in school management, conflict resolution and human and organizational behavior, to increase their competence in dealing with problems specific to their schools.

7. References

i. Adams, N. (2003). Secondary school management today. Melbourne: Hutchinson Ltd, Clandos place.
ii. Banning, J.H. (1990), The Campus Ecology Manager Role. In Delworth, G.Hanson and Associates (Ed), Student Services: handbook for profession (1stEd.) (p 2080-2270) San Francisco: Jossey Bass Publishers.
iii. Banning, J.H. & Mckinley, D.L. (1998), Activism and the Campus Ecology. In K. M. Miser (Ed.) Student Affairs and Campus Dissent. p 41-54). Washing, DC:
iv. Bascal, R. (2004), Perfect Phrases for Effective Management. San Francisco: McGraw-Hill.
v. Bratton, N. and Gold, M. (2003). Law and Regulation of Investment Management. New York: Sweet and Maxwell.
vi. Carlini, E. (1991). The Illegal Use of Legal Drugs by Our Youth: Is It a Problem that can be Solved? Sao Paulo: CEBRID/EPM.
vii. Festinger, L. (1999), A Theory of Cognitive Dissonance. Stanford University Press.
viii. Gachara, G. (2007), High School Students Strikes: A national crises in Kenya. World press Educational Journal, Vol 14: 11-17
ix. Grych, J. & Finchman, S. (2007), Inter-parental Conflict and Child Development: Theory, Research, and Applications: Synopsis. Newton, M.A.: USA.
x. Grossnickle, D. R. & Frank, P (1990). Prevent the discipline for effective teaching and learning. A source book for teachers and administrators. Virginia: Reston publishers.
xi. Harris, G. (2005), Effectiveness of school-based family and children's skills training for substance abuse prevention among 6–8-year-old rural children. Psychology of Addictive Behaviors, 16 (Suppl. 4), S65–S71.
xii. Jeruto, T.K. and Kiprop, C.J. (2011), Extent of Student Participation in Decision Making in Secondary Schools in Kenya. International Journal of Humanities and Social Science Vol. 1 No. 21 [Special Issue - December 2011]. Maduka (ed). Student Unrest: (p 9-17) Benin City, Nigeria: Faculty of Education, University of Benin.
xiii. Kajubi, S. W. (2007), Discipline Corporal Punishment and Violence Against Children in the school system. Keynote Address; Public Lecture, 13th June 1997, Makerere University.
xiv. Kamau, J., and Njenga, G., (2009), Negative attitude and its hindrance on effective implementation of school rules and regulations in secondary schools in Kenya, case study of Kiambaa Constituency, Central Province. University of Nairobi: Unpublished M.Ed Thesis
xv. Keniston, K. (1998), Young Radical: Notes on Committed Youths. Harcourt Brace and World.
xvi. Mcgregory, S. (2006), Schoolyard Crime Adds to Teachers Woes in South Africa. Nairobi: Jomo Kenyatta Foundation.
xvii. Mugenda, M. (1999), Research Methods: Qualitative and Quantitative. ACT: Nairobi
xviii. Mutua, J. N. (2004). Investigation into alternative strategies of discipline in the absence of corporal punishment in public secondary schools. Unpublished M.Ed thesis, University of Nairobi, Nairobi.
xix. Njoku, M. C. (2000), Managing students' riots: The role of school personal management bodies and the methods used. Unpublished M.Ed thesis, Kenyatta University, Nairobi.
xx. Odejide, A.O. (2006), Drugs and Substance Abuse in Africa. Ibadan: University Collage Hospital PMB 116.

xxi. Onwuejeogwu, M.A. (1992), The Social Basis of Students Unrest in Nigeria.(Pp1-8). In C. Maduka (ed), Student Unrest. Benin-City, Nigeria: Faculty of Education, University of Benin.

xxii. Opondo, O. (2008), An Analysis of Schools Strikes in Kenya. Property Kenya Journal, Vol 7, 23:25.

xxiii. Phares, V. (2002), Fathers and Developmental Psychopathology. Essex: Walden

xxiv. Robbins, S. (2007), Essentials of Organizational Behavior, Dorling Kindersly Pvt Ltd: Patargaj, Delhi.

xxv. Rono, E.C. (2006). Use of Guidance and Counseling in Managing Students Stress in Public Secondary Schools. Eldoret: Moi University publication.

xxvi. Rosen, L. (2007), School discipline: best practices for administrators. California: Corwin Press, Thousand Oaks

xxvii. Salwan, S.L. (2006), The Academic Legal Dictionary. Academics Publishers: New Delhi

xxviii. Sithole, S. (2008), The participation of students in democratic school governance. Unpublished Med Thesis: University of Kwazulu- Natal.

xxix. Sprinthall, N.A. & Sprinthall, R.C. (1997). Educational Psychology: A development approach (4th Ed). New York: Ransome House Publishers.

xxx. Tait, G. (2003), Free will, moral responsibility and ADHD. International Journal of Inclusive Education, 7, 4, 429-446.

xxxi. Volkow, D.N. (2006), Marijuana: Facts Parents should know. Rockville