

School Factors Associated with Student Violence in Secondary Schools in Nandi South District, Kenya

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Abstract

This paper examines the school factors associated with violence in secondary schools based on a study of schools in Nandi South District. The paper specifically discusses the research findings on the school factors associated with violence in terms of head teacher, teacher, student, drug abuse, facilities and food factors as well as identifying the leading school factor associated with violence in secondary schools in Nandi South District. The research was descriptive in nature. The target population consisted of head teachers, teachers and Form Three students in secondary schools in Nandi South District. The study established that the presence of drugs, lack of enough facilities and food causes, students who have a negative attitude towards their schools, who do not do well in exams, who feel teachers do not understand their behaviour, receive peer influence and often resort to violence, to express their dissatisfaction; all were the major causes of violence in schools. Moreover, students who have a negative attitude towards head teachers in terms of leadership styles, communication and rules and regulations turn violent to express dissatisfaction. Students also resort to violence to react against shortage, transfer, teaching methods and emphasis on exams by teachers. It is recommended that head teachers, as chief executive officers of schools, should ensure that their schools have adequate facilities and food for smooth running of programmes.

Keywords: School Factors, Student Violence, Secondary Schools, Nandi South District, Kenya

1. Introduction

Violence is a disturbing issue across the world today. It is a subject of great concern in homes, schools, workplaces, and social places, rural and urban areas. According to Rutebuka (2001), violence is an unjust force or injury that is done to that which is entitled to respect or observance. Violence is evident in educational, social, family and political scenarios as observed by various authors. For example, Severe (2000) argues that violence has become rampant in society for the simple reason that when children are exposed to so many acts of violence (even through the media), they begin to believe that violence is acceptable. School violence is equally a central issue of concern for school personnel, researchers and families. English (2004) emphasizes that research has shown that violence and misbehaviour, negatively impact on the learning environment, and promote a climate and a culture of concern and fear among teachers and administrators while at school. Furthermore, violence disrupts schools from functioning, students from learning and teachers from working. It is clear from the above explanations that violence is deeply rooted in our contemporary society. However, this should not scare us from seeking solutions that can help to eradicate the problem of violence.

1.1. Head Teacher Factors and School Violence

More often than not, people comment that the school is the head teacher and the head teacher is the school. In other words, the school and the head teacher are inseparable. When the school does well in the various activities, the head teacher receives praise and when it fails, the head teacher carries the blame.

The head teacher is therefore a person of crucial significance in a school society who cannot be ignored. He is the leader in a school set up who provides leadership. According to Robbins et al.(1986), leadership is the ability to influence a group toward the achievement of goals. The source of influence may be formal, in that it is provided by the possession of managerial rank one holds in an organization. The authors explain clearly that since management positions go with some degree of formally designated authority, an individual may assume a leadership role as a result of the position he or she holds in the organization. They also argue that not all leaders are managers or for that matter, not all managers are leaders. Leadership is not a position or a skill but a reciprocal relationship between those who choose to lead and those who decide to follow. The strategies, skills, tactics and practices are empty unless the fundamental human aspirations that connect leaders and the head teacher are understood. The piece of advice in this case is that successful leadership has to do with leaders being part of, not a part from those they lead (Kouzes & Posner, 1993).

Head teachers of secondary schools carry out their duties in different ways. It is for this reason that Bennarset al (1994) point out that leadership may be exercised through verbal or non-verbal communication with the intention of influencing the feelings, thoughts, views and behaviour of others. The manner of influencing other people will vary from one leader to another and that it could be done through guidance, consultation or coercion. The Nation Team in the article “Students riot” which appeared in the Daily Nation (2005, July 21, p. 17) note that students of Khalaba Secondary School in Butere rioted and beat up their BOG Chairman whom they claimed was supporting the head teacher. They were demanding the head teacher’s transfer. They accused him of high handedness. In September 2005, the Nation Team in the article “Property destroyed” earlier mentioned, reported that students of Bungoma Town High School turned violent and started a fire that destroyed property worth more than two million Kenyan shillings. During the same period, students of Khalaba Secondary School protested at the high handedness of their head teacher. According to Kouzes and Posner (2002), sensitivity to people’s needs and interests is a key ingredient in building trust. It is concluded that the simple act of listening to what other people have to say and appreciating their unique points of view demonstrates the leader’s respect for others and their ideas. The head teacher in a school must have concern for pupils and proper relations with members of staff. Through proper leadership the school should provide conditions which will foster development in knowledge, skills and good attitudes.

On school rules and regulations, Hoy and Miskel (1996) clearly explain that educational administrators must learn how to anticipate and avoid the negative consequences of bureaucratic rules and regulations. The argument is that rules having a punishment-centred pattern are most likely to evoke negative consequences. These same rules are not jointly initiated by students and head teachers but by one group to coerce the other group to comply; and they result in punishment of one group by the other when the rules are violated, hence introducing tension and conflicts. This translates to the view that rules and regulations need to be formulated with consultation between students and teachers if they are to be relevant and useful. Rules have become inevitable in dealing with the youth.

According to Alcorn et al. (1970), school administration plays a critical role in discipline. Whenever a head teacher fails to give teachers the help they deserve in disciplining students, control problems multiply and school morale deteriorates rapidly. It is noted that policies and regulations that govern achievement and behaviour of its students are also a source of disciplinary problems arising within the school. In this case, regulations, as well as their enforcement, which are either too severe or too lax may also lead to control problems.

Administrators, who frequently resort to physical punishment, especially for the older children, soon reap a harvest of rebellion and aggressive behaviour. Disorder results due to bureaucracy in schools, which is seen in rigid uniformity and rigid expectations. The reasoning in this case is that head teachers are not considerate of exceptional children. It is noted that highly bureaucratic schools allow little responsibility and do not empower students to learn on their own (Macionis, 1987). Head teacher’s communication style is a process of transferring thoughts, feelings or information from one person to another, is an area that a school head teacher should handle cautiously.

Communication is either verbal or non-verbal. The school’s verbal communication may include announcements, classroom teaching, commands and directives by word of mouth. On the other hand, non-verbal communication may involve tone of voice, postures, crying, slamming a door, nodding, or shaking a head, clapping hands and frowning. Of interest, however, is the fact that non-verbal communications are indications of motives, feelings and sentiments.

This form of communication can be easily misunderstood or misinterpreted. Head teachers often mistake quiet students to be polite. This is not necessarily the case because people can behave differently in different ways. The head teacher provides the vision and the purpose, which moves the school beyond achieving competence to maximizing potential. Such a head teacher inspires students and staff to embrace the school's mission. The exemplary head teacher then models the type of behaviour expected of students and staff. His vision must be clearly communicated through behaviour and those who can make it a reality must share it. It is the head teacher who sets an orderly and safe school environment that is conducive to learning. In such a setting, pupils and teachers feel secure and the overall culture excludes the idea that learning is the school's major business.

1.2. Teacher Factors and School Violence

Although it is common knowledge that the role of teachers in secondary schools is to teach, it is worth noting that the kind of teaching and behaviours that they demonstrate in school can either generate or hinder violence in the same schools. Moreover, teacher shortage is a suggested source of violence. This means that students may be taught certain subjects by unqualified teachers or are not taught completely. The Nation Team in "School closed as students run riot" which appeared in the Daily Nation (2005, September p.6), noted that in September 2005, the students of Chebisaas Girls Secondary School in Nandi South District rioted leading to the closure of the school. They complained of shortage of teachers among other grievances. The transfer of teachers helps in improving motivation and job satisfaction. These transfers can be on promotion, replacement or for convenience. However, Okumbe (1998) suggests that there should be a clearly stated transfer policy which spells out the conditions and circumstances for transfer of teachers.

According to Alcorn et al. (1970), a teacher has reasons to worry if his class is unresponsive and boring, seeking its satisfactions in rowdy behaviour or frequent day-dreaming. The source of trouble may be the curriculum. This means that the school programme is organized in a way that it fails to meet the needs of many boys and girls who represent such great diversity in interests, abilities and backgrounds. It is notable that the secondary school curriculum has been academic and bookish and that learning has been based on the accumulated heritage of mankind as recorded in books with a singular neglect of the experiences and problems of everyday living. In secondary schools today, the problem of student adjustment to the curriculum is so acute. Sometimes the most important goal of education, that is, improved behaviour of boys and girls, has been neglected. Furthermore, Alcorn et al. (ibid.) observe that the teacher and the teaching methods, that are monotonous with definite routines and inappropriate instructional procedures lead to behaviour problems.

Teachers may also be ineffective. The most frequently perceived causes of teacher ineffectiveness are deficiencies in components of pedagogical knowledge, in class components requiring student teacher interaction such as lesson implementation skills, ability to establish rapport with students and classroom management skills (Torff & Sessions, 2005). Promotional policies, particularly in exams, are also a source of discipline problems. Alcorn et al. (1970) note that excessive stress on examinations or competition for school marks creates a climate conducive to behaviour problems. The advice is that expediency rather than delayed action for investigation of causes and effects of misbehaviour must govern what teachers do to correct this misbehaviour. Otherwise, the welfare of either the individual or the group may be jeopardized.

In the article "School Unrest" in the East African Standard (2001, July 1, p.1S), the then TSC Secretary, Mr. Benjamin Sogomo, took issue with teachers who utter negative sentiments about their schools' administrators which lead students to rebel. In fact, Brendgen, et al (2007), elaborated that, the teacher-child relationship exerts a major influence on children's academic, social, behavioural and emotional problems. Children who have a negative relationship with their teachers especially those who experience verbal abuse by the teacher are likely to miss out on important learning opportunities and are at risk for an increase in behaviour problems. The teacher himself is one of the sources of behavioural problems in schools. It is advisable that teachers work in harmony with fellow teachers, head teacher and students. This will foster unity and create confidence among students on the adults leading them in the school.

Of all the influences in a school that provoke misbehaviour or good behaviour on the part of students, the most pervasive is that of teachers. Personality, character, attitudes and observable actions are all factors that determine the effectiveness of a teacher's relationships both with students and colleagues. The personality of the teacher is crucial. Those who demonstrate qualities of kindness, sympathy, and understanding, radiate warmth among the students. Teachers in this respect are required to be professional in their way of doing work (Amundson, 1988).

It is also notable that a teacher's attitude is vital. How a teacher feels about his job, his colleagues, and his students has a direct bearing on student behaviour. The attitude of the teacher toward his profession and colleagues may have a direct significant bearing on classroom control. His attitude towards his students also ultimately determines his success or failure in improving their behaviour. The reason is that students will often try to live up to a teacher's expectations. Coupled with attitude is a teacher's character, which is equally important in influencing student behaviour. According to Alcorn et al (1970), the teachers may talk much but their actions are always more impressive than their words. Teachers should know that they could provide a happy school environment, an island of security in a sea of trouble. Violence has a great damage on student's educational readiness, teaching and learning environment and the society at large. Before observing and labelling a student as violent, it is necessary to understand that the environment of the child may be violent.

Teachers ought to be constantly aware of their interactions within the school environment because children constantly observe and evaluate them. For example, if teachers do not show concern for students, the students may perceive them as only present for payment and that they do not care about them as illuminated in the book (Stevenson, 1994). Moreover, effective teachers are inevitably those who care and know their students both formally and informally. They know their names; understand their learning styles, needs and personality. They even know their likes and dislikes and can tell what may affect their behaviour and performance. From the point of view of students, effective teachers are those who avoid using ridicule and prevent situations in which students lose respect in front of their peers. They offer opportunities to students to participate and to succeed. As a result, they do not make excuses for student outcomes but hold their students responsible while accepting responsibility.

1.3. Student Factors and School Violence

The student attitude towards school, teachers and subjects cannot be ignored when addressing violence in schools. Together with attitude are peer influence and personality, which also take the upper hand in causing violence among the youth. In the article "Security Measures on School Crime in Texas Middle and High Schools", Cheurprakobkit and Bartsch (2005) argue that students who involve in violence normally have emotional problems that require to be addressed. It is also important to understand that punishment is still a main method of preventing violence. A peer group is a social grouping whose members have common interests, social position and age group. Peer groups in schools are composed of friends who escape from direct supervision of adults with the newfound independence among themselves. Individual students in a school set up, are influenced by peer groups to which they belong (Macionis, 1987). The school and peer influence determine student behaviour. Children come into contact with peers in the school with whom they share their experiences in learning as well as at play. Peers assume certain roles that influence the child to evaluate his performances, realize his place in the group, and assume his role in the group leadership. Peers compare and consult themselves in whatever they do. A violent group therefore influences those joining them towards violence. On criticism and rebellion, Bennaars et al (1994) note that the peer provides room for others to express their hostility, to be noisy and critical. It also promotes a tendency to do all that adults forbid them in school and at home.

These actions definitely gain the peers' approval. Attitudes produce evaluative statements that are either favourable or unfavourable concerning objects, people or events. They reflect on how one feels about something. The values that one holds, influences his attitude and dictate the behaviours one engages in. Therefore, this means that students begin imitating the attitudes of popular people in the society, particularly in the school environment. This explanation translates to the view that students develop negative attitudes towards teachers, subjects and the school as a whole, and hinder their academic performance in one way or the other. In fact Hughes (1994) affirms that children with negative attitude toward education are at risk because they are unable to take full advantage of the educational opportunities available to them. In the paper entitled *School Management: Potholes on the Educational Pathway* (2005) by Communications and School Management Consultants, it is observed that some students have a negative attitude towards some subjects, for example poetry and grammar in English language, Mashairiand Fasihiin Kiswahili, map reading and Geography, only to mention but a few.

Personality is a dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment. Personality is the sum total of ways in which an individual reacts and interacts with others. According to Robbins et al. (1994), personality determinants are hereditary, environmental and situational. The school set up then forms the environment and creates situations in which to shape personality traits for better or worse. As such, there are different demands in different situations that call for different aspects of one's personality to either be improved or inhibited.

Every human being is perceived to be of a distinct personality having a unique set of traits and characteristics. Thus two students in the same school will react differently to violence. One may be destructive and the other peaceful (Manuel & Leovigildo, 1986).

In fact, Alcorn et al (1970) also highlight that the problems of adolescents are due to dramatic changes occurring among the youth during the growth period. It is stressed that the youth require the guidance of adults to be able to go through this stage. The teachers are advised to be aware that failure to achieve satisfaction of basic needs on the part of students is a source of rebellion and misbehaviour. In particular, these needs of students are noted as affection, security and success. It is further suggested that since the youth demonstrate noticeable qualities such as curiosity, hero worship and a venturesome spirit, the teachers need to know that boys and girls need freedom of movement or else if they are imprisoned in their seats too long, pent up energy eventually dissipates itself into disorder. Gaynor and Croll (2006) observe that students in schools resort to indiscipline and in particular truancy because of poor relationships with teachers, bullying and even the general dislike of the atmosphere of the school. Sometimes this even has to do with the change of school.

1.4. Drug Abuse

The use of drugs and alcohol is a national problem. Rutebuka (2001) observes that no one ignores how drugs affect one's actions after his ability to think normally has been disturbed. Alcoholic beverages, tobacco, narcotics, cannabis, hallucinogens, inhalants, stimulants and caffeine beverages are some of the drugs found in schools (Amayo & Wangai, 1994). It is further noted that alcohol, for example, encourages violent and criminal behaviour in schools. Sanchez and Agpaoa (1997) made the following observations with regard to drug abuse and the youth:

- Drug abuse is predominant among young people between the ages of 12 and 24 years.
- Drug abusers are found in and out of school.
- Drug abuse is related to the problem of personal maladjustment and the inability to relate satisfactorily with people.

It is notable that people, especially teenagers, resort to drugs for curiosity due to misinformation from friends and also to escape from the boredom of bearing with the routine of everyday life. Sanchez and Agpaoa (ibid.) note that persons who have taken drugs become irritable, discourteous, defiant and aggressive.

Drugs undermine the school environment necessary for learning. According to Lickona (1991), adolescents face many challenges and stresses which range from physical changes, mood swings, tension with teachers, academic demands, peerpressure to relating with the opposite sex, and the need for them to develop a sense of adequacy and find values and goals worth living for. If students face these challenges and work through them, they mature intellectually, emotionally, socially and morally. But if they resort to drugs as an escape or crutch their maturation is slowed down. It is therefore not surprising when Kamuri (2006) reports that police officers with sniffer dogs checked the bags of students from Brookshine Secondary School for drugs. This reinforces the fact that drug abuse in our educational institutions is rife and that urgent measures need to be taken to stop this problem. It is further observed that it is currently common to see students with sachets of alcoholic drinks in their pockets during school outings, music festivals, drama and in some cases, in class and dormitories.

1.5. Facilities and Food Factors

Secondary schools cannot run successfully unless they have the necessary facilities to enhance teaching and learning. Schools require classrooms, offices, laboratories, libraries, latrines and play grounds, just to mention a few. The issue of facilities is even magnified in the case of boarding schools, for the simple reason that students have to be provided with food from breakfast through supper. Facilities are among the problems facing schools. Lunenburg and Ornstein (1991) have observed that whenever Board of Governors of schools sit to discuss a school plant, facilities will not be left out.

It is no wonder that Amadala and Kusimba (2005) have reported that in September 2005, the students of St. Antony Secondary School in Trans Nzoia District resorted to violence, in which they smashed classroom windows and damaged their head teacher's car. They went on rampage claiming that meals were poor and that lack of electricity had affected their studies. It is not surprising that students destroy the same facilities to show dissatisfaction in school. Amadala and Kusimba (2005) also note that in the same month Bungoma High School students destroyed school property worth more than two million Kenya shillings. A laboratory, a library, computer room and the entire administration block were put on fire.

Furthermore, a 10-room tuition block, adormitory and a dining hall had their glass windows smashed while their wooden doors and windows were ripped off.

Crowded, unattractive school buildings are also conducive to confusion and disorder. On the contrary, a physical environment that is comfortable, attractive and orderly is likely to improve student behaviour. Furthermore, maintenance of proper temperature, ventilation and lighting in the classroom is important, not only from the standpoint of good discipline but also in protecting the physical health of students. Alcorn et al (1970) argue that students who lack physical comfort provided by ventilation in rooms, chairs, desks, tables and apparatus among others, become inattentive and unproductive and may lead to disorder in class. On the same breath, Stronge (2002) notes that effective head teachers need to prepare teaching and learning materials in advance and avail requirements for daily tasks and routines to avoid time wastage. UNESCO (1984) observes that the effective control of the flow of materials and the development of procedures for the management of educational materials and equipment is a necessity in all countries. UNESCO also notes that maintenance, training on use and evaluation of these materials and equipment is very important. A safe and orderly physical environment is vital in a school set up. Effective schools have a sense of quiet pride in high achievement and a sense of care that is reflected in the positive physical appearance of a school where repairs on facilities such as grounds, exterior and interior buildings and sanitary facilities are made immediately.

1.6. Statement of the Problem

Violence in secondary schools is a pertinent contemporary issue that requires urgent attention because of the damage it causes. It has led to deaths, destruction of school property, and disruption of teaching and learning, resulting to poor academic performance. The study, therefore, sought to find out school factors associated with violence in secondary schools in Nandi South District as perceived by head-teachers, teachers and students.

1.7. Limitations of the Study

The study limited itself to head teachers, teachers and form three students as members of the school society. Specifically, thirteen head teachers, ninety-five teachers and two hundred and twenty Form Three students were targeted. The study was limited to school factors only. These included, head teacher, teacher, student, drug abuse and facilities and food factors given the time that was available for research. Members of the non-teaching staff were left out. Besides, Form Four students would have also been used in the study, but during this time, they were busy registering and revising for KCSE.

2. Materials and Methods

This study was carried out in secondary schools in Nandi South District. The District is located in the North Rift Valley region of Kenya. The research was descriptive in nature targeting a population of head teachers, teachers and Form Three students in secondary schools in Nandi South District. There were forty-five (45) head teachers, three hundred and sixty (360) teachers and seven thousand and two (7002) students in the forty-five secondary schools in the District. The Form Three students were one thousand five hundred and three (1503) in total. The author employed purposive sampling to group the forty-five secondary schools in Nandi South District according to type in terms of boarding status and gender. The co-educational boarding secondary schools were nine, co-educational day secondary schools were seventeen, boys boarding secondary schools were nine and girls boarding secondary schools were ten. Thereafter a simple random sampling was used to select three co-educational boarding schools, five co-educational day schools, three boys' boarding schools and three girls' boarding schools to give a total of fourteen secondary schools selected for study. The total number of possible respondents in the fourteen schools of the sample amounted to three hundred and sixty-one persons (14 head teachers, 112 teachers and 235 form three students). The author developed questionnaires that were used in the study to collect data after validation.

Data analysis was done based on research questions using the statistical package for social sciences (SPSS). Descriptive and inferential statistics were used to analyze the collected information. The descriptive statistics used included frequencies, percentages and means whereas the inferential statistic used was the Pearson correlation.

3. Results and Discussion

The study sought to determine the factors associated with violence in secondary schools in Nandi South District in terms of head teacher, teacher, student, drug abuse, facilities and food factors.

To answer this research question, all the respondents (328) were given a set of close-ended questions on head teacher factor, teacher factor, student factor, drug abuse and facilities and food factor to respond to. They responded to the questions using the five point Likert scale of strongly agree (5), agree (4), moderately agree (3), disagree (2) and strongly disagree (1).

3.1. The Head Teacher Factors

There were five items on the head teacher factors on the questionnaires, which were responded to by all the three hundred and twenty eight (328) respondents. The respondents agreed that head teachers in secondary schools in Nandi South District interacted with students freely (M= 4.0549), and addressed students' problems promptly (M= 3.8506). They also agreed that head teachers communicated with students frequently (M= 3.7378). However, the respondents moderately agreed that head teachers were always present in school (M= 3.4878) and involved students in formulation of school rules and regulations (M= 2.7896). It is therefore notable that the head teachers' absence in schools is a possible cause of violence in schools. When head teachers are absent from schools, students' problems cannot be addressed immediately. Furthermore, the moderate agreement on students being involved by head teachers in formulation of school rules and regulations is another possible source of trouble in schools.

From these findings, the students were hardly involved in formulation of school rules and regulations. It is possible that students found the same rules and regulations too strict, hence did not obey them because they were not involved in their formulation. These results were in agreement with those of Bennarset al (1994) that autocratic head teachers dictate to the members of the institution without allowing teachers and students to freely exchange views on school matters. They further advise that a head teacher must consult members in an institution before taking action on matters that affect the running of the school. On the same breath, Macionis (1987) opines that disorder results due to bureaucracy in schools.

3.2. Teacher Factors

The students, head teachers and teachers responded to six items on the teacher factor. The respondents generally agreed that teachers encouraged students to work hard (M= 4.63) and that the same teachers were good role models to students (M= 4.21). They also attended to lessons regularly (M= 3.86), and that they put too much emphasis on exams in schools (M= 3.77). However, the responses on enough teachers to teach the required subjects (M= 3.29) and that, teachers punished students harshly (M= 3.05) were moderate. In this case, the response on enough teachers to teach the required subjects and teachers punishing students harshly were possible causes of dissatisfaction among the students that easily culminated to violence. Students, as such, resorted to violence to express their dissatisfaction with regard to shortage of teachers and harsh punishments by teachers, and especially when their grievances were not addressed promptly. These results agreed with those of Okumbe (1998) that transfer of teachers needs to be carried out using a clearly stated transfer policy so as not to affect students' learning. From these findings it was also suggestive that students did not like a system of education that was too academic and that put too much emphasis on examinations. In fact, Alcorn et al. (1990) points out that a curriculum that is too academic and bookish can cause trouble in schools. In this respect, some flexibility needs to be allowed in the secondary school curriculum in Kenya.

3.3. Student Factors

The five items on student factor were responded to by three hundred and twenty-eight respondents. The respondents were students, head teachers and teachers. The respondents generally agreed that students were proud to be in their schools (M= 4.16).

They also enjoyed the company of classmates and friends (M= 3.98) and that they did not do well in certain subjects (M= 3.93). The respondents moderately agreed that students were comfortable interacting with teachers (M= 3.50), and disagreed that the teachers did not understand the students' behaviour (M= 2.41). This moderate response on students' comfort while interacting with teachers is a hint to the effect that the relationship between teachers and students is a possible cause of violence in schools. These results indicate that students in secondary schools in Nandi South District did not do well in some subjects and that they were influenced by peers because they enjoyed the company of classmates and friends. It is therefore possible that students who were unruly in schools influenced others to join them to cause violence.

This was in agreement with what Macionis (1987) argues, that in a school set up, the peer groups to which they belong influence individual students. On the same note, Robbins (1986) argues that students who developed negative attitudes towards teachers, subjects and the school hinder their academic performances and in particular do not do well in certain subjects.

3.4. Facilities and Food Factors

On this factor, there were seven items on the questionnaires that the three hundred and twenty eight respondents responded to. The respondents were students, head teachers and teachers. The findings indicated that laboratory equipment were not enough for all students (M= 2.42). This meant that students were disadvantaged while handling science subjects. Furthermore, the respondents moderately agreed that there were enough textbooks in schools (M= 2.89), classrooms were not well ventilated, chairs uncomfortable and desks broken (M= 2.58), balls and nets for games were enough (M= 3.04), students get enough food in school (M= 3.46), playing fields were spacious and marked (M= 2.57) and that toilets/latrines were enough for all students (M=2.89). These moderate agreements seem to indicate that these facilities and food requirements were causes of trouble in schools. Students possibly turned violent to express their dissatisfaction and anger because of limited facilities. It is therefore clear that unless these areas are checked on and improved, students are likely to resort to violence continuously due to dissatisfaction. These findings are in agreement with those of Alcorn et al. (1970) who noted that unattractive school buildings are conducive to confusion and disorder. Stronge (2002) advises head teachers to prepare teaching and learning materials in advance and avail requirements for daily tasks and routines to avoid time wastage and possible disruptions through violence.

3.5. Drug Abuse Factor

There were five items on the drug abuse factor that the students, head teachers and teachers responded to. The respondents generally disagreed with the items 'drugs were available in schools (M= 1.69)', 'students brought drugs from home (M= 1.56)', 'students smoked cigarettes/bhang (M= 1.55)' and that 'students took alcohol when they got a chance to (M= 2.24)'. They moderately agreed that students could bring certain foods to school (M= 3.2). This moderate agreement indicated that students taking food to school was a possible cause of violence in schools for the simple reason that drugs could be taken to school with food. Unless security in secondary schools is intensified drugs could easily gain entry without the knowledge of the school administration.

It is possible then for drugs to have gained entry into schools because of the security, which seemed to be lax or students might have bought them from the shops. No wonder Sanchez and Agpaoa (1997) note that people and especially teenagers resort to drugs for curiosity due to misinformation from friends and also to escape from the boredom of bearing with the routine of everyday life. Students therefore become irritable, discourteous, defiant and aggressive. Furthermore, all the respondents (328) were asked to respond to an open-ended question on the major reasons behind students resorting to violence. The open-ended question stated, 'what is the major reason behind students resorting to violence?' From the findings, 46.2% of the head teachers identified lack of enough facilities and food as a major reason behind violence. The other reasons that the head teachers gave include delay in addressing students' problems (38.5%), drugs (38.5%), conflicts among students (30.8%), theft cases (30.8%), misunderstanding between students and administration (30.8%), and lack of enough teachers (15.4%). The teachers noted that violence was caused by lack of enough facilities and food (49.5%), theft cases (47.4%), conflicts among students (46.3%), misunderstanding between students and administration (43.2%), delay in addressing students' problems (36.8%), drugs (29.5%) and lack of enough teachers (24.2%).

The students on the other hand noted that lack of enough facilities and food (64.1 %), delay in addressing students' problems (45.9%), harsh rules and regulations (44.5%), boring routines (38.6%), lack of enough teachers (35.0%), conflicts among students (33.2%), drugs (21.4%), theft cases (19.5%) and misunderstanding between students administration (16.4%) were causes of violence in schools. The head teachers, teachers and students all listed lack of enough facilities and food as a major cause of violence in secondary schools. Of interest, however, is that whereas students noted boring routines and harsh rules and regulations as causes of violence, the head teachers and teachers did not list them as causes of violence.

Overall, the head teachers (46.2%), teachers (49.5%) and students (64.1 %) noted that lack of enough facilities and food was a major cause of violence in secondary schools in Nandi South District with an average percentage of 59.1 %.

The other causes of violence pinpointed by respondents were delay in addressing students' problems (43.0%), conflicts among students (36.9%) and lack of enough teachers (31.1%). It is therefore advisable for head teachers as school administrators to open up communication with students so as to solve their problems, provide facilities and food to enhance successful teaching and learning and guide students on the need to be peaceful. These results were in line with the advice of Bennaars, Otiende and Boisvert (1994) that communication networks need to be open between students, teachers and head teachers for students and teachers to show interest in school activities and work as a team to accomplish goals. The null hypothesis stated that there is no significant relationship between school factors and violence in secondary schools in Nandi South District.

The inferential statistic involving use of Pearson correlation was used to test this null hypothesis. The findings given showed that violence is significantly related to head teacher factor with a correlation coefficient of -0.113 significant at 0.05 level. This means that those students who have a negative attitude towards their head teachers often resort to violence to express their dissatisfaction with them. This is also true with teacher factor. Teacher factor was significantly related to violence with a correlation coefficient of -0.133 significant at 0.05 level. This shows that students who have a negative attitude towards their teachers also turn violent as a sign of dissatisfaction. Student factor, as well, is significantly related to violence with a correlation coefficient of -0.272 significant at 0.05 level. It is possible that students who do not like their schools often become aggressive and discourteous. These results further hinted that drug abuse was significantly related to violence with a correlation coefficient of 0.400 at 0.05 level.

This was with a probability of zero (0) which means that the results were 100% true. This was a very clear indication that the presence of drugs in secondary schools was a cause of violence. Schools that had relaxed their security to the extent that drugs got in easily experienced numerous cases of violence. It was also evident from the findings that violence was significantly related to facilities and food with a correlation coefficient of -0.208 significant at 0.05 level. This was a pointer to the view that lack of facilities and food in secondary schools was a cause of violence. This inverse relationship meant that violence would reduce in schools with availability of adequate teaching and learning facilities and enough food. The vice versa would also be true, if that was the only factor considered. As a result, the null hypothesis, which stated that there is no significant relationship between school factors and violence in secondary schools in Nandi South District, was rejected. There was therefore a significant relationship between school factors and violence in secondary schools in Nandi South District. These school factors were head teacher factor, teacher factor, student factor, drug abuse factor and facilities and food factor.

4. Conclusion and Recommendations

From the study, it was concluded that the presence of drugs in schools, lack of enough facilities and food, students who have a negative attitude towards their schools, who do not do well in exams, who feel teachers do not understand their behaviour, receive peer influence and often resort to violence to express their dissatisfaction. Moreover, students who have a negative attitude towards head teachers in terms of leadership styles, communication and rules and regulations turn violent to express dissatisfaction. Students also resort to violence to react against shortage, transfer, teaching methods and emphasis on exams by teachers. It is recommended that head teachers, as chief executive officers of schools, should ensure that their schools have adequate facilities and food for smooth running of programmes. Furthermore, functional guidance and counselling departments need to be started in all secondary schools to help address students' problems. This could involve the Teachers Service Commission posting the relevant staff to these departments.

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