

COMMUNITY CONTRIBUTION AND STUDENT UNREST IN PUBLIC SECONDARY SCHOOLS IN TRANS-NZOAIA WEST SUB-COUNTY

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Abstract: The frequent occurrence of student unrest has often resulted in frequent destruction of school property and loss of life in some incidences. The objective of the study was to look at the relationship between community contribution and student unrest in public secondary schools in Trans-Nzoia West Sub-County, Kenya. The target population was picked from 42 public secondary schools in Trans-Nzoia West sub- County, chiefs' and the Sub-County director of education in the Sub- County. The mixed research design was adopted where both qualitative and quantitative approaches were used. Sampling involved the simple random sampling, purposive sampling and proportional sampling. Data collection instruments included the use of questionnaires, interviews and observation. Data was analysed using Descriptive statistics; Mean median and standard deviation while inferential statistics used were multiple regression analysis and correlation. The study was informed by the social system theory and the problem triangle. The outcome displayed that community contribution had a negative influence on student unrest. The analysis established that there was a strong positive and significant relationship between community contribution and student unrest in public secondary schools at $r=.571^{**}$, $r=0.01$. The regression analysis revealed that community contribution to student unrest in schools accounts for 32.6 % of the variability to the unrest in public secondary schools. This results concur with other studies carried out. The recommendations made were that the school and community should work together to minimize cases of unrest.

Key words: Student unrest, unrest and Community

1. Introduction

Student unrest has been faced in various parts of the world for many decades, and has led to various reforms in the education sector globally. Scholars describe the word unrest as a state that disrupts equilibrium in an entity that cause disharmony and disruption of the state affairs (Okebi et al. 2020). School as an open system and a social organization thrives on the effective interrelationship within it and with its relevant community. What happens in a school affects

the community, and what happens in the community affects the schools. This means that community builds its schools and the school is a local industry to the community. There has been a continuous debate among education stakeholders worldwide on how to create effective school-community relationship to curb student unrest. A major contributor to the success of students in schools as Barkley, and Major (2020) puts it confirms that involvement of the community in school affairs is a powerful influence on student achievement in schools. Chatterjee, and Correia (2020) says that helping teachers to become open to working with parents and fostering parent involvement beyond educational borders means more than just mandating curriculum additions to include a parent involvement component at the pre-service level.

Student unrest has escalated to the extent that globally about 246 million learners are affected by this phenomenon (UNESCO, 2015). According to the Youth Risk Behaviour Survey (YRBS) by Centers for Disease Control and Prevention (CDC), 24% of students in the United States of America (USA) had been involved in a physical fight more than once within a period of one-year (Eaton et al. 2016). South Africa has high rates of unrest and prevention targets promoting school attachment and substance abuse treatment (Souverein, 2015). Unrest in the South African schools is prevalent and therefore the government has put in place intervention measures such as provision of a conducive learning environment, embracing dialogue and promotion of collaborative engagement between school administration and the students (Phandle, 2021).

In Kenya, there has been an upsurge of unrest in public secondary schools. The first incidence of student unrest reported was at Maseno School in 1908, when the boys refused to participate in manual labour and pressed for more reading and writing (Karioba, 2012). Since then, numerous strikes have occurred in schools and educational institutions as a result it has become a concern to education stakeholders. Some have been tragic resulting in the loss of human life. In Saboti constituency, a teacher at St. John's Sikinwa Secondary School in Saboti TransNzoia

County recorded a statement at Gituamba police post following an incident, where he was attacked by three Form Four students. The mathematics teacher was hit by the boys on the neck using a blunt object before attacking him with kicks and blows leaving him with injuries. The boys vanished into thin air after executing the act. It was reported that although there was no initial confrontation between the teacher and the boys, the students were not happy with how he handles their indiscipline cases. (MoE Report 2021).

1.2 Theoretical Review

The social system theory

The study adopted the social system theory since the school is part of an open social system which requires interaction with its environment. Ludwig von Bertallaffy, (1968) is the main architect of Social Systems Theory which is divided into two main classes: open systems which interact with their environment, and - closed systems, which do not interact with their environment. Since it has some influences from contingency approach, Social Systems Theory generally deals with the so-called open systems. System Theory is the trans-disciplinary Study of the abstract organization of phenomena, independent of their substance, type or spatial or temporal scale existence. This sought to explore the interplay between the nature and existence of secondary school students together with the conditions of this existence on the one hand and the occurrence of (student) unrest on the other hand.

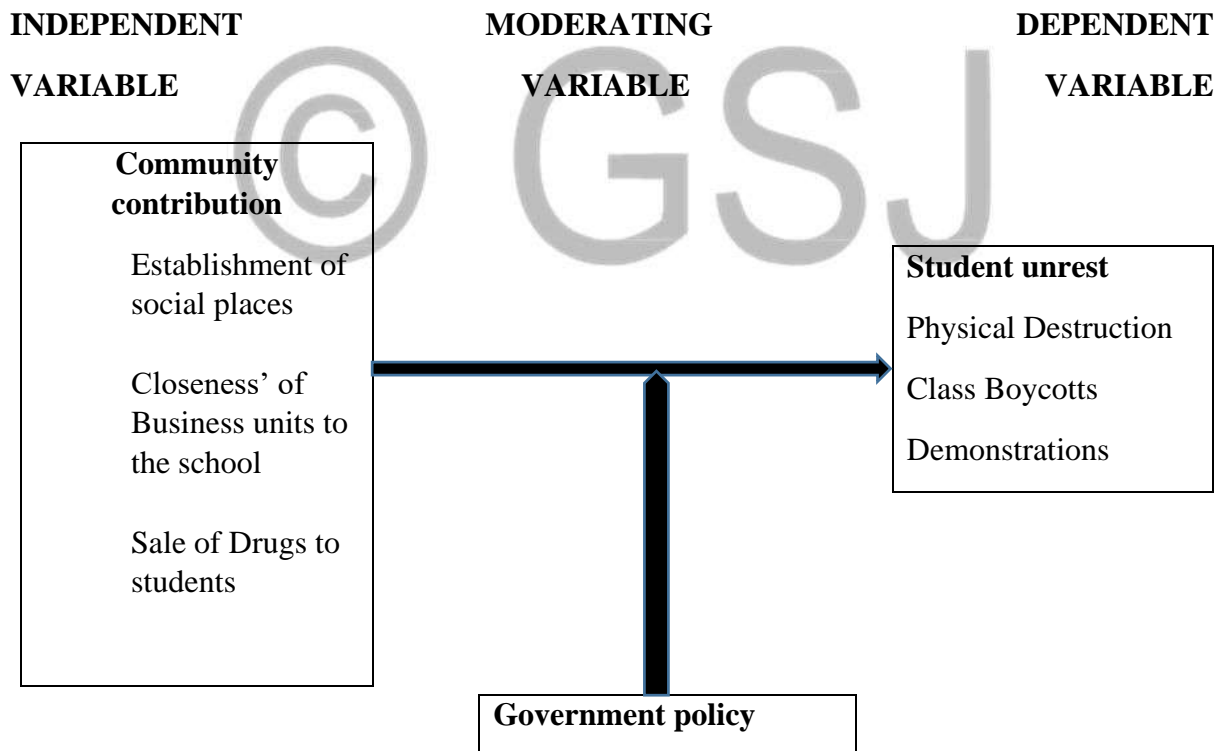
The Problem Analysis Triangle

This research was anchored on the problem analysis triangle, sometimes referred to as the crime triangle postulated by Lawrence Cohen and Marcus Felson, (1979). The theory provides a way of thinking about recurring problems of crime and disorder and in this case, student unrest in public secondary schools in Kenya. The problem analysis triangle assumes that crime or disorder results when (1) likely offender and (2) suitable target come together in (3) time and space, in the absence of capable guardians for that target. Thus, effective problem-solving

requires understanding how offenders and their targets/victims come together in places, and understanding how those offenders, targets/victims, and places are or are not effectively controlled.

1.3 Conceptual Framework

This is a device that organizes empirical observations in a meaningful Structure (Gupta., et al, 2011). Childs (2010) argued a conceptual framework to be a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. It's the researcher's explanation of how the research problem would be explored. The framework defines the connection between the main concepts of a study.



1.4 Hypothesis

The study hypothesized that:

- i) There is no statistical significant influence of the extent to which the community contributes to student unrest in public secondary schools in Trans-Nzoia West Sub-County.

1.5 Methodology

This study adopted both qualitative and quantitative techniques using descriptive survey research design. According to Kothari, (2014), descriptive survey is a method of collecting information by interviewing and administering questionnaire to a sample of individuals. The choice of the design was informed by the broad cross-sectional nature of the respondents involved and the nature of data collected that was largely quantitative and descriptive in nature. The study used simple random sampling technique which is a probability sampling procedure. Randomness is not used in the sense of haphazard or hit or miss. From the onset, purposive sampling method was used. Data collection was by use of questionnaires, interviews and observation.

1.6 Regression models

The following models were used:

$$Y = \beta_0 + \beta_1 X_1 + \epsilon \dots \dots \dots 1$$

Where;

Y = Student unrest

X1 = Community and its contribution

ϵ = Error term

β_0, β_1 , are regression coefficients to be estimated.

With the introduction of the intervening variable the following multiple linear regression model was adopted;

$$Y = \beta_0 + \beta_1 X_1 * Z + \epsilon \dots\dots\dots 2$$

Where; Z = Regulatory framework

1.7 Results

The table below shows activities that the community is involved in around the school that contributes to student unrest

Community contribution to Student Unrest

N=207	Mean	Std. Deviation
The community have established bars around the school where students sneak to take alcohol which has contributed to student unrest	3.8068	.98106
The community has established businesses around the school where students sneak to go and buy items which has contributed to student unrest	4.2126	.74602
The community around the school supply drugs like bhang and alcohol to students contributing to student unrest.	4.2029	.74871
Valid N (listwise)		

Source: Researcher 2022

The results in table above show that the respondents generally agreed (mean 4.00) that; the community had established bars around the school where students sneaked to take alcohol which had contributed to student unrest, the community had established businesses around the school which influenced the students to sneak out to go and buy items which had contributed to student unrest and that the community around the school supplied drugs like bhang and alcohol among others to students contributing to student unrest. This results concur with those of Nyambegera, (2018) who carried out a study on Factors Influencing Student Unrest in Kenyan Secondary Schools: A Survey of Selected Counties and concluded that the community had a contribution to student unrest in most cases.

The table below shows the correlation between community contribution variable and school unrest

Correlations between community contribution variables and school unrest

Community contribution to unrest	Student unrest
Pearson Correlation	.585**
Sig. (2-tailed)	.000
N	207
Pearson Correlation	.309**
Sig. (2-tailed)	.000
N	207
Pearson Correlation	.319**
Sig. (2-tailed)	.000
N	207
Pearson Correlation	1
Sig. (2-tailed)	
N	207

Source: Researcher, 2022

The results of analysis in table above established that there was a strong, positive and significant relationship between community established bars, community established businesses and community drugs supply to students and Unrest in public secondary schools at (r=.585**, P < 0.01), (r=.309*,P<0.1) and (r=.319**,P<.01) respectively.

The community contribution variables were then merged to form community contribution factor and then correlated with school unrest as shown in the table shown below:

Correlations between community contribution factor and school unrest

	Community contribution to student unrest in schools	Student unrest
Pearson Correlation	1	.571**
Sig. (2-tailed)		.000
N	207	207
Pearson Correlation	.571**	1
Sig. (2-tailed)	.000	
N	207	207

Source: Researcher,2022

** . Correlation is significant at the 0.01 level (2-tailed).

The result in table above revealed that there was a strong positive and significant relationship between community contribution and student unrest in public secondary schools at $r=.571^{**}$, $r=0.01$. In order to enhance the community's participation in education, it is essential to promote a school environment where community members feel welcomed, respected, trusted, heard, and needed. The school principal must examine the community in which the school lies in order to create good relationships with its members. Zander, (2015) in his study pointed out that teacher's agreed that parents can support schools in matters of discipline and help students understand the need and value of education and avoid unrest. Additionally, family-community oriented teachers link their expectations of parents to the family-parent commitment to the well-being of the child by giving time to the child and in general being involved in the child's life which can eventually reduce cases of unrest in schools. Effective school-community reduces cases of school unrest. Krishna and Bajpai, (2013) contends that student unrest is positively associated with ineffective involvement by parent in school activities. Sharma, (2013) argues that although every community has persons with experience who could further enrich life in schools, many schools do not utilize community resources to their full advantage. Schools that have depended on teachers alone, he continues to note that such schools have always been limited by the experience base that teachers bring to their classrooms.

1.8 Conclusion and Recommendation

The study sought to establish the extent to which the community contributes to student unrest in public secondary schools in Trans-Nzoia West sub-County. The researcher carried out tests to establish the relationship between the two variables. The correlation analysis established that there was a strong positive and significant relationship between community contribution and student unrest in public secondary schools at $r=.571^{**}$, $r=0.01$. The regression analysis revealed that community contribution to student unrest in schools accounts for 32.6 % of the variability to the unrest in public secondary schools. The analysis further revealed that that as community contribution to student unrest increases by one standard deviation, unrest in schools increases by .056 standard deviations. Thus, In order to enhance the community's participation in education, it is essential to promote a school environment where community members feel welcomed, respected, trusted, heard. School principal must examine the community in which the school lies in order to create good relationships with its members. As asserted by Zander, (2015) in his study, where he pointed out that teacher's agreed that parents can support schools in matters of discipline and help students understand the need and value of education and avoid unrest. Additionally, family community oriented teacher's link their expectations of parents to the family-parent commitment to the well-being of the child by giving time to the child and in general being involved in the child's life which can eventually reduce cases of unrest in schools. Effective school-community reduces cases of school unrest. Krishna and Bajpai, (2013) contend that student unrest is positively associated with ineffective involvement by parent in school activities.

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