

SCHOOL ENVIRONMENT AND STUDENTS' STRIKES IN SELECTED

SECONDARY SCHOOLS IN KISII

SOUTH DISTRICT, KENYA

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By

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DECLARATION A

"This thesis is my original work and has not been presented for a Degree or any other academic award in any University or institution of Learning".



Otuke Silas Nyamato

Researcher



Date

DECLARATION B

"I confirm that the work reported in this thesis dissertation was carried out by the candidate under my/our supervision".

Dr. KAYINDU



Supervisor

18/8/2012.

Date

DEDICATION

This thesis is dedicated to my wife Irene, my children Alexinah, Esther, Jerusha ,Demovine and Max, my co-teachers in my school who have been encouraging me throughout my studies.

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To head teachers, teachers of secondary school in south Kissi district who co-operation helped me during the data collection .Iam also grateful to my wife and my entire family who gave me moral support and encouragement during my studies.

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ABSTRACT

This study was about school environment and strikes in Kisii district, Kenya. It was based on four objectives, namely; to determine the profile of respondents in terms of age, gender, and highest academic qualifications. It also sought to determine the level of school environment in selected secondary schools, Kisii district; to determine the extent of strikes in the selected secondary schools of Kisii district; and to examine the relationship between the level of school environment and the extent of strikes. One hundred respondents participated in the study. They were selected from ten secondary schools in the District, using universal sampling. Using a descriptive survey design and descriptive correlational approaches, the findings were that majority of the respondents, 35%, were aged between 20 and 29 years. Majority of the respondents were male, and majority were holding Bachelors degree as their highest qualifications. The level of school environment was found to be high in terms of inadequacy; Interpreted to mean that school environment was poor. The level of strikes was found out to be high, with a mean of 2.51. The relationship between the level of school environment and the extent of strikes was significant. The study recommended the need for head teachers to try their best to improve the conditions obtaining in their schools, and to adopt more of democratic management style, and avoid dictatorial management.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the study

The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behaviour through critical thinking. This process does not take place in a vacuum, but rather in an environment structured to facilitate learning. Stoner, Freeman and Gilbert (1996) described the environment of an organization as all elements relevant to its operation and they include direct and indirect action elements. School climate is one of the factors that enhance school success and effectiveness (Pashiardis, 2000; Norton, 1984; Lezotte, 1992). Pashiardis (2000) defined school climate as the collective personality of a school; the overall atmosphere that one senses on entering the school. A positive school climate is one where there is communication and collaboration among participants (administrators, teachers and students) in reaching the goals of the school and where the school positively influences the behaviour of students and staff. Roueche and Baker (1986) believe that the principal is the kingpin in establishing that climate, maintaining order, direction and coherence among all participants.

For the educational objectives to be achieved, it is necessary for the school climate to be conducive for all the stakeholders in that school. Unfortunately however, this is lacking in a number of schools. For example, many secondary schools in Kenya have witnessed an increasing frequency in students' strikes against school administration (Akweteireho, 2001; Sidney 2001; Bifubyeka 2001). Some of the strikes have resulted in destruction of property and injuries to school administrators. The strikes have been attributed to undisciplined students, academically weak students, disgruntled teachers, poor feeding and poor management by head teachers. Parents felt that poor administration and lack of accountability was responsible for increasing

strikes in schools. The Ministry of Education concluded that although strikes were not the solution, they were an eye opener that there is a problem with school management. Head teachers have attributed the rising number of strikes to the ban on corporal punishment, while others have argued that disgruntled teachers incite students to strike. To resolve the strike problem, in October 2001 the Ministry of Education and Sports established a desk to handle student grievances (Erem, 2001). The minister warned that students who destroy school facilities (property) in the name of striking would be dismissed and head teachers who cause strikes through repressive and dictatorial administration would face disciplinary action.

The occurrence of strikes in a school environment could be an indicator that students, and perhaps teachers, are not satisfied with the school climate. Since the head teacher is a king pin in establishing the school environment (Roueche and Baker, 1986), investigating his/her conflict management strategies may explain why students are disgruntled with the school situation. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school. Knezevich (1975, p.563) emphasized that the physical needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for his work and play. His emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and an inspiring environment.

A school environment has diverse values, beliefs and attitudes, thus, if the stakeholders in a school, especially teachers and students, if are not handled carefully, it inevitable for conflicts to occur among and between students, parents, teachers and the school management (Achoka, 1990). The problem with punitive measures of discipline as so used in the past and still being employed today is that they only seem to enhance students' feeling of dominance by teachers and administrators and

consequently create general feeling of distrust. When suspended, for example a student usually develops a desire not to be dominated. Such thoughts may lead a student to create destructive behavior in order to counteract his or her tormenters. Such behavior may lead to setting school buildings on fire as a catharsis'; hence thoughts of violence are provoked (Blitz, 2004). Unfortunately, repressive policies and actions exclude and alienate those very students that are most at risk of getting involved in acts of violence. Students tend to view such repressive policies and actions as attempts by the school management to marginalize them, as violation of their human rights. It is, therefore, not an aberration to expect conflicts in the administration of secondary schools in Kisii County. The nature and types of conflicts that occur in secondary school administration vary from one school to another.

No study has examined the school environment and students' strikes in Kisii County. Although, studies in developed countries have shown positive relationship between use of collaboration and student and teacher satisfaction with the school facilities, their contexts differ markedly from the Kisii county context in many ways including culture, level of industrialization, levels of education, and participation of various stakeholders in the decision making process in the schools and colleges. These differences have the potential to cause variations in the responses of participants in the school system to the school facilities and the students' unrest. This study thus attempted to close this knowledge gap.

Statement of the Problem

Education is the process by which people acquire knowledge, skills, habits, values or attitudes. The purpose of education is to fashion a new human being and to guide the pupil to act with independence and face the world around him on his own, (Giuissani, 1995). It is the duty of the education system to equip learners with practical skills, critical thinking and problem solving skills in preparation for further training, self employment, the world of work and preparation for life. Strikes, a manifestation of

conflict seemed to be increasing in secondary schools in Kenya schools. For example as already mentioned in 2008, there were over 300 strikes in secondary schools in Kenya in the month of June. These were reported by the media. Maybe others were not reported. Often students punished by suspension, expulsion, physical/manual labour, stroke of the cane, among others. But the conflicts manifested in strikes do not reduce or end. It is daunting to imagine 300 strikes in one month in a nation. The foregoing information indicates that managing conflict in secondary schools has been an age-old challenge for educators. Recently, attention has been drawn to the level of violence in secondary schools and society (Ogosia, 2009). If there has to be a positive culture of teaching and learning in the schools, the learning environment must be safe, orderly and conducive to learning. Conflicts are a natural part of life and therefore a natural part of school life. Learning to constructively deal with conflict is a life skill that the school community members need. When members learn to manage their own conflicts, the atmosphere at school is more pleasant for everyone. In such an environment, teachers and students can spend more time teaching and learning respectively. Many educators believe that student behavior affects academic achievement (Adeyemi, 2009). Therefore, negative behavior has always been a concern for educators. Thus, escalating violence in schools is a concern not only to educators, but also to the general public. Whatever the causative agents to institutional conflict may be, educators, parents and policy makers (Collard, 2003; Abosode, 2006) have consistently counseled on the need for quick resolution of organizational conflict. It is important for school administrators to pay attention to this call because studies by Lynch (2000) and Onoyume (2007) show that when conflict is not adequately resolved, or when there is undue delay in the resolution of conflict, properties, lives and academic hours of unimaginable magnitude are lost. Delay in resolution of school conflict has resulted in disruption of school calendars, leading to economic as well as psychological exertion. The problem of concern is thus, the occurrence of strikes in secondary schools in

Kenya, which the researcher attributed to the environments within the schools. The study was conceived to establish the relationship between the two variables.

Objectives of the Study

General: The study aimed at investigating the relationship between school environment and students Strikes in Kisii County secondary schools, Kisii South district Kenya.

Specific Objectives;

The study was carried out ;

- i) To determine the profile of respondents in terms of age, gender, educational qualifications, Number of years in Kisii County in Kisii south district.
- ii) To determine the level of school environment in Kisii County secondary schools in Kisii south district.
- iii) To determine the extent of students strikes in Kisii County secondary schools in Kisii south district.
- iv) To examine if there is a significant relationship between school environment and students strikes in Kisii County secondary schools.

Research Questions

The study attempted to answer the following questions;

- i) What is the profile of respondents in terms of age, gender, educational qualifications in Kisii County secondary schools in Kisii south district?
- ii) What is the level of school environment in Kisii County secondary schools in Kisii south district?

- iii) What is the extent of students' strikes in Kisii County secondary schools in Kisii south district?
- iv) Is there a significant relationship between school environment and students strikes in Kisii County secondary schools in Kisii south district?

Hypothesis

There is no significant relationship between school environment and students strikes in Kisii County in Kisii south district?

Scope of the Study

Geographical scope; the study was carried out in Kisii south district of Nyanza province, of Kenya. The area was chosen because, according to media reports and what the researcher observes, more strikes are experienced in schools of this area more than in many other places.

The theoretical scope; The study underpinning this study was the Contingency Approach to solving conflicts. The theory states that successful management of conflict largely depends on the manager's ability to read the situation, and understand the issues and interests behind the conflict.

The content scope; the study was conducted to, among other things, examine if there is a significant relationship between school environment and students strikes in Kisii County secondary schools in Kisii south district.

Time Scope; the study was carried out from April 2012 to June 2012.

Significance of the Study

The findings of this study are important for several reasons. First the study informs policy making on school facilities and (unrest) strikes in schools. By analyzing the relationship between various school facilities and the management strategies used

and pupil and teacher satisfaction of with school climate, the study tests the appropriateness of the school unrest strategies in the Kenyan context.

A consistent problem in Kenyan schools has been occurrence of violent strikes causing destruction of school property. The study findings will inform policy makers and school managers, on the appropriate conflict management strategies for the Kenyan setting. It is worth noting that designers of educational administration curricula require concrete evidence on which to base changes curricula head teacher training and development.

This study provides that evidence and highlights the importance of training head teachers in conflict management thereby contributing to prevention actions that cause destructive conflicts in schools.

CHAPTER TWO

RELATED LITERATURE

Concepts, Ideas, Opinions from Authors/ Experts

School Environment

Gonder and Hymes (1994) considered school environment as a reflection of the physical and psychological aspects of the schools that are more susceptible to change and that provided the preconditions necessary for teaching and learning to take place. They further added that such a useful term for the intangibles that could affect learning. As such, it deserved serious attention in the effort to improve performance. Comprehensive models that had been developed for school reform had invariably included school environment.

Psychologist Rudolf Moos (1970) as cited in senge (1994) observed that learning environment is a term used in connection with a range of specific areas of education, as well as to convey some broad ideas about leaning. He therefore defined learning environment as being comprised of several factors, namely; physical relationships, structures and expectations; language and communication which interacted to make learning meaningful.

School environment includes everything within the school from leadership to classroom practices to students' feelings of connectedness. For clarity, it is separated into two categories: (i) School Climate – defined as the "affect of the school" and (ii) School Culture – defined as "the way things are done in the school."

At its most basic, a school facility must provide a comfortable environment for learning, including an adequately sized, safe, and dry building. Over the next five years, enrollments at public elementary and secondary schools are projected to grow by 1.3 million students (Snyder, Hoffman, & Geddes, 1999). Thomas (1962) in his study of the relationship between resource inputs and outcomes of education found that school

building age was one of the independent variables having the greatest effect on educational outcomes.

School administrators are usually torn between authoritarian methods which call for compliance on one hand, and models that advocate collaboration and participation on the other. In schools, formalization and standardization have traditionally been seen as the best tools to ensure harmony and effective organizational performance. Di Paola & Hoy (2001) suggest that the impact of conflict on the school and on the behaviour of teachers and students will depend on the kind of conflict, the school structure, and the way conflict is handled. They advise school administrators to (i) build enabling structures that facilitate innovation, (ii) acquire skills that will enable them establish effective working relationships with members of the school community, (iii) avoiding reliance on authority to control teachers, and (iv) nurture teacher's professional autonomy and innovation to avoid rigidity and stagnation in schools.

School Environment is the result of combined efforts of all School Related Issues in producing student achievement. Likewise, prior school environment (PSEn) plays an important role in the education process. Parents, of course, consider school environment at the time of admission of their children into schools. There are some kinds of school environment as physical, social, natural climate and academic. Tableman (2004) stated the following categories of school environment;

i) A physical environment that is welcoming and conducive to learning; ii) A social environment that promotes communication and interaction; iii) An affective environment that promotes a sense of belonging and self-esteem; iv) An academic environment that promotes learning and self-fulfillment

A better academic environment is very helpful for leadership, teachers and students. The Dakar EFA strategy was formulated to create a healthy, safe, and inclusive educational environment with the fair allocation of resource inputs. It is likely

that this environment is favorable to the quality of learning with the distinct levels of attainment for all (Government of Pakistan, 2001)

Strikes

Several reasons have been advanced to explain the prevalence of conflict in schools. To Ssekamwa (2001) the current education administrative structure in Ugandan schools, presupposes a participatory approach to decision-making. In Uganda, school councils were introduced to enable students participate in school administration. In addition, Parents-Teachers Associations (PTA) bring together teachers, parents and administrators to plan for the school, and evaluate its performance. Similarly, in universities and tertiary institutions, students, academic staff and non-teaching staff are represented on governing councils. All these developments facilitate participation in school management. However, participation has a potential to cause conflict. For example, well intended students councils can lead to strikes when students' representatives become pressure groups to influence management decisions. Lange (1993) and Johnson & Scollay (2001) argue that participation and representative decision-making organs manifest benefits resulting from different points of view. In such a collaborative system, Henkin et al (2000) noted, school leaders can no longer assume that it is desirable or possible to order the behaviour of staff and other stakeholders.

The head teacher of public schools seems to be faced with the dilemma caused by New Public Management (NPM) (Pollit, 2003). According to Pollit (2003) NPM demands for increased performance from public managers, but greater stakeholder participation complicates the process since public managers are expected to be creative, and responsive without the power to make decisions without involving other stakeholders. During the 1990s the need for participation and empowerment of staff pervaded the thinking of public managers leading to a departure from the old hierarchical command structures in the public sector in order to create more fluid

responsive organizations. No longer viewed simply as numbers and costs, staff became human resources who were the key to achieving the goals of public organizations.

Secondly, the education system in many African countries follows governance structures inherited from the colonial establishment (Gaidzanwa, 1995, Sekamwa 2001). Sekamwa (2001) contends that the headmasters of pre-independence secondary schools were British and French ex-servicemen who had participated in the Second World War. Others were Christian missionaries who submitted to authoritarian cannon laws. Head teachers of today's schools were socialized in these schools from which they inherited the authoritarian style they use. Sekamwa (2001) argued that the use of authoritarian style in a changed world with greater awareness about human rights and democracy makes schools and colleges prone to conflicts and violent strikes.

Thirdly, most head teachers in developing countries catapult from classrooms to positions of leadership without proper leadership training (Sarason 1971). They depend on charisma and socialization from authoritarian cannon law and ex-servicemen-led-schools. Such a combination of head teacher characteristics is a recipe for authoritarianism and escalation of conflicts in school administration

Fourthly, the professional sophistication of school teachers is another cause of conflicts in schools. Di Paola & Hoy (2001) contended that in organizations staffed with professionals, managers face a challenge of constructing an enabling working environment where professionals can perform with little interference from administrative control. Thus, the inherent conflict between administrative control and teachers' search for independence in the school setting may not be easy to resolve (Tjosvold, 1997; Pondy 1989).

Studies have shown that teachers spend less time in conflict than most people believe (Corwin, 1966; Di Paola, 1990; Di Paola & Hoy 2001). Conflicts in which teachers were involved were largely cognitive and contributing to school improvement

by questioning the status quo. Milstein et al (1980) report that teachers tend to clash over inequitable distribution of resources, non-instructional responsibilities perceived as barriers to teacher performance and student achievement, and confusion over who makes the final decision. Di Paola (1990) found that militant teachers were not only conflict-oriented but also catalysts for change. On this basis, Di Paola (1990) and Di Paola & Hoy, (2001) argue that head teachers who want to use conflict constructively and maintain organizational harmony should be able to understand different perceptions, catalyze growth and efficiency and resolve issues that prevent individual productivity.

Adams (1987) observes that the position of the head teacher in the school gives him authority to issue instructions and demand compliance from teachers and students. The head teacher's office is the best and most defended space in a school. Access to the office is difficult and if the school is authoritarian, its employees are fully aware of the unpleasant consequences of disobeying the head teacher. Moreover, in a typical school, the head teacher is more powerful than any single stakeholder, even more powerful than the whole board (Martin 1979). In Uganda non-compliance with the head teachers' directives has many negative effects on teachers and students (Ssekamwa, 2001).

According to Askaw (1989) in an authoritarian school the teachers see themselves as having no role in preventing strikes. They believe their business is restricted to teaching and relegate enforcing rules to the head teacher. They feel they have no means of handling students' indiscipline since it does not occur in the classroom. Aurora (1980) observed that teachers might even give latent support to student strike since it usually targets the head teacher whose authoritarian figure towers above both students and teachers alike.

Theoretical Perspective

The Contingency Approach to solving conflicts underpinned the study. According to this theory, although a manager may have a preferred conflict management strategy, various strategies may be appropriate in different situations (Morgan, 1986; Kreitner and Kinicki, 1994). According to the contingency approach, successful management of conflict will largely depend on the manager's ability to read the situation, and understand the issues and interests behind the conflict. Several writers have highlighted situations where the different conflict management strategies may be appropriate (Thomas 1977; Morgan, 1986; Kreitner and Kinicki, 1994). The manager must be able to analyze interests and explore power relations, so that the conflict situation can be successfully brought under control.

Related Studies

A number of studies have been conducted in a related area. For example;

One study attempted to investigate whether the prior school environment (PSEn) of schools has an impact on academic achievement of students. Coon, Carey, Fulker & Defries (1993) investigated the influences of school environment on academic achievement. Academic achievement was measured as the scores of adopted and non adopted children. The study described that the relationship between the characteristics of school environment and academic achievement by two methods. First was developed from the direct influences of school environment. However, second was developed from the placement of students into the prior ability based school environments. The study concluded that many inter-correlated individual factors of school environment had a small effect on the student achievement.

Wilson, Abbott, Joireman & Stroh (2002) also found out that school environment and partnerships affected student achievement indirectly through the constructivist

teaching. The study also found that there was the direct pathway from school environment to student achievement.

Afterwards, Tableman (2004) introduced two variables of school environment i.e. school culture and school climate. The study concluded that these variables were the useful terms for intangible factors to influence learning. Likewise, Yousaf (2005) described that the school related environment can play a more central and important role in shaping the engagement practice of European Journal of Social Sciences – Volume 19, Number 1 (2011) 109 students. However, it does not generate positive characteristics to stimulate students for higher education. Similarly, Adesoji and Olatunbosun (2008) described that school environment and teacher related factors had powerful and positive influence on student achievement in chemistry.

Concisely, these studies investigated the role of PSEn in different ways by using the different aspects and variables. Coon, Carey, Fulker & Defries (1993) concluded that many inter-correlated individual factors of PSEn have a small effect on student achievement. Likewise, Wilson, Abbott, Joireman & Stroh (2002) found a direct pathway from school environment to student achievement.

Similarly, Tableman (2004) concluded that school culture and school climate were the useful terms for the intangible factors to influence learning. Yousaf (2005) also concluded that PSEn can play a more central and important role in shaping engagement practice of students. Afterwards, Adesoji and Olatunbosun (2008) described that the school environment and teacher related factors have powerful and positive influence on student achievement. Finally, it is concluded that a better PSEn supports the students in the teaching learning process. Therefore, PSEn plays an important role in the student learning process. However, bad PSEn is not helpful to the students.

Many studies reveal that violence among children is caused by several factors such as watching television. Violence and television has become an ever-present part of this debate. Even more specific however the effect is this violence in television has on children. This goes to the core of the debate, as children targeted by this violence are a major concern in society. Many different researchers have studied the effect of violence in television on children, and most end to agree that it has a negative impact, however controversy still arises as media organizations claim that there is no direct correlation between violence and children's response to television. Overall though, there is a general psychological consensus between these two factors. Violence in television has a negative impact on children through three major avenues; direct effects, desensitization, and the mean world syndrome.

Violence in television has a direct effect on children. The direct effects process suggests that children who watch a lot of violence on television may become more aggressive and/or they may develop favorable attitudes and values about the use of aggression to resolve conflict. "Television violence can lead to aggressive behavior in children, over 1,000 studies confirm the link, (American Academy of Pediatrics). Along with aggressive behavior violence also increases anti-social behavior in children (American Academy of Pediatrics). According to an American Psychological Association task force report on television and American society (Huston, 1992), by the time the average child (who watches 2-4 hours of television daily) leaves elementary school, he or she will have witnessed at least 8,000 murders and more than 100,000 other assorted acts of violence on television.. Extensive viewing of television violence by children causes greater aggressiveness. "When Leonard Eron surveyed every 8-year-old in Columbia County, New York, in 1960, he found something he wasn't looking for: an astonishing, unmistakable, correlation between the amount of violence youngsters saw on television and the aggressiveness of their behavior" (Mortimer, 16). Eron and his research colleague Rowell Huesmann, as leading researchers on the effects of media violence on the young, have a message that is simple: Aggression is a learned

behavior, it is learned at an early age, and media violence is one of its teachers. In a 1960 survey Eron questioned 8-year-old kids, their parents, and their teachers on their television viewing habits and their behavior in and out of the classroom. And lo and behold, the more aggressive that kids were in school, the higher the violence content of the shows they watched. In 1971 they found about 500 of the now 19-year-olds from the original sample of 875 youngsters. The results were just as powerful if not more so. As they say, "the correlation between violence-viewing age 8 and how aggressive the individual was at 19 was higher than the correlation between watching violence at age 8 and behaving aggressively at age 8. It seems there was an accumulative effect going on here." In other words, their viewing choices and behavior as 8-year-olds were better predictors of their behavior at age 19 than either what they watched on TV or how aggressive they behaved in later life. There is no doubt that television violence and aggressiveness are correlated, however just how this is achieved is another question.

Huessmann found that watching TV violence affects the viewers' beliefs and attitudes about how people will behave. A good research example dates back to the earliest study done on violence and television by researcher Bandura in what has come to be known as his Bobo Doll case study. In this study Bandura took a group of 8-10 year old children and exposed them to different amounts of violence on television. He then placed them in a room with a bobo doll. And sure enough, the children who were exposed to more violence acted more violently toward the bobo doll. This study served not only as a foundation of the link between violence and television and aggression, but also as a case study in modeling. Modeling is the belief that children imitate their behavior on that which they are exposed to, and in the case of the bobo doll study, this belief of modeling proved true. More specifically, children who view shows on which violence is very realistic and frequently repeated or unpunished, are more likely to imitate what they see (American Academy of Child and Adolescent Psychiatry). "Significant relationships have been found between children's belief that television violence is realistic, their aggressive behavior, and the amount of violence they watch,"

(Huessmann, 1986). Another factor influencing behaviors is that children identify with certain violent characters. "Especially for boys, identification with a character substantially increases the likelihood that the characters aggressive behavior will be modeled," (Eron, 65). While it is known that television violence causes aggressive and anti-social behavior, why it does this is a present topic of debate. Some say it is because of direct effects; however others attribute this behavior to the desensitization.

The second effect, desensitization suggests that children who watch a lot of violence on television may become less sensitive to the pain and suffering of others, and more willing to tolerate ever-increasing levels of violence in our society. A recent study was the first to show a direct link between the violence children view and the way they treat their friends. Researchers with the National Institute on Media and Family studied 219 children in fourth, fifth, and sixth grades. Those children who watched the most violent shows were most likely to use violent behavior as a model. "What we found out was that kids whom teachers and peers rated as the meanest were the ones who watched the most violent television," said David Walsh PHD and study co-author. Another study conducted by Aletha Huston-Stein and her colleagues assessed the effect of viewing either violent or prosocial (non-violent) TV programming. In this study about 100 preschool-aged children were divided into two groups and were assigned to watch a particular diet programming. The children watched either a diet of Batman and Superman cartoons or a diet of Mister Rogers Neighborhood. The researchers found that the youngsters who watched Batman and Superman cartoons were more physically active, both in the classroom and the playground. Also, they were more likely to get into fights and scrapes with each other, play roughly with toys, break toys, snatch toys from others, and get into little altercations. The other group, the group that watched Mr. Rogers Neighborhood, was much more likely to play cooperatively with their toys, spontaneously offer to help the teacher, and engage in what might be called "positive peer counseling". In the latter instance, the focus on Mr. Rogers sessions was similar to "peer counseling" being kind, being sensitive to others needs, and being concerned

about others feelings (Murry, 12). What both these studies point towards is that children who watch a lot of violence on television do become less sensitive to violence in the real world around them and less sensitive to the pain and suffering of others. In both studies the children who watched violent programming were meaner to others and more violent in their real-world activities.

The other part of desensitization says that children are more willing to tolerate ever-increasing levels of violence in our society. This factor goes hand in hand with the other two, for as children become desensitized to violence in the real world around them and the pain and suffering of others, they quite naturally will put up with the ever-increasing amount of violence in society. One research study that shows this was conducted on children's attitudes toward television violence in 1989, and the results were shocking. 316 students in different schools were asked to fill out questioners on their attitudes toward violence in the media. The overall pattern of results showed that children in Group 1, those with more liberal attitudes towards screen violence, reported watching more television on an average school day than their more concerned counterparts. What this study shows is that children who watch more television are more willing to put up with increasing violence in society. Overall this study proves the third part of the desensitization theory. A Time Mirror Poll reported on March 1993, found that the majority of Americans feel that "entertainment television is too violent that this is harmful to society" and that we as a society have become desensitized to violence." However while some suffer from desensitization, others suffer in the exact opposite way from over exposure to violence in television by what has been defined as the mean world syndrome.

The third effect, the mean world syndrome, suggests that children who watch a lot of violence on television may begin to believe that the world is as mean and dangerous in real life as it appears on television, and hence, they begin to view the world as a much more mean and dangerous place. Television violence is especially

damaging to young children (under age because they cannot easily tell the difference between real life and fantasy so violent images on television may seem real to young children. Hence viewing these images can traumatize them. With regards to the issue of the mean world syndrome, there have been numerous studies conducted by a research group at the University of Pennsylvania led by George Gebner (Gebner, 1990, 1993). For more than 25 years, this group has studied the content of prime time and Saturday morning television. With regard to violence, the findings indicate that over the years, there are about 5 violent acts committed every hour of prime time television and 20 to 25 violent acts committed during every hour of Saturday morning children's programming. In later studies, Gerbner and his colleagues began to explore the relationship of the amount of television viewing and viewers perceptions of the world. For example the researchers would ask questions about the viewers perception of risk in the world. The researchers found that the amount of television viewed predicted fearfulness heavy television viewers (those who watch four hours or more a day), as opposed to light viewers (those who watched an hour or less a day), were much more fearful of the world around them, much more likely to over estimate their level of risk, and to over estimate the number of persons involved in law enforcement (Gerbner, 1993). And so the research team began to develop the notion of the mean world syndrome: Watching a lot of television determines your perceptions of the risks of the world because there is so much violence on television.

With regard to the mean world syndrome, how violence is portrayed affects the level of risk for children viewers. "The effect of violent content depends on how it is portrayed, and not all violent depictions pose the same degree of risk for viewers," are according to Ed Donnerstein, study senior researcher and dean of social sciences at the University of California, Santa Barbara. A study he conducted found that most violence is glamorized and sanitized. Across the three years of the study, nearly 40% of violent incidents on television are initiated by "good" characters who are likely to be perceived as attractive role models. Long-term negative consequences of violence are portrayed

in just 15% of programs, averaged over 3 years. "These patterns teach children that violence is desirable, necessary, and painless" says Dale Kunkel, a senior researcher for the study. Nearly 3/4 of violent scenes contain no remorse, criticism, or penalty for violence, and "bad" characters go unpunished in 40% of programs. Children who view shows in which violence is very realistic, frequently repeated or unpunished, are more likely to imitate what they see. Television violence often fails to show the consequences of violence. This is especially true of cartoons, toy commercials, and music videos. As a result children learn that there are few if any repercussions for committing violent acts. A high-risk portrayal includes: an attractive perpetrator, violence that seems justified, violence that goes unpunished, minimal consequences to the victim, and violence that seems realistic to the viewer. High-risk violent incidents for children under age 7 are most often in cartoons. "Younger children have difficulty distinguishing televised fantasy from reality, and therefore at increased risk of imitating cartoon violence," says Barbara Wilson, a study senior researcher. The average preschooler who watches mostly cartoons is exposed to over 500 high-risk portrayals of violence each year. All these high-risk situations create the mean world syndrome seen in children. They begin to view violence as scary, not from cartoons but from realistic violence. Overall children can be traumatized by both low-risk and high-risk violence portrayals.

Violence in television can be very damaging to children. It has been shown to effect children through three different revenues; direct effects, desensitization and the mean world syndrome. Many studies have shown children to become more aggressive and anti-social the more violent shows they watch. Further it has been shown that children who watch more violent television are less sensitive to the pain and suffering of other, and more open to violence in society. More so, children suffer from a mean world syndrome where they view the world as scary and dangerous in real life. While all of the previous has been proven through research, controversy still exists on the best way to address these problems. While media personals argue that because there is no direct correlation between these factors society need not regulate children's television, many

people including parents and psychologists disagree with this notion and are urging government officials to start regulating children's television and stop all the violent portrayals seen in cartoons and other programming. Things need to change and they can only change if we begin to question society and its morals. Furthermore, parents need to step in and take responsibility for their children's viewing habits. Parents can regulate what their children watch or can help to explain the difference between violence portrayals and reality. Overall violence in children's programming is a problem that needs addressing. What would happen if children's programs ceased to be violent? What negative impacts would this have? The answer is none, that is except for those to the medium of television, which would be limited. Only good can come from censoring what children watch on television, so a change needs to be made. There needs to be some responsibility held by the medium of television for their actions of putting violence on children's television. Violence on television is detrimental to children, adults, and society as a whole. We need to change the amount of violence in television for the betterment of society and the future generations within it.

CHAPTER THREE

RESEARCH METHODOLOGY

Research Design

The study employed both the descriptive survey design and the descriptive correlational designs. Descriptive studies are non experimental researches that describe the characteristics of a particular individual, or of a group. It was a survey study since a large number of respondents were used. It was descriptive correlational in the sense that, it was used to establish the relationship between the two variables of the study, namely; school environment and strikes in secondary schools.

Research Population

The study targeted 165 respondents. These were; 155 teachers and 10 head teachers from ten public secondary schools that run from form one to four in y in Kisii district. The schools in the area are the running the same curriculum under the ministry of Education.

Sample Size

Samples of 100 respondents were included in the study. They were a total of 90 teachers and 10 head teachers. However the researcher used a simple random sampling for the teachers who had equal chances of participation in the study whereas the head teachers the researcher employed the universal sampling technique. Since in every school there is one head teacher, all the head teachers in the 10 secondary schools were included in the study. The researcher adopted Slovene's formula of 1978 to come up with the sample population. According Slovenes' formula of 1978

Table 1:
Study Population

	Parent Population	Sample Population	Sampling Method
Teachers	155	90	Simple random
Head teachers	10	10	universal
Total	120	100	

$$n = \frac{N}{1 + Ne^2}$$

Where n = the sample size

N = Parent Population

e = the level of significance and this is 0.05.

However, as Amin *2005 ntes, the bigger the sample, the more representative the **findings are to the target population, the researcher took a sample which was above the minimum.**

Sampling Procedure

Simple random sampling was used t select teachers , and universal sampling was used to select head teachers based on the following criteri;

1. Male and female respondents.
2. School head teachers and teachers of different age groups.

Research Instruments

Questionnaire Guides: The researcher used self administered questionnaires for the respondents. These were distributed among the teachers in their respective schools. The justification for using this instrument is that questionnaires are easy to quantify and analyze. In addition, the questionnaires were used because the study focuses on opinions, attitudes, feelings and perceptions of teachers. A Likert scale was preferred because it is flexible and easy to construct. Questionnaires were used because the target population is large and literate; it is therefore possible for the respondents to respond to questionnaire items.

Validity and Reliability of the Instruments

Validity and reliability of the research instrument was ensured as follows:

Validity; After constructing the questionnaire, the researcher contacted the supervisor and three other experts. Hence, the researcher established the validity of the instrument by the use of expert judgment. This method was hailed by Gay and Airasian (2003) for being effective for survey tools. Some of the items that were recommended to be removed from the instrument the researcher did so. Then the researcher made appropriate adjustments until the instrument was declared valid.

Reliability; The reliability of a questionnaire is the consistency with which respondents interpret and respond to all the questions (Amin, 2005). There are two common methods of assessing questionnaire reliability. The method selected for this study was internal consistency method. This method involved a single pre-test group and indicated the degree to which the items in the questionnaire are inter-correlated. In this study, the split half reliability or sub divided test was calculated to further ascertain the coefficient of internal consistency. The test scores were split into two subsets, placing odd numbered items in one sub set and the even items in the other sub set. The scores were then computed for each individually using the Pearson product

moment formula. Overall, the questionnaire had a CVI index of 0.8 which was above 0.5, thus it was acceptable as valid (Amin, 2005). Following the calculations, the results revealed a product moment which meant that the instrument was 80% reliable. This rendered the instrument appropriate for use.

Data Gathering Procedures

Before going to the field, the researcher obtained an introduction letter from office of the Director of College of Higher Degrees and Research. This introduced the researcher as a student attempting to carry out an academic research. The researcher then sought permission from the head teachers of the different selected secondary schools to gain access to the respondents. The researcher used research assistants to administer the questionnaires to the target group who were the secondary school teachers. After the data was collected, processed, analyzed and then the researcher came up with a draft written report.

Data Analysis

Descriptive statistics were used to present characteristics of the sample. Descriptive statistics provided numerical information. Percentage distribution was used to analyze the data on the profile of respondents as indicated in the first objective. Regarding the second objective about the level of school environment; and the third objective of establishing the extent of strikes, the mean was used, based on the following mean ranges and interpretation;

Mean Range	Response mode	Interpretation
3.20 – 4.00	strongly Agree	Very high
2.51 – 3.25	Agree	High
1.76 – 2.50	Disagree	Low
1.00 – 1.75	Strongly Disagree	Very low

Regarding the relationship between the level of school environment and the extent of strikes, the researcher used Spearman Correlational Matrix;

Ethical Considerations

The researcher assured the informants of confidentiality. The information given to the researcher was solely for the purposes of research. The researcher avoided using any kind of enticement for the purpose of obtaining information. Throughout the period of the study, it was crucial that ethical issues to be taken into consideration to ensure reliability and accuracy of data.

Confidentiality; Anonymity and confidentiality was strictly being observed during description and reporting of findings. From the beginning of the research, the researcher made sure that the respondents' privacy was respected.

Protection from harm; The researcher has to protect respondents against potentially harmful effects of participation, for example stress through participation and loss of self-esteem.

Informed consent; Respondents were informed about the procedures of the study and hence made their decision to participate. The researcher provided information on the purpose of the study, benefits to the respondents, expected duration of participation and procedures to be followed. As part of the ethical issues, the researcher sought the consent of the participants and also to inform those participants who were willing to participate that their involvement in the study was purely voluntary.

Honesty; The researcher ensured that the honest throughout the study. To avoid plagiarism, the researcher acknowledged the works of other scholars that was utilized, reported the data as it had been collected, and during the whole data collection process, the researcher was honest to the respondents.

Limitations of the Study

The anticipated threats to validity in this study may be as follows:

1. Intervening or confounding variables which could beyond the researchers control such as honesty of the respondents and personal biases.
2. The research environments are classified as uncontrolled settings where extraneous variables may have had influence on the data gathered.
3. Testing: The use of research assistants may render inconsistencies such as differences in conditions and time when the data shall be obtained from respondents.
4. Instrumentation: The research tools were non standardized.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Chapter Overview

This chapter is a presentation, interpretation and analysis of the findings of the study whose objectives were; to determine the demographic characteristics of respondents in terms of age, gender and level of experience, determining the level of school environment, determining the level of students strikes and examining if there is a significant relationship between school environment and students strikes in Kisii County secondary schools.

Demographic Characteristics of Respondents

Table 2:
Profile of Teachers

Category	Descriptions	Frequency	Percent (%)
Age	20 – 29	35	35
	30 – 39	42	42
	40 – 49	21	21
	50 and above	2	02
	Total	100	100
Gender	Male	65	65
	Female	35	35
	Total	100	100
Level of education	Diploma	32	32
	Bachelors	62	62
	Masters	06	06
	Total	100	100

Table 1 affirms that the age distribution of the teachers is skewed to the left as it is not normally distributed as the rate of entry is not equal to that of exit. With 35% , 42% draw percentages for 20 – 29 and 30 – 39 as age interval for teachers this implied that the system had clearly youthful and energetic teachers in the system.

The female teachers emerged with the lowest percentage (35%) this can be attributed to the fact that African women, are, on average, not so aggressive like men. It could also be due to the fact that, until recently, the education of female children to

higher levels of attaining degrees and diplomas was not so much valued. Probably because of that, male respondents dominated the study. As for the education qualifications, majority of the respondents are holders of Bachelors degree ; Very few were however holding masters degree. The possible explanation for this could be because, in Kenya, education is very expensive. Not many people can afford to sponsor themselves for higher degree studies as Adams, 1987, observes.

The existence of 32% teachers in secondary schools reveals the need for a good number of teachers to go for further education. It may also be due to the fact that higher education is expensive. Much as many people would wish to go for higher education, not very many of them can afford.

School Environment

A. School Facilities

Table 3:

Shows the Level of School Facilities

	School Facilities	Mean	Interpretation	Rank
1	School buildings are not in a good condition	2.42	low	6
2	The library is available but is not well stocked	3.70	Very high	1
3	Sports and games facilities are not available	3.61	Very high	2
4	Classrooms are not neat, and have inadequate windows and doors.	2.25	low	7
5	Teachers are inadequate	1.17	Very low	8
6	Teaching is not satisfying	2.96	high	4
7	ICT facilities are not available.	3.35	Very high	3
8	Catering services (food) are poor.	2.65	high	5

	Average Mean	2.76	high	
	School Management	Mean	Interpretation	Rank
1	Management does not listen to students complaints	2.63	high	5
2	Head teacher is not always available at school	1.82	low	6
3	Head teacher does not involves students in decision making	3.49	Very high	2
4	Head teacher uses one way communication, from top to bottom	3.52	Very high	1
5	There is a big gap between school management and the students	3.11	high	4
6	School management does not utilize suggestion boxes	3.34	Very high	3
	Average Mean	2.98	low	
	Teacher Student Relationship	Mean	Interpretation	Rank
1	Teachers are not always available	3.21	Very high	1
2	Teachers do not guide students properly	2.57	high	3
3	Teachers are very cruel	2.35	low	5
4	Teachers insult students	1.89	low	7
5	Teachers over punish students	2.02	low	6
6	Teachers rely more on lecturing than discussion, when teaching	2.93	high	2
7	Teachers are not willing to share views openly with student	2.53	high	4
	Average Mean	2.50	high	
	Grand mean	2.75	high	

Table 2 reveals that, school environment in Kisii district; Kenya is high in terms of inadequacy. The grand mean is 2.76. The logic is that, the items in the questionnaire on the level of school environment are in negative form. For example, the items on each of the three concepts of school environment as per this study, namely; school facilities, school management, and teacher student relationships, the items which were ranked first were; library being available but not well stocked, mean, 3.70; head teachers not involving students in decision making, mean, 3.52; and teachers not always being available at school, mean, 3.21, respectively. The high scores of such negatives mean that such negative things are happening at a higher level in schools under study.

Regarding school facilities as one of the concepts under school climate, indicators that the libraries are available but is not well stocked as it was ranked the first with a mean score of 3.70. This was followed by the following indicators in their respective ranks as seen from table 2; Sports and games facilities are not available (3.61), ICT facilities are not available (3.35), Teaching is not satisfying (2.96), Catering services (food) are poor (2.65), School buildings are not in a good condition (2.42), Classrooms are not neat, and have inadequate windows and doors (2.25) and Teachers are inadequate (1.17).

The inadequacy of teachers being with a mean of 1.17 interpreted as very low, means that teachers are many. This is because, many respondents strongly disagreed to the item that teachers were inadequate. The adequacy of teachers reveals that the teaching profession is not shunned by people in Kisii district.

Table 2 reveals the level of school management as per the indicators that were considered by the researchers which are ranked as seen. With, Head teacher using one way of communication from top to bottom emerging the first with a mean scored of 3.52. This reflects a bureaucratic type of leadership within these schools where the strikes are occurring. This shows that, many of the head teachers in Kisii district secondary schools still hold the traditional managerial view that a boss is a boss, his or her word must be taken.

This seems to be one of the major reasons why strikes are happening. Then as follows are the indicators in their order of ranking; Head teacher is does not involves students in decision making (3.49), School management does not utilize suggestion boxes (3.34), There is a big gap between school management and the students (3.11), Management does not listen to students complaints (2.63) and Head teacher is not always available at school (1.82).

As table 3 reveals, thus calls for effective communication in terms of proper resolution of conflicts between school management and students. School strikes cannot be roundly blamed and condemned on one pillar of the schools' management; however Communication, feedback and dissemination of information are paramount. And some school managers often ignore this and without weighing the implications. Though the students' bodies (prefects) are in each and every school, they are not effectively used yet they are capable of detecting an impending strike.

Regarding teacher student relationships,

Table 2 reveals that teachers are not always on station with a mean score of 3.21 which was ranked the highest as by the indicators of teacher – students' relationship. Secondly it was also reported that when they are available, they rely more on lecturing than discussion when teaching, which had a mean score of 2.93. This implied that teachers are lowly paid as they move out for other sources of income, and this may be; farming, teaching in other schools, doing small others outside teaching

and so forth. So they will end up in circumstances that arise as consequences according to the rankings of the indicators; Teachers do not guide students properly (2.57), Teachers are not willing to share views openly with student (2.53), Teachers are very cruel (2.35), Teachers over punish students (2.02) and Teachers insult students (1.89). Table 5 shows the levels of strikes in Kisii County.

Level of Strikes

Table 4:
Shows the Level of Strikes

	Indicators of Strikes	Mean	Interpretation	Rank
1	Every after 2-3 years we strike	2.14	Low	7
2	We strike every term	1.84	low	8
3	We usually have violent strikes	3.18	high	2
4	We usually have sit down strikes and refuse to go to class	2.61	high	6
5	We believe that strikes are better than dialogue	2.71	high	5
6	When we go on strike, we urge every student to participate	2.74	high	4
7	We strike when male teachers fall in love with female students	1.77	low	10
8	We strike when outsiders of school competitors influence us	1.83	low	9
9	When food is inadequate, we strike	3.23	high	1
10	As adolescents, we feel our concerns can best be addressed through strikes	3.12	high	3
	Average Mean	2.51	high	

Table 3 reveals that the extent of strikes in Kisii district is high, with a mean of 2.51

Food inadequacy, emerged as the number one factors as to why students strike with a mean score of 3.23 as food in schools is their only source of living. This seems to point to the fact that, food is a very important aspect, whether at home, at the place of work, in schools, and elsewhere. People need to eat well and adequately to be healthy and to be able to work. As for schools, parents and the government inject a lot of money in the schools. Because of this, children need to be fed well. The findings also show that when food is inadequate they usually have violent strikes with a mean score of 3.18. Respondents disagreed that when male teachers fall in love with female is a contributing factor to school strikes as many boys may not active engaged in sexual practices.

Also respondents disagreed with the statement that students strikes are usually influenced by outsiders, for example the school competitors. This had a mean score of 1.83. Other indicators of school strikes with their mean scores are as follows; Every after 2-3 years we strike (2.14), We strike every term (1.84), We usually have sit down strikes and refuse to go to class (2.61), We believe that strikes are better than dialogue (2.71), When we go on strike we urge every student to participate (2.74), As adolescents and we feel our concerns can best be addressed through strikes (3.12).

DISCUSSIONS

Table 6 firmly ascertains that students are influenced and affected by their environment, since there is a relationship between school environment and strikes. Children exposed to the environmental conditions in school facilities are no exception. Deferred maintenance can create an environment of peeling paint, crumbling plaster, nonfunctioning toilets, poor lighting, inadequate ventilation, and inoperative heating and cooling systems. This, of course, affects both the health and the morale of staff and students.

Most alarming is the effect of poor indoor air quality on school-age children. In line with the researchers' findings, research indicates that the quality of air inside secondary school facilities may significantly affect students' ability to concentrate. The evidence suggests that youth, especially those under ten years of age, are more vulnerable than adults to the types of contaminants (asbestos, radon, and formaldehyde) found in some school facilities (Andrews and Neuroth 1988). It is unreasonable to expect positive results from students, teachers, and principals who daily work in an adverse environment as a result they end up violating.

Effective school management depends on collaboration and teamwork among teachers, students, administrators, and parents. Decision making in educational systems is frequently characterized by conflict and disagreement due to differences in interests and opinions among these stakeholders. Head teachers who are the chief executives in schools need to manage conflicts using strategies that yield functional synergies and create a constructive school culture that results in teachers' and students' satisfaction with the school climate.

As seen in table 3, where head teacher is do not involves students in decision making and only use one way communication, from top to bottom. They always reinforce the prefect system which is bureaucratic nature. Prefects are given some power to enforce their authority; they have special privileges and in many instances wear different uniforms in part or in whole to distinguish them from the rest of the student population. More often than not, the prefects abuse their power.

Since they feel that their duty is to serve the administrators and not the general student populace they act in ways to please the administrators and do not care to listen to what the students have to say. They do not communicate the students' grievances to the administrators and in most cases have created such a cloak of fear around them that the students do not feel that they can communicate their issues to them. They do not provide the students with a better idea of what is happening in their schools either.

For a channel of communication the prefect system in many instances fails miserably. Case in point is the Nyeri High School incident in 1998 where four prefects were burnt to death by their fellow students. The students said that the prefects had too much power which they tended to abuse. Hence violence bigoted violence, this taught violence and revenge as solutions to problems, and it perpetuates itself, as children imitate what they see adults doing. Children who are exposed to high levels of violence while they are growing up are more likely to use violence to solve problems when they are older (Porteus et al, 2001). Physical and humiliating punishment most often produces in its victims, anger, resentment and low self esteem.

Therefore factors like experiencing anxiety problems; ethnic violence, experiencing mental problem and fear of being punished which are Psychological factors contribute to violent behaviors. Others included being overconfident, experiencing communication problems, fear of being a deviant or undisciplined, fear of losing friends, fear of being punished, desire to uphold high parental expectations, desire to be loved by both parents and teachers and being talkative. Inability to meet parental expectations such as high academic performance may make a student to be violent. This shortcoming may be due to genetic makeup, low economic status and physical impairment. Such a student may displace his inability by bullying or fighting his colleagues.

These findings concur with those of Stafford and Cornell (2003) who found that psychopathic scores predicted aggressive behavior among 72 adolescent psychiatric inpatients. This concurs with the findings of the current study which report that mental illness is one of the psychological factors that is contributing to violence among students. Similarly, Murrie et al. (2004) found out that there was a relationship between psychopath scores and violent behavior in incarcerated adolescents.

Teachers were asked if they had witnessed a strike during their stay at the school. Out of the six schools it was only one private school where teachers said they

had not experienced a strike. In another private school teachers said they had witnessed a strike in form of a peaceful demonstration. In the other schools teachers had witnessed violent strikes involving destruction of school property and resulting in closure of the school after police intervention to disperse students.

The first key cause of strikes identified is problem of poor communication between students and administration. Where students reported that the head teacher did not listen to students views, strikes were more likely to take place as one of the teachers lamented. Second was lack of entertainment facilities and opportunities were Students particularly pointed out that they needed to watch football on pay-to-watch channels. In other schools students complained that they were not allowed to have dancing parties especially with schools of the opposite sex. Thirdly, poor sanitation in dormitories and lack of toilet facilities were mentioned. One of the teachers also revealed that when pit latrines were full administration takes long to construct new ones which also resulted into a strike that was violent. In two schools teachers reported that teachers and administration used corporal punishment and this was a source of dissatisfaction about the school climate. Where Students do not refuse punishments but they objected to heavy, unfair implementation of the school rules and regulations.

Table 5:

Spearman's Correlation Matrix for the relationship between school environment and students' strikes in Kisii County secondary schools in Kisii south district

			Facilities	manag ement	Teacher – student relationshi p	strikes
Spearman's rho	Facilities	Correlation Coefficient	1.000			
		Sig. (2-tailed)	.			
		N	100			
management		Correlation Coefficient	.176	1.000		
		Sig. (2-tailed)	.152	.		
		N	100	100		
Teacher – student relationship		Correlation Coefficient	.009	.123	1.000	
		Sig. (2-tailed)	.944	.318	.	
		N	100	100	100	
Strikes		Correlation Coefficient	.272*	.101	.145	1.000
		Sig. (2-tailed)	.025	.413	.717	.
		N	100	100	100	100

*. Correlation is significant at the 0.05 level (2 tailed).

Source: Primary data

From the table 4 of correlation matrix above it can be noted that there was a significant positive relationship between school environment and students' strikes in schools ($r=0.272, 0.101, 0.145$ P-values >0.05) respectively for facilities, management and teacher – students relationship. This implies that spearman's rank correlation coefficients are greater than 0.05 hence at a five level of significance the r – value is greater than 0.05 hence rejected the hypothesis, then taking on the alternative hypothesis that there is significant relationship between school environment and school strikes in secondary schools

These findings mean that, school environment highly determine the occurrence of strikes in Kisii district, Kenya. Since the study revealed that the conditions obtaining in the secondary schools in the District are, on average, poor, it is not surprising that the extent of strikes is high.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Chapter Overview

This chapter provides the discussion for the research findings, conclusions and the recommendations from the study. The discussions, conclusion and recommendations were made in accordance with the research objectives.

Summary of Findings

This study was guided by four objectives, namely; to explore the profile of respondents; to determine the level of school environment in Kisii district, Kenya; to determine the extent of strikes in Kisii district secondary schools; and to examine the relationship between the two variables of the study.

Regarding the first objective of the study; that is, to determine the profile of respondents, it was found out that majority of the respondents were aged between 20 and 29 years of age. Only 2% of the respondents were above 50 years of age.

The level of school environment was found out to be high in terms of inadequacy. In other words, school environment in the schools under study was poor.

On the third objective, it was found out that, the extent of strikes was high, with a mean of 2.51.

The relationship between the level of school environment and the extent of strikes was found out to be significant.

CONCLUSION

Based on the findings of this study, the following conclusions are made

1. The null hypothesis of the study was rejected. The study established that there exists a significant relationship between the level of school environment and the extent of strikes in selected schools in Kisii district.
2. The theory of the contingency approach to solving conflicts has been upheld. According to this theory, though a manager may have a conflict management strategy, various approaches may be appropriate in various situations. This has been approved in the sense that, the reported high extent of strikes in Kisii district secondary schools shows that if the head teachers were applying the various approaches to manage conflicts, the strikes would be low.

RECOMMENDATIONS

In light of the findings and conclusions of this study the following recommendations were made for the improvement between school environment and management students' strikes in secondary schools:

The establishment of Students Representative Council (SRC) in each school and the enlightenment of the students on the importance of the SRC will enhance conflict management strategies. This should be implemented alongside initiating open assemblies (attended by teachers, administrators, and students) for airing grievances in an environment of openness, tolerance and respect. This would ensure that students are involved in the administration of their schools to decrease the incidences of conflicts. Concerning the implementation of school rules and regulations, the school administration should meet students. Dialogue with students to discuss discipline

matters, rules and regulations as well as issues that affect them on regular basis should be considered as a priority.

There is need to reason and talk with students in age appropriate ways. Verbal teacher-student interactions enhance children's cognitive ability, model patience, kindness, empathy, and cooperation. Parents and teachers should be aware of the powerful influence their actions have on a child's or group's behavior. Also daily opportunities should be provided for students to practice rational problem solving, and to study alternatives and the effect of each alternative. Students should be allowed to participate in setting rules-and identifying consequences for breaking them. This empowers students to learn how to manage their own behavior. Provide consistency, structure, continuity, and predictability in student's lives. Encouraging student's autonomy-allows them to think for themselves, and to monitor their own behavior, letting their conscience guide them.

Recommendations for Future Research

- This study should be replicated, using a different population to determine whether school environment is related to student' strikes, involving a bigger sample of schools to validate the findings of this study and shade more light in various educational institutions countrywide.
- More research also might help to demonstrate a strong relationship that, in turn, allows findings to be generalized. Because of the limitations of the questionnaire instrument to assess some of the environmental conditions that were alike among all Kenyan public schools, such as the thermal and visual environments, extensive research is needed to examine the influence of these factors on students' behaviour.

- Kenyan teachers' attitudes toward the conditions of the public school buildings and subsequent influence on pupil attitudes are fodder for another important study that should be conducted. Such study would examine whether or not the working conditions have direct positive and negative effects on teacher morale, feelings of effectiveness in the classroom, and the general learning environment.
- Teacher satisfaction or dissatisfaction and the school buildings should be explored because the conditions of the school buildings might cause the teacher dissatisfaction if a teacher feels that he or she cannot utilize the classroom for a better teaching style because of a small classroom space filled with more students than expected. In addition, a teacher might feel dissatisfied when the classroom or the school building is in poor or even sub-standard condition.

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APPENDIX I B

TRANSMITFAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am a Masters. in Educational Management and Administration candidate of Kampala International University. Part of the requirements for the award is a thesis. My study is entitled, school environment and students' strikes in selected secondary Schools in Kisll County, Kisll South District, Kenya"

Within this context, may I request you to participate in this study by answering the questionnaires Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

Thanking you in advance for your cooperation.

Yours faithfully,

Otuke silas Nyamato

APPENDIX: QUESTIONNAIRE

Research Questionnaire to analyze the Level of School Environment and the Level of Strikes in Selected Secondary Schools in Kisii county Kenya

Dear Respondent,

I am a student of Kampala International University carrying out an Academic research for an award of a Master of Education Administration.

Please kindly answer the questions as they relate to you as possible. The questionnaire is intended to collect information for a research study entitled "school environment and students' strikes in selected secondary schools Kisii county" All data collected will be treated with confidentiality and analyzed for academic purposes.

N.B:

- The exercise is purely for academic purposes. Therefore, any information given shall be treated with due confidence.
- The researcher will maintain anonymity in quoting specific statements unless permitted otherwise by the person(s) concerned.

Please tick appropriate option in the box provided and the researcher will highly appreciate your responses.

Thank you in advance

Yours faithfully

Otuke Silas Nyamoto

A. Profile of Respondents:

- 1. Gender -----
- 2. Age.....
- 3. Qualification.....
- 4. Number of years working here-----

Direction: Please write your rating in the space before each option which corresponds to your best choice in terms of school environment. Kindly use the scoring system below:

Score	Response model	Description	Interpretation
4	Strongly Agree	You agree with no double at all	Very high
3	Agree	You agree with some doubt	High
2	Disagree	You disagree with some doubt	Low
1	Strongly Disagree	You disagree with no doubt at all	Very lo

1. SCHOOL ENVIRONMENT

A. Facilities

- 1. School buildings are not in a good condition
- 2. The library is available but is not well stocked
- 3. Sports and games facilities are not available
- 4. Classrooms are not neat, and have inadequate windows and doors.
- 5. Teachers are inadequate

- 6. Teaching is not satisfying
- 7. ICT facilities are not available.
- 8. Catering services (food) are poor.

B. School Management

- 1.Management does not listen to students complaints
- 2.Head teacher is not always available at school.
- 3.Head teacher is not involves students in decision making
- 4.Head teacher uses one way communication, from top to bottom.
- 5.-There is a big gap between school management and the students
- 6.-School management does not utilize suggestion boxes.

C. Teacher –Student Relationship

- 1.Teachers are not always available
- 2.Teachers do not guide students properly
- 3.Teachers are very cruel
- 4.Teachers insult students
- 5.Teachers over punish students
- 6.Teachers rely more on lecturing than discussion, when teaching.
- 7.Teachers are not willing to share views openly with student.

Level of Strikes

- 1. Every after 2-3 years we strike

- 2. We strike every term
- 3. We usually have violent strikes
- 4. We usually have sit down strikes and refuse to go to class.
- 5. We believe that strikes are better than dialogue.
- 6. When we go on strike, we urge every student to participate.
- 7. We strike when male teachers fall in love with female students.
- 8. We strike when outsiders of school competitors influence us.
- 9. When food is inadequate, we strike.
- 10. As adolescents, we feel our concerns can best be addressed through strikes.

RESEARCHER CURRICULUM VITAE

BIO DATA

NAME : OTUKESULASNYAMATO
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OCCUPATION : teaching
MARITAL STATUS : Married
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EDUCATION LEVEL INSTITUTION

YEAR	INSTITUTION	AWARD
1981-1991	Getare Primary School	KCPE certificate
1992-1996	Sengera Manga High School	KCSE certificate
1999-2005	Maseno University	Degree in Bachelor Education Arts
2010-2012	- Kampala International University	Pursuing Masters Degree In Education Administration and Management.

WORK EXPERIENCE

Gekano boys- teacher

HOBBIES:

Sports, Drama and Music

LANGUAGES:

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