CURBING VIOLENCE IN SCHOOLS
SCHOOL AND TEACHER PREPAREDNESS

KENYA INSTITUTE OF PROFESSIONAL COUNSELLING

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ABSTRACT

Education has received unmatched attention as the best method of achieving economic and social growth. Governments, development partners, households and other stakeholders in education invest heavily in education. Consequently, notable achievements have been realised in many countries, including Kenya, in enrolment and the increasing number of educational institutions at all levels. However, education has progressively faced critical challenges. In the developing countries, chief among the challenges facing education is the quality and relevance of education, and gender equity in education. Several reasons have been put forward as to the cause of failure by educational institutions to achieve the desired educational goals and set objectives. These include: high dropout rates; outside interference; forced repetition of pupils and students; and, a congested curriculum. But none of these weighs heavily on the education scene and the school as does school indiscipline. School discipline is a great concern to the Government, school managers and administrators, teachers, parents, pupils and students, key stakeholders in education and the entire community. This study was particularly concerned with the upsurge of violence in secondary schools in Kenya. Minor cases of school indiscipline include smoking of cigarette and bhang, and drinking of beer and other alcoholic spirits. School indiscipline reaches its highest height when disturbances turn violent and tragic. Acts of violence are often uncontrollable and have resulted in major crises. Some of these have been tragic resulting in destruction of property, physical and psychological injury, rape and even death. The present study investigated the extent to which schools and teachers were equipped to deal with violence. Findings indicated that schools and teachers were not prepared to handle violence and that is why such situations could not be defused, and hence often exploded unexpectedly resulting in tragedy.
DEDICATION

TO MY DEAR LOVING PARENTS:

MY FATHER, SAMUEL WANGO

MY MOTHER, HANNAH NJOKI
ACKNOWLEDGEMENTS

I am very grateful to the Kenya Institute of Professional Counselling (KIPC) for the opportunity to pursue this course.

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I wish to register with utmost gratitude and sincere acknowledgement my appreciation to all the head teachers, deputy head teachers and guidance and counselling teachers who contributed immensely as respondents to the raw data that form the basis of this study.

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Lastly, let me say that without the Grace of God, this work would never have been accomplished.
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<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>BOG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>G &amp; C</td>
<td>Guidance and Counselling</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>HT</td>
<td>Head teacher</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>PCT</td>
<td>Person Centred Theory / Therapy</td>
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<tr>
<td>PTA</td>
<td>Parent - Teacher Association</td>
</tr>
<tr>
<td>TC</td>
<td>Teacher Counsellor</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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CHAPTER ONE
BACKGROUND TO THE STUDY

1.1. Introduction

The first recorded strike in a Kenyan school occurred in Maseno School in 1908 when the boys refused to participate in manual labour and pressed for more reading and writing (Sifuna, 1990). Since then, numerous strikes have occurred in schools and educational institutions causing concern. Some have been tragic resulting in the loss of human life. This culminated in the St. Kizito tragedy (1991) when 19 students died and later the Kyanguli tragedy (2001) when 68 students lost their lives.

A number of committees have been set up to investigate these unrests. These include the Presidential Committee on Student Unrest and Indiscipline in Kenya Secondary Schools set up in 1991 to look into the causes of strikes and unrest in schools and to make proposals and recommendations aimed at eliminating these strikes. Incidences of violence in schools reached such an alarming rate in 2001 so as to cause a lot of concern among educationalists, school managers and administrators, teachers, parents and students. The response was the formation of a Task Force on Student Discipline and Unrest in Secondary Schools (September, 2001). Violence of such magnitude has scantily been studied through the Commissions (Sagini Report, 1991; Task Force, September, 2001) and by individual scholars (Kinyanjui, 1978; Achieng; 1996; Mathu, 1996).

Makinde (1993:13) defines indiscipline as acts of lawlessness and disorder individually or collectively precipitated against the established norm, in this case the school. The present study was based on the premise that the intensity (in number and degree) of such acts can be reduced and minimised if schools and teachers were adequately prepared and trained to handle it. It investigated the patterns of unrest and indiscipline in secondary schools that constituted the need for the school and the teachers to be adequately and positively prepared to deal with cases of disturbances.
1.2. Statement of the Problem
Violence in schools in Kenya has reached such a magnitude that it is a matter of great concern. Various commissions and task forces have been set up to investigate into the crisis (Sagini Report, 1991; Task Force, September, 2001). Studies have also been conducted to investigate the causes of indiscipline and violence in schools (Kinyanjui, 1978; Makinde, 1993; Curcio & First, 1993; Achieng, 1996; and, Mathu, 1996). It is commonly acceptable among these reports that student school discipline is an issue of public, school and education concern. This study looked at violence in secondary schools. The present study intended to investigate and find out the extent to which schools can prevent violence by detecting a potentially violent situation and thus taking pre-emptive measures. It also investigated the extent to which head teachers and teachers are conversant with the legal provisions and procedures on crime and crime prevention.

1.3. Objectives of the Study
The study intended to answer the following questions:

1. What are the causes of violence in secondary schools and how can the violence be averted?
2. Are head teachers, the guidance and counselling teacher(s) and other teachers in the school well equipped to avert violence / catastrophe in schools?
3. What are the legal procedures that can be instituted to avert a crisis or prevent crime in schools?
4. Can school rules and regulations be designed to establish harmony of purpose in such a predicament?

1.4. Research Premises
The research was based on the following assumptions:

1. Violence in schools is not spontaneous but smoulders on, and thus can be detected early and averted.
2. Head teachers, the guidance and counselling teacher and other teachers can be equipped with the necessary skills and techniques to avert violence/catastrophe in schools.

3. The legal policies and procedures in education can be reviewed to enable the head teacher and the teachers to be more empowered to deal with crisis, violence and prevent petty crimes.

4. School rules and regulations can be designed to establish and enhance social harmony and purpose in school.

1.5. **Significance of the Study**

Crime prevention and violence are very critical issues in the modern World (Besag, 1989; Curcio & First, 1993). In the Western World, this has gone to the extent of offender profiling in order to prevent major crimes such as anarchy, arson, terrorism and other acts of extreme violence (Reid, 1994; Brian, 1998). This has been looked at more closely in the context of offender profiling in which the studies and crime officers have looked at the offence and the characteristics of people likely to commit the offence (Adler, Mueller & Leifer, 1995; Brian, 1998). Scholars have studied acts of violence in the school such as bullying (Besag, 1989), general class control and behaviour (Saunders, 1979; Curcio & First, 1993; Cowley, 2001). It is commonly agreed among these studies that violence in society and in the school is a matter of great significance and concern.

The present study intended to investigate ways and means to enable schools to be equipped with such knowledge and skills that enable the school management, administration and teachers to detect acts of violence and/or crime and prevent them before they occur. It was based on the premise that most disturbances and acts of violence in schools can be prevented via this advance knowledge. Furthermore, indiscipline leads to poor academic performance (Mito, 1996; Mathu, 1996) and should therefore be carefully addressed.

1.6. **Scope and Limitation**

The study investigated the extent to which violence in secondary schools can be prevented and not how strikes can be avoided. Strikes in schools are seen as the precursors to violence and they were only dwelt with to the extent to which they are a
part of the violence in schools. The study also confined itself to public secondary
schools in Kenya. This is mainly because it is in this education domain that most
catastrophic violence had occurred. For example, a total of 250 secondary schools
These ranged from minor to major destruction of school property, violence and
destruction to loss of human life and hence the urgent concern.

The choice of public secondary schools was fourfold. Firstly, public secondary
schools are built and/or maintained by the public. Therefore, the public demands and
deserves an explanation when acts of violence and destruction occur. Secondly,
private schools admit only about 12% of the students as compared to 88% admitted to
public schools. As a result, a higher number of students are in public schools causing
utmost concern. In addition, they stand to lose many students besides the study time
when such schools go on the rampage. Thirdly, most strikes occur in public schools.
Finally, public schools far outnumber private schools. Thus, although there are no
public and private children, violence in public schools is worrisome.

1.7. Theoretical Framework
The study was based on behavioural-cognitive and Person- Centred Theories.

Behavioural – cognitive therapy is a set of theoretical hypotheses on the emotional –
behavioural functioning of humans and how it can be changed. A behavioural -
cognitive approach integrates thought and behaviour. Behavioural theory was founded
by among others, Lazarus Arnold, B.F. Skinner, Pavlov, Wolpe and Albert Bandura.
It has its origins in the 1950s–1960s as a radical departure from the predominant
psychoanalytic perspective in that these theoreticians believed that behaviour is not
influenced by past experiences. According to them, behaviour is mechanistic
(psychology - deterministic). Thus, behaviour can be learnt, unlearnt and/or
relearnt. The learnt behaviour is the problem and not the symptom of the problem.
They believed that human beings are the products and producers of their environment
(Bandura, 1974, 1977, 1986). The present study investigated this by looking at the
causes of violence and the extent to which this is a product of the environment.
Behaviour therapy assumes that behaviour should be measurable and observable based on procedures and principles of the scientific method. It deals with client’s current problems and the factor/s that influence them and not the reason/s leading to the problem/s or historical determinant/s. Thus, the therapist assumes that the client’s problem/s are influenced by present conditions. Behavioural therapy can be understood by considering three major areas of development: classical conditioning; operant conditioning; and, social learning theory. These were applied in the study.

The underlying belief in classical conditioning is that behaviour can be controlled and that human beings can be made to do things without being aware of them. For example, Pavlov’s conditioning a dog to salivate at the sound of a bell. Therefore, the environment can be manipulated to produce desired behaviour/response. In counselling, the client can be conditioned to produce the desired results. The study investigated the extent to which the school environment can be learner friendly. Strategies suggested to avert violence in schools are based on this premise.

Operant conditioning was propagated by B.F. Skinner. According to Skinner, rewards and punishment make people behave in certain ways. There is negative and positive reinforcement. Positive reinforcement aims to increase the frequency of a response by filling it with a favourable event (reward) while negative reinforcement makes use of punishment or withdrawal of reward/s. Another useful technique in operant conditioning is shaping which involves reinforcement of successful approximations of targeted behaviour until the desired behaviour is acquired. Behaviour could be reinforced continuously, in a scheduled way or intermittently. This was applied to the school situation in that often, schools resort to punishment to curb violence thus perpetuating the violence. Rather, behaviour should be shaped to a desired goal.

Social learning theory was started by Albert Bandura (1974; 1977; 1986). Social learning theory postulates that people are capable of learning vicariously by observing the behaviour of others as well as its consequences and by imitating that behaviour. Key aspects include observing, retaining, motivation and imitation. Learning is a process. The role of cognition and feeling in influencing behaviour especially the faulty thought patterns (low self-concepts, self-defeating statements etc.) is recognised in social learning theory and how they lead a person to produce
maladaptive behaviour. Violence is often a product of the social system and strategies to curb school violence must be based on the social system. The role of the media clearly comes to mind.

Behavioural therapy offers various action-oriented methods to help people take steps to change what they are doing and thinking. Many behavioural techniques particularly those developed in the last decade emphasize cognitive processes. Modern behavioural approach is grounded on a scientific view of human behaviour that implies a systematic and structured approach to counselling. This was used in the analysis to discuss practical workable ways of handling school and classroom discipline.

At the centre of behavioural-cognitive therapy is the concept that events do not force people to have emotional behavioural reactions. Rather, it is their interpretation of thoughts and events that precipitates emotional and behavioural reactions. Counselling in schools is a living example. The basic argument according to Ellis (1973) is that people have to be shown how they can live peacefully with themselves if they are to be helped to live happily with each other. This was applied in the school to suggest rules and regulations that can promote a culture of non-violence.

The target for change in psychotherapy in behaviourism is therefore those thoughts, attitudes, beliefs and meanings that create emotional /behavioural disturbance. Indeed, Ellis (1973) theorized that humans have the capacity to interpret reality in a clear, logical and objective fashion. Humans are thus pre-disposed to irrational interpretations. They are susceptible to crooked thinking, draw illogical conclusions and have distorted cognitions of reality. Yet they have the capacity to avoid unnecessary behavioural/emotional upsets. This is true of pupils/students in schools. In the school, the study looked at causes of violence/strikes. Most of these are not reasons by themselves but the violence is a result of misinterpretation, illogical conclusions and distorted cognitions of reality. Thus, they can be explained to the students and understood. This way, students would learn to ask for explanations (and the school management and administration would practise openness, transparency, accountability and dialogue) rather than resorting to violence as an immediate
reaction (waiting for the situation to explode). Behavioural change is based on the idea of learning and that positive desired behaviour can be learnt and unlearnt.

Person Centred therapy or the Client centred approach has its basis in Carl Rogers (1902-1987). It is one of the most important approaches to counselling and one of the most widely used orientations to counselling and therapy over the years. Indeed person-centred therapy hereafter referred to as PCT has supplied ideas and methods, which have been integrated in other approaches (Thorne, 1992). Client-centred therapy emerged in the 1950s as a reaction or an alternative to psychoanalytic and behavioural-cognitive therapies and came to be known as the third force in contrast to the earlier two approaches (Thorne, 1992). PCT (Rogers, 1942; 1951; 1957; 1963; 1983) has roots in existential humanistic tradition. Central figures in early humanistic approaches were: Carl Rogers, Abraham Maslow, Charlotte Buhler and Sydney Jourard. They shared a vision of psychotherapy that would have a place for the human capacity for creativity, growth and choice. The school is such an institution that offers an opportunity for creativity and growth.

PCT is a relationship model. According to PCT, it is the quality of the relationship, which the counsellor creates with the counsellee that is in itself healing or therapeutic. Carl Rogers maintained that the individual has within the self-vast resources for self-understanding, for altering the self-concept and to self-directed behaviour. These resources, he believed, could only be tapped if a definable climate of facilitative psychological attitudes is provided. The present study underscores the need for the teacher to establish such a facilitative relationship with the pupil / student.

Three major concepts attest the client-centred therapy. These are: that clients should be allowed to find solutions to their problems (that is counselling should be non-directed and not prescriptive); the focus should be on the client / counsellee (this changed the focus of attention in counselling from the counsellor to the client and hence the approach client-centred therapy); and, the role of the counsellor is to provide the necessary and sufficient conditions to enable the client reach his/her goal. The counsellor was to provide a conducive environment to facilitate healing. These conditions of therapeutic change: empathy, congruence and acceptance (unconditional positive regard) came to be referred to as the core conditions. The present study
looked at the extent to which these concepts are an integral part of the school. The overriding argument is that the school must offer the pupil/student core conditions of acceptance, understanding and genuineness. S/he must feel loved, understood and accepted in and outside the school by the teacher/s, parents, community and other pupils/students.

The core of the PCT is that human beings have an inherent self-actualising tendency and the key to healthy personality development lies in the necessary and sufficient conditions of personality change (core conditions). The focus of PCT is not the use of techniques to solve a problem but on helping the client to tap their inner resources and get in touch with their inner valuing process and thus better their concern/s. Every individual has the fundamental capacity to grow and change. The role of the counsellor therefore is to enable the client to change through the individual self-concept or organismic valuing self. This can be seen in the use of punishment rather than reinforcing positive behaviour. The study propagates the need to make the client (pupil/student) self-driven towards a positive desired goal while in school.
CHAPTER TWO
LITERATURE REVIEW

2.1. Guidance and Counselling

The guidance movement started with an emphasis on vocational information, planning and guidance. Vocational training was believed to be a part of both organised and unorganised methods of securing occupational confidence and experiences by individuals for achieving occupational proficiency. It was regarded as the process of assisting pupils/students and other persons to develop and accept an integrated and adequate picture of themselves and their role in the World of work (Makinde, 1993:75-76). This was the starting point of this study.

The term ‘educational counselling’ was first coined by Truman Kelly in 1914. Educational counselling is a process of rendering services to pupils/students who need assistance in making decisions about important aspects of their education such as the choice of courses/studies/careers, decisions regarding interests and ability and choices of high school and college/universities. It increases a pupil’s / student’s knowledge of educational and career opportunities (UNESCO, 2000:8).

The first systematic work in vocational guidance in schools was by George Merrill in 1885 at the California School of Mechanical Arts in San Francisco. Merrill provided for exploratory experiences in each of the trades taught by the school to provide specific guidance services for pupils. A great pioneer in the field of guidance was Frank Parsons (1909) who also coined the term ‘vocational guidance’. A vocational bureau was established at Boston with the help of Parsons in 1908-9 to assist young people make vocational choices based upon their occupational aptitude and interest. Parson established the first counselling training programme nine months after the establishment of the vocational bureau. Seven years later, the school committee of Boston adopted the first certificate programme for counsellors. Other people who have contributed significantly to the school guidance movement were Goodwin (1911), Weaver (1912) and Davis (1913).
Counselling of various kinds came to be offered within the school and colleges system in the 1920s and 1930s (McLeod, 1998; Makinde, 1993). This came to be offered as career guidance and as a service for young people who were having difficulties adjusting to the demands of school/college life. This has since intensified.

In Kenya, a guidance and counselling section was established in the Ministry of Education in 1970. The Ministry of Education recognises the need for strengthening G & C services as an essential service that must be offered to every pupil/student in all educational institutions in Kenya. The Ministry expects all primary and secondary schools and tertiary institutions to establish and sustain viable G & C programmes. In many schools, a teacher is appointed by the Teachers Service Commission (TSC) or internally appointed by the head teacher to co-ordinate G & C services. These teachers are designated as Heads of Department (HOD) and are the Teacher Counsellors (TC). G & C programmes and services must be operational and functional to be valuable to pupils / students.

Various Education Commissions have addressed the need to provide G & C services in schools in Kenya (Ominde Report, 1964; Gacathi Report, 1976; Kamunge Report, 1988; Koech Report, 1999). A number of studies have also been conducted to investigate the extent to which G & C programmes are implemented in (secondary) schools (Duda, 1996; Muithya, 1996). For example, Duda (1996) in a research carried out in 4 secondary schools involving 120 students and 20 teachers found that most students did not receive G & C services. Teachers were incompetent in the area and did not know exactly how to guide and counsel the students. Little or no attention had been given to the need to equip the teachers with relevant knowledge and skills essential for planning, implementing and monitoring G & C services and activities in the schools. The present study aimed at investigating the extent to which teachers are equipped to handle violence in schools.

Duda (1996:26) concluded that: teachers lacked the skills and techniques to handle students’ problems effectively; teachers have an overloaded curriculum and little or no time for G & C; teachers lacked basic G & C tools like books and room; many students considered G & C a stigma and avoided going for it; and, the MOE was doing virtually nothing to alleviate the situation. This is in line with other reports
Curbing Violence in Schools

(Koech Report, 1999). The present study looked at the possibility of teachers and the school being equipped to handle potentially violent situations.

In a research carried out in 20 secondary schools in Kilome Division of Makueni District, Muithya (1996) found that all the G & C teachers were trained teachers in Diploma (6) untrained Graduate (6) and Bachelor of Education (8). However, only 3 of them (3:17) had received further training in G & C. The three had received training from seminars. The present study promulgates the need for further training of teachers (especially on important components of G & C such as disaster preparedness and management and other aspects) for them to perform effectively in schools.

2.2. Discipline in Schools

Educational Institutions in Kenya have been faced with an increasing number of instances of student unrest. These have been characterised by violence, wanton destruction of property and even death. Some have been tragic like the St Kizito Mixed Secondary School incidence in 1991 when 19 girls died and the tragic Kyanguli in 2001 when 68 students died. This has prompted the setting up of various Committees to investigate this anomaly. These include: the Presidential Committee on Student Unrest and Indiscipline in Kenyan Secondary Schools chaired by Dr. L.G. Sagini (1991), the Presidential Commission of Inquiry into the Cult of Devil Worship in Kenya, chaired by Archbishop Nicodemus Kirima (1995), the Vice Chancellors Committee on Causes of Disturbance/Riots in Public Universities chaired by Professor Sitanda (1996) and the Task Force on Student Discipline and Unrest in Secondary Schools (September, 2001).

The Teachers Service Commission Act (1967), the Education Act (1968, Revised 1980), Legal Notice No. 40/1972 and the Heads Manual (1975) clearly stipulate on discipline in schools. The school exists to be of service to pupils, parents and the local community (Heads Manual, 1975:26). The school is a microcosm of the society and the school system must therefore be disciplined in order to establish mutual understanding among all the people involved to perpetuate social values and norms.

Various studies have also been conducted on discipline and indiscipline in secondary schools in Kenya (Kinyanjui, 1978; Achieng, 1996; Mathu, 1996; Mito, 1996; Njeru,
Curbing Violence in Schools

1996) and in other countries (Bafoua, 1983; Makinde, 1993; Curcio & First, 1993). Mathu (1996), for example, investigated the causes and effects of multiple indiscipline in Gatamaiyu High School in Kiambu based on the principle that behaviour can be observed and measured and also practical and thus controlled. The study further examined the types of indiscipline imminent in the school and investigated why the school had been unable to control the behaviour of the students that had resulted in frequent interruptions of the school. The present study lays emphasises on observable and controllable behaviour of students to adopt practical methods of control.

According to Kinyanjui (1978), strikes do not just happen but they are often a result of continued unresolved problems by the (school) authorities. Kinyanjui noted that there were more strikes in boys’ schools than in girls’ school and the target is often the head teacher, the school offices and the school property. The present study was based on the premise that the likelihood of such danger should be predictable and that it can be detected and/or averted before it occurs if teachers and the school were prepared for it.

Kinyanjui (1978), Makinde (1993), Curcio & First, (1993), Achieng (1996), Mathu (1996) and others have investigated the causes of school indiscipline. The most common of them include: the quality and quantity of food; school uniform; shortage and/or quality of teaching staff; the structure of school authority; and the discipline machinery. The present study investigated the extent to which teachers were aware of this and other reasons that cause disturbances in the school. If the school and the teachers were to offer pupils/students a conducive environment of mutual understanding and in which their grievances were heard, it may be possible that violence can be averted.

Curcio & First (1993) explored the wide range of violence that occurs in schools. They noted the explosion of violence among juveniles of 10 - 18 years that pose a danger to themselves, to others and the school. They highlight the fact that as educators and parents, we are often reluctant to admit and acknowledge the violence in society and in the immediate environment. This is because of many reasons. For one, there is always the denial that this is a problem. Second is the fact that the nature
and extent of violence is changing and increasing and most of all and unfortunately, it is often unknown to many of us. This creates a vacuum in which the same violence is perpetuated by the same culprits in society and in the school undeterring and undetected. This is further compounded by the fact that we do not know how to deal with it. For example, in the state of California, USA, the constitution was amended to give the school inalienable rights to the safety and peace of the schools (Curcio & First, 1993:3-4). The situation in Kenya requires review.

2.3. Conclusion
The present study points to the need for an effective method in which the school and the teachers can access resources, skills, knowledge and strategies that would enable them to create a safer and nurturing school environment for the pupils/students (Curcio & First, 1993). Such strategies will be useful and practical and applicable to the school scene. In Kenya, school administrators and managers deal with violence in terms of each incident or crisis (Mathu, 1996; Mito, 1996). Schools are often preoccupied with the incidence, the victim and the culprit. There is little or no time to reflect on the incidence/s and what can work or can’t work to prevent or defuse such incident/s in the future. Such incident/s are rarely shared but are kept confidential by the school administration and management. The rest of the people look at them with contempt and in a condemning way. The present study argues that incidents of such kind in the past and in the future should be looked at in a prescient way in which lessons learnt should be incorporated in future prevention preparation procedures.
CHAPTER THREE
RESEARCH METHODOLOGY AND DESIGN

3.1. Study Area
The study confined itself to violence in public secondary schools in Kenya. A total of 140 respondents in each of the categories of head teachers, deputy head teachers and guidance and counselling teachers in the public secondary schools were asked to fill a questionnaire (Appendix I) on violence in schools. Participants were taken from every province in the country to represent a national outlook.

3.2. Sampling
The researcher and the research assistants visited public secondary schools and asked the head teacher, deputy head teacher and the G & C teacher to fill in the pre-designed questionnaire (Appendix I). This was because the head teacher is the overall in charge of the school, the deputy head teacher is in charge of discipline and the G & C teacher offers special services to all students in regard to their personal growth. Public secondary schools were divided into three categories: national, provincial and district schools. They were further classified as: boarding, day, mixed boarding and day; and, boys’ only, girls’ only and mixed schools. All the provinces in the country were again represented in the sample.

The researcher also consulted with legal officers on crime and crime prevention procedures in the penal code.

3.3. Data Collection and Elicitation
The data that formed the basis of this study was collected between July – September, 2002. This was a qualitative rather than a quantitative study. Data was collected by use of a questionnaire (Appendix I). All the respondents were asked to fill in the questionnaire. To ensure that the questionnaires were returned, the researcher and the research assistants carried the questionnaires to a school and returned with them. In addition, the questionnaire was administered in a gathering of the targeted respondents (head teachers, deputy head teachers and the guidance and counselling
teachers) as long as adequate sampling was done that was representative of all the variables (type of school, gender of respondent and province in which school is situated).

A remarkable 95% response of the 420 questionnaires administered was realised.

3.4. Data Analysis

Data was analysed using the two theories: Behavioural - Cognitive and PCT. A discussion is carried out of the issues arising out of the research. This includes the understanding of violence, teachers and school preparedness to deal with violence in school, the understanding of such concepts such as offender profiling and other issues investigated in the questionnaire.

Since the study adopted a qualitative rather than a quantitative approach, it did not employ advanced statistical procedures. Numbers and percentages were only used for quantification as the study was a qualitative (descriptive) study (Makinde, 1993). The study concerned itself mainly with description and discussion of the issues of violence rather than statistical analysis of the occurrences. Statistical Products in Social Sciences (SPSS) was used to ease data analysis rather than to produce statistical data. The information obtained and analysed was used for a discussion on aspects of violence in secondary schools. The two theories used also came in handy to help interpret the raw data in terms that are consistent with the purposes of G & C in the school.
CHAPTER FOUR
VIOLENCE AND CURBING VIOLENCE IN SCHOOLS

4.1 School Violence
School violence of a magnitude such as of recent years is a new phenomenon and has not been sufficiently studied to enable definite conclusions to be made about the causes, predictions and solutions. Violence is defined as physical expression of anger, excitement, emotion or frustration / disappointment. It refers to acts of and actions that show intense emotional intensity, severity, outrage and harshness.

4.2. Violence in Secondary Schools
The number of secondary schools that experienced unrest in Kenya reached its peak in the year 2000/2001 when 250 secondary schools experienced unrest. Table 4.1. below shows the widespread nature of this unrest (Task Force, 2001:7).

<table>
<thead>
<tr>
<th>Province</th>
<th>Schools</th>
<th>Schools that experienced Unrest</th>
<th>Percentage of schools on strike</th>
<th>Gravity (Nature of Unrest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>630</td>
<td>85</td>
<td>13.5</td>
<td>Violent and destructive</td>
</tr>
<tr>
<td>Coast</td>
<td>151</td>
<td>4</td>
<td>2.6</td>
<td>Destruction of school property</td>
</tr>
<tr>
<td>Nyanza</td>
<td>680</td>
<td>7</td>
<td>1.0</td>
<td>Destruction of school property</td>
</tr>
<tr>
<td>Eastern</td>
<td>626</td>
<td>76</td>
<td>12.4</td>
<td>Destruction of school property and loss of human life</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>625</td>
<td>50</td>
<td>8.0</td>
<td>Violent and destructive</td>
</tr>
<tr>
<td>Western</td>
<td>408</td>
<td>19</td>
<td>4.7</td>
<td>Minor destruction to school property</td>
</tr>
<tr>
<td>Nairobi</td>
<td>93</td>
<td>2</td>
<td>0.02</td>
<td>Minor damage to school property</td>
</tr>
<tr>
<td>North Eastern</td>
<td>21</td>
<td>7</td>
<td>33.3</td>
<td>Destruction of school property</td>
</tr>
<tr>
<td>Total</td>
<td>3,234</td>
<td>250</td>
<td>7.73</td>
<td></td>
</tr>
</tbody>
</table>


Almost 8% of the public secondary schools had experienced student unrest. Most of these were destructive and/or violent.
The study investigated the causes of violence and strategies to avert violence in schools. Respondents defined violence as: aggressive action/s, vicious attack, strike, misbehaviour, destructive tendencies, use of force, physical expression of anger, chaos, acts of defiance, brutality, emotional outburst, riot, trouble, unrest, aggressiveness, disturbance, mayhem, destruction of property, hostility, or outrage.

Makinde (1993:13) notes that unrest, revolt, demonstrations and other acts of lawlessness in schools denote to a large extent frequent agitation of pupils / students arising from unattended needs and/or from frustrations and punishment. Makinde concludes that the revolts, unrest and demonstrations are usually against established authorities in an attempt to gain recognition or achieve the desired need /goal. This is in agreement with other scholars who have studied violence in schools (Kinyanjui, 1978; Mathu, 1996; Mito, 1996). According to Kinyanjui (1978), strikes do not just happen but they are a result of continued unresolved problems by the (school) authorities. Makinde (1993:15-6) further gives an analysis of revolts in post primary institutions in Nigeria since 1944 when the first revolt occurred. By 1975, there were numerous revolts and he attributes them to the students copying from the constant demonstrations and protests of university student who thought the only means of achieving their objectives was by demonstrations and unrest. The Task Force on Students’ unrest (2001:8) notes instances of “copy cat” behaviour in which students went on strike because others were on strike.

However, Makinde (1993:16) does observe that most of the revolts and demonstrations in Nigeria had begun with purely internal and sometimes mundane matters. But most of the secondary school strikes and demonstrations centred on poor food, inadequate accommodation, poor teaching staff or shortage of good staff, transfer of loved teachers, poor sanitary conditions, non-provision of modern libraries and administration ineptitude. Kinyanjui (1978) too relates school indiscipline to several reasons the most common of which are: the quantity and quality of food and uniforms; shortage and quality of teaching staff; the structure of authority; and, disciplinary machinery. This is in agreement with other scholars such as Mathu (1996) and Mito (1996). According to Makinde (19993:18) acts of indiscipline rampant in schools are sadly a replication in small forms of what is happening in society. This is in agreement with other scholars such as Kombo (1998:123) who
concludes that children who have grown up surrounded by violence see this as a permanent way of life and alone, frightened, bored and frustrated, they will often choose to be deviant. Kinyanjui (1978) noted that there were more strikes in boys’ schools than in girls’ school and the target was often the head teacher, the offices and school property.

What is most striking are the way cases of indiscipline, students’ unrest, strikes and/or demonstrations are handled in schools (Kombo, 1978; Achieng, 1996; Mito, 1996; Mathu, 1996). Kombo (1998:124) notes that the approaches are retrogressive. Parents, teachers and the school over rely on punishment rather than alternative methods such as G & C. For example, Makinde (1993:16) notes keenly that the authorities response in Nigeria were usually harsh and brutal. Anti riot police were used several times to deal with revolts and unrest. Schools were generally closed and students suspended, dismissed or expelled. The extreme occurred between 1977-1979 when the military was stationed in all post secondary institutions with specific objectives and assignments (Makinde, 1993:16-7).

Mathu (1996:21) in a study of Gatamaiyu High School identified the major types of punishment administered to 100 students from the punishment book:

- Corporal punishment 18
- Corporal punishment + fatigue 13
- Corporal punishment +fatigue + suspension 20
- Fatigue 11
- Fatigue + suspension 10
- Suspension 9
- Corporal punishment + suspension 12
- Expulsion 7
Total 100

It is therefore not surprising that excessive punishment was the major cause of strikes and accounted for 41.25% of the major causes of indiscipline / strikes (Mathu, 1996:22). Mito (1996:20-21) along the same line of thought noted that the way schools handled problems relating to student indiscipline were common and included
Curbing Violence in Schools

guidance and counselling, corporal punishment, manual work, reprimand, suspension and expulsion. The nature of punishment was one of the causes of disciplinary problems (Mito, 1996:22). Achieng (1996) and Njeru (1996) found that corporal punishment, manual punishment, suspension, expulsion, prosecution, fines, reprimand, guidance and counselling were used to deal with the violence.

It must be clearly understood that violence is very complex and that there are a variety of causes. More than one reason/s or cause/s can be attributed to a single event. If there was only one explanation or cause of violence, the problem of school violence could be easily resolved. The study therefore investigated various strategies to avert violence in the schools.

Table 4.2.: Causes of, and Strategies to Avert Violence in Schools

<table>
<thead>
<tr>
<th>Causes of Violence in Schools</th>
<th>Strategies to Avert Violence in Schools</th>
</tr>
</thead>
</table>
| ♦ Boredom / Idleness         | ➢ Students should be preoccupied with various activities all the time  
                               ➢ Co-curricular activities should be enhanced and expanded in schools  
                               ➢ A healthy competition among pupils / students should be encouraged in the school |
| ♦ Change in headship or teachers or prefects | ➢ Transfers should be done at the end of term / year  
                                            ➢ Only responsible pupils/students should be appointed / selected as prefects |
| ♦ Cheating in examinations leading to cancellation of examination results | ➢ Integrity in examinations should be inculcated at an early stage  
                                        ➢ Zero tolerance policy should be adopted on cheating in examinations |
| ♦ Communication breakdown between the pupils/students and the school administration, teachers and/or parents | ➢ Constant and effective communication  
                                             ➢ Solving and sorting out pupils' / students’ problems / grievances as they arise and without fail |
| ♦ Culture of violence in society | ➢ A Zero tolerance policy should be adopted on acts of violence including bullying in school |
| ♦ Dictatorial / autocratic leadership | ➢ Schools should patiently, diligently and deliberately enforce a code of conduct for all pupils/students in school |
| ♦ Discontent among pupils / students due to lack of something or poor communication | ➢ Open dialogue  
                                           ➢ Use of suggestion boxes  
                                           ➢ Use of pupil / student assemblies |
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<table>
<thead>
<tr>
<th>Causes of Violence in Schools</th>
<th>Strategies to Avert Violence in Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Discrimination in school activities (application of rules, meting of punishment) or lack of fairness in the distribution of resources</td>
<td>➢ Rules / facilities should be fairly and equally applied / distributed among all pupils and students</td>
</tr>
</tbody>
</table>
| ♦ Drugs and substance abuse | ➢ Strengthened G & C services  
➢ Control of drugs and substances of abuse in society and in schools  
➢ A zero tolerance policy should be adopted on drugs and substances of abuse |
| ♦ Electricity blackouts | ➢ Head teachers and deputy head teachers should reside in the school  
➢ The teacher on duty should be in school at all times. At no time should pupils / students be left unattended by a teacher (prefects should never replace the teachers in supervision of the school) |
| ♦ Emerging issues e.g. Little or uncooked food or lack of a particular item such as meat or bread on a specific day, immoral acts such as lesbianism / homosexuality, power blackout, missed opportunities (such as spilt television set or faulty video machine), loss in a match (incitement can erupt from the losing school, yours or the other school) acts of hooliganism and other emerging issues or unforeseen circumstances | ➢ Students should never be left unattended (head teacher and/or deputy head teacher should always be present and the teacher on duty). In boys’ boarding schools, female teachers should be paired with male teachers whenever on duty if possible. In all cases, the head and/or deputy and a male teacher on duty should be physically present especially at night  
➢ The matron and school nurse should reside in the school. S/he should however not reside inside the student dormitory  
➢ Pupils / students should never leave school officially unaccompanied by a mature responsible teacher who must remain physically with them all the time |
| ♦ Family background. This includes such factors such as poor upbringing, protective / harsh or strict parents, poor parenting and inept parents | ➢ Parents should be continuously guided and counselled  
➢ Other forces in society such as the churches must strengthen the family unit |
| ♦ Fear of (mock) examinations / failure | ➢ Students should be adequately prepared for all exams  
➢ Schools should have a clear examination policy and a time table |
<p>| ♦ Frustration by teachers, pupils / students and low / poor performers | ➢ Teachers and pupils/students should be continuously motivated |
| ♦ Generation gap between pupils/students and teachers/parents | ➢ Clear rules / procedures which are well explained / understood by all parties |
| ♦ High hardness on the part of the head teacher, deputy, teachers, BOG, PTA, teachers and prefects | ➢ Free and easy / quick flow of information in the school hierarchical structure |</p>
<table>
<thead>
<tr>
<th>Causes of Violence in Schools</th>
<th>Strategies to Avert Violence in Schools</th>
</tr>
</thead>
</table>
| ♦ Harsh / unreasonable punishment | ➢ Punishment should be commensurate with the crime  
➢ Punishment should be fair, clear, consistent and equal  
➢ The school should have a clear policy on what punishment befits what offence |
| ♦ Imitation of other schools that have gone on strike | ➢ Strikes should not be highlighted in the media  
➢ Violence in the media should be censored  
➢ School culture should be strengthened |
| ♦ Imitation of aggressive society that settles issues violently e.g. Family feuds, tribal clashes, mass media, television / video shows, university students etc | ➢ Television / videos / films should be censored  
➢ Society must advocate for positive role modelling |
| ♦ Inaccurate information including rumours | ➢ Constant and effective communication  
➢ Use should be made of the school notice board and the assemblies |
| ♦ Incitement by politicians, teachers, parents, other pupils / students, community | ➢ All stakeholders should be involved in the running of the school  
➢ Good public relations |
| ♦ Indiscipline or poor discipline / truancy and permissiveness | ➢ Zero tolerance policy  
➢ Improve the morale of the school  
➢ Firmness in discipline |
| ♦ Lack of effective and purposeful G & C services in schools (lacking completely in some schools) | ➢ Proper G & C programmes in school  
➢ Training of teachers in G & C  
➢ Strengthened and proper G & C services |
| ♦ Lack of food, teachers, basic facilities, consultation and / or essential services / facilities | ➢ Transparency in the spending of school / public funds and distribution of resources |
| ♦ Lack of strong spiritual foundation / base | ➢ Provision of spiritual guidance  
➢ Pastoral spiritual care |
| ♦ Low self-esteem on the part of the youth | ➢ Motivation of the youth  
➢ Improve the morale of the school |
| ♦ Mismanagement of school funds leading to such issues as non-payment of salaries to staff (teachers and / or support staff) | ➢ Transparency in the spending of school funds  
➢ Greater and enhanced inspection of education institutions to curb mismanagement  
➢ Disciplinary actions should promptly be taken against mismanage of public funds |
| ♦ Misuse of power by the BOG, PTA, Head teacher, deputy head teacher, teachers, support staff and/or prefects | ➢ Greater co-operation between all stakeholders (BOG, PTA, sponsor etc)  
➢ Clearly assigned roles and responsibilities  
➢ Training in educational management and administration should be compulsory and enhanced  
➢ KESI courses should be intensified |
<table>
<thead>
<tr>
<th>Causes of Violence in Schools</th>
<th>Strategies to Avert Violence in Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Occult and cultism</td>
<td>➢ Provision of spiritual / pastoral guidance in schools</td>
</tr>
<tr>
<td>♦ Overloaded curriculum that causes stress to the students coupled by the pressure and desire to succeed</td>
<td>➢ Enhanced co-curricular activities in the school</td>
</tr>
</tbody>
</table>
| ♦ Poor examination results / mass failure | ➢ Enhanced student performance in school  
➢ Positive and healthy competitions should be encouraged in schools |
| ♦ Peer pressure               | ➢ Role modelling  
➢ Use of peer counselling |
| ♦ Poor feeding diet / food    | ➢ Basic needs should be catered for (Maslow’s hierarchy of needs) |
| ♦ Poor management /administrative skills | ➢ School management should be democratised |
| ♦ Poor relationship between pupils / students and the head teacher, deputy head teacher, teachers, parents, prefects | ➢ Head teachers should be accessible and available to the pupils /students |
| ♦ Poor role modelling        | ➢ Teachers should be encouraged to act as role models for the pupils/students |
| ♦ Poor sanitary facilities   | ➢ BOG and PTA should provide and improve essential services |
| ♦ Poor teaching / learning facilities | ➢ Teaching and learning should be prioritised |
| ♦ Power struggles between the BOG, PTA, sponsor, Head teacher, deputy head teacher, teachers, support staff and /or community | ➢ The MOE should ensure that conflicts in the school are resolved amicably and on time  
➢ BOG, PTA and School Committees should be integrated in the school |
| ♦ Rigid rules / dictatoral rules | ➢ Pupils/students should be involved in making of school rules and regulations  
➢ Pupils/student should be oriented to the school rules and regulations  
➢ School rule and regulations should be clear and precise |
| ♦ Rivalry between schools     | ➢ A healthy competition among pupils/students should be encouraged in the school/s. For example, inter house / inter school games, drama and other competitions, inter school / class exchange in clubs and societies  
➢ Students should be mixed in the dormitories, that is, every dormitory / house should have a mixture of forms 1 - 4 students |
| ♦ Rivalry between pupils / students. For example, form fours and form twos form fours and threes | ➢ Transfers should be justified and well handled with consultations wherever possible |
| ♦ Transfer of popular teachers or head teacher | ➢ |

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Causes of Violence in Schools | Strategies to Avert Violence in Schools
---|---
♦ Sidelining of parents, teachers, students and other stakeholders (sponsor, community, prefects etc) in school activities | ➢ Greater co-operation between all stakeholders
➢ Schools should have an effective and pupil/student friendly prefect system

♦ Unattained and/or unmet goals/needs | ➢ G & C services should be enhanced and incorporate all the components of G & C

♦ Unresolved conflicts, for example, unpaid or non-payment of salaries or arrears for support staff, broken promises and unresolved issue/s | ➢ BOG, PTAs, School Committees and parents should be more involved in school management and briefed on any crisis
➢ Payment of school fees should be clearly resolved through clear ministerial guidelines

♦ Untrained G & C teachers who are not able to assist the students (guide and counsel) | ➢ Appointment of qualified G & C teachers
➢ Enhanced pre-service and in-service training of G & C teachers

♦ Withdrawal of certain services | ➢ Head teachers must strengthen the affordable and positive school culture

The study looked at ways of dealing with a student/s that pose(s) a threat to the school. The Penal Code Cap. 63 Section 96 on *Incitement to violence and disobedience of the law* states:

Any person who, without lawful, excuse the burden of proof whereof shall lie upon him, utters, prints or publishes any words, or does any act or thing, indicating or implying that it is or might be desirable to do, or omit to do, any act the doing or omission of which is calculated –

(a) to bring death or physical injury to any person or to any class, community or body of persons; or
(b) to lead to the damage or destruction of any property; or
(c) to prevent or defeat by violence or by other unlawful means the execution or enforcement of any written law or to lead to defiance or disobedience of any such law, or of any lawful authority,

Is guilty of an offence and is liable to imprisonment for a term not exceeding three years.

Schools must look for evidence of such statement and/or acts to substantiate such claims.

Respondents recommended the following actions for a student/s who poses a danger to the school:

- Assessment of the degree of danger.
- Counselling of pupil / student and parents should be continuous.
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- Guidance and counselling of pupil / student.
- Involvement / inform parent/s. The student/s and the parent signs in front of the BOG committing self and the child respectively to conform to school rules
- Isolation of pupil/student from the rest of the students (suspension / expulsion)
- Reporting to the police if the threat is severe and there is proof thereof.
- Student/s should be taken to a day school for closer supervision.
- Suspension of student/s for some time and recommendation for expulsion if case is severe.
- Transfer of the student/s to another school (I keep asking myself to which school?)

Schools should note that the law is clear on intent or preparations to commit felony. Section 308 (1) of the Penal Code on Preparations to commit felony states:

Any person found armed with any dangerous or offensive weapon in circumstances that indicate that he was so armed with the intent to commit any felony is guilty of a felony.

Schools must be on the lookout for dangerous and offensive weapons such as petrol, paraffin, diesel, knives, axes and other weapons or accessories that have nothing to do with a students’ life while in the school. In addition, they must be guided by Section 388 (1) of the Penal Code on Attempt defined that states:

When a person, intending to commit an offence, begins to put his intention into execution by means adapted to its fulfilment, and manifests his intention by some overt act, but does not fulfil his intention to such an extent as to commit the offence, he is deemed to attempt to commit the offence.

Subsections (2) and (3) clearly stipulate that it is immaterial except as regards punishment whether the offender commits the crime, is prevented, it is impossible to commit the crime, desists from further prosecution of the intention or offender is unable to commit the crime. This is further reinforced by section 389 that states that any person who attempts to commit a felony or misdemeanour is guilty of an offence. Many people would fear that head teachers, schools and the school management (BOG, PTAs and School Committees) are bound to misuse these sections or extend them too far. However, school managers and administrators should be clearly orientated to the law through in-service courses organised by KESI.
Behind each crime is a criminal/s who commit the crime/s. Crime is an intentional act or omission in violation of criminal law (statutory and case law) committed without defence or justification and sanctioned by the state as a felony or misdemeanor (Tappan, 1960:10). Some of the most popular criminals such as Dick Turpin became popular folk heroes. Schools must therefore not make heroes out of these criminals.

The study of crime, criminals and criminal law is of ancient origin. Historically, the focus has been an attempt to explain the nature of crime and the behaviour of criminals. For years, scientists have investigated the theory that certain people are born to be criminals and are thus likely to commit an offence. Researches in the field of criminology and abnormal behaviour have examined various types of crimes and criminals to see if they shared any characteristics (Brian, 1998). Such include Dr. James Brussel, an American criminal psychiatrist and a pioneer in psychiatric profiling. Psychiatric profiling is a method of deducing a criminal’s characteristics by studying the way the crime was committed or carried out.

Adler, Mueller & Laufer (1995:1) define criminology as the scientific study of the making of laws, the breaking of laws and the society’s reaction to the breaking of law. Sutherland (1934 in Adler, Mueller & Laufer, 1995:6) who was one of the founding scholars of American criminology looks at criminology as the body of knowledge regarding crime as a social phenomenon. Indeed, criminology encompasses a series of events that result in the commission of crime by some individuals and not others (Adler, Mueller & Laufer, 1995). Thus, Reid (1994:68) concludes that a thorough study of crime includes not only an analysis of the number and type of crimes but also information on the characteristics of those who commit the crime/s. Reid (1994:69) further argues that in spite of the characteristics, what is most crucial and important is the seriousness of the offence committed and the degree of involvement in the offence. It is therefore possible to detect such would be culprits.

One of the questions often raised by school managers, administrators and teachers is on the kind of person/s likely to commit such an offence/s. Amongst the best predictions of future behaviour is past behavioural records (Reid, 1994; Adler, Mueller & Laufer, 1995). For example, if a child has a past record of erratic behaviour
and/or violence, the child is highly likely to demonstrate the same type of behaviour sometime in the future. Hence there is need for clear and accurate school records.

Respondents were asked about the characteristics of such student/s that are likely to commit criminal offences. This was based on the fact that it is possible, through careful observation, to make a profile of a person/s or people who are likely to commit a crime. Adler, Mueller & Laufer (1995) are emphatic that the characteristic of crimes is not the only data that is analysed by criminologists. Criminologists also want to know the characteristics of the people who commit such crimes. Adler, Mueller & Laufer (1995) investigate in depth the characteristics of criminals by age, gender, ethnicity, social economic level and other criteria by studying the various offender groups.

Respondents identified the following characteristics:

- 11-18 years. Adolescent behavioural patterns must be clearly distinguished from violence tendencies.
- Appears depressed, tired and/or indifferent.
- Deviant / defiant of the school rules and norms, constantly breaks rules.
- Dirty / shaggy / rough.
- Drugs and substances of abuse (cigarette smoking, alcohol, bhang) evident for example, in chewing of gum, shaggy/unkempt hair, one set of clothing / uniform, red or watery eyes.
- Enjoys watching violent actions/movies/programmes and partakes in such actions.
- Fascination for weapons. These include: sticks, knives, guns, stones, axes.
- Hates teachers, parents, and others. That is, s/he has a negative attitude /perception and /or grudge with the community / society / school.
- Inciting of other students. S/he acts as their leader /advocate.
- Influence of occult, cultism and music.
- Loners, often alone unless in the company of similar student/s.
- Non-conformist, disobedient, uncooperative, not following rules / regulations, rebellious.
- Not able to express themselves well and clearly over small/petty issues.
- Often depressed, lonely and withdrawn.
- Often male. Females express their anger in different ways. For example, change of hairstyle, mode of dressing, use of makeup, defiance, withdrawal
- Often withdrawn, absent minded.
- Past records of criminal acts / truancy.
- Poor / deteriorating academic performance in class/school.
- Poor family background, for example inept/irresponsible parents, excessive stress at home.
- Poses as a leader (self appointed) without any particular direction or misguided acts.
- Sensitive, easily irritable, aggressive, hot-tempered and hyper-sensitive to criticism.
- Unnecessarily argumentative and does not admit to or give in to logic / rational thinking Violence tendencies, for example, cruelty to animals and bullying other students.
- Weird, for example, revenges excessively in unusual ways / means.

To clearly identify persons with such characteristics, schools must keep clear and up-to-date accurate records of students’ behaviour and conduct in the students’ file and in both the minor and major punishment books (Heads Manual, 1975).

Uniform Crime Reports 1991 (in Reid, 1994:69) reports that of the 14.2 million arrests made in 1991, 46% were persons below 25 years, 30% were under 21 years, 16% were under 18 years while 6% were under 15 years. When serious offences were considered, persons under 25 years accounted for 57% of all arrests, 43% were under 21 years and 29% were under 18 years. This is attributed to the normal biological and socio-psychological maturation processes. It is argued that the process decreases criminal activity and that the allure of crime diminishes as offenders grow older (Reid, 1994:69). Achieng (1996) found that most of the students’ were 14-18 years.

Historically, crime rates among males have been higher than among females with the exception that some crimes are predominantly male or female. For example, the Uniform Crime Reports, 1991 (Reid, 1994:72) noted that males accounted for 81% all arrests in 1991. According to Roland (in Besag, 1989:38) there does seem to be a difference in violence behaviour of girls and boys in that girls resort to physical
aggression less often than boys preferring instead social exclusion or malicious rumour. Kinyanjui (1978) also noted that there were more strikes in boys’ schools than in girls’ schools. It is notable that the tragedies in Nyeri High, St. Kizito and Kyanguli in which about 90 students lost their lives involved boys. Acts of violence committed by females attract disproportional attention presumably as they contravene social expectation (Besag, 1989:38).

From the foregoing, it is relevant to the problem of violence to therefore consider the difference ways in which boys and girls challenge the school system. Boys often appear to challenge the system more overtly by conflict and confrontation (Besag, 1989:109). Girls on their part use their maturity to confront the system by wearing earrings, make-ups, ignoring the dress code and flaunting their sexuality (McRobbie and Garber, 1976). Boys tend to use more overt physical aggression than girls who choose the covert tactic of social ostracism (Roland, in Besag, 1989:109).

Another issue that the school must consider is the normality of violence in the home. Research has established that an over-punitive, authoritarian rather than authoritative style of family discipline can result in the child being hostile and aggressive (Besag, 1989:62). Children growing up in a coercive environment commonly develop into coercive people who in turn rear children likely to repeat the same pattern (Pizzey, 1974; Straus et. al., 1980). This is because parents using harsh, physical discipline are modelling to the child that this is an effective way of controlling others and getting one’s own way (Bandura, 1969). Besag (1989:62) does look at the possibility of the reverse happening in that a child born by a hostile and punitive parent could sap the child’s confidence so that the child becomes anxious and fearful. Notwithstanding, mothers who have witnessed violence in the home as children are four times more likely to abuse their children and it is not rare for the physical abuse of children to be carried over three generations (Straus et. al., 1980). This partly explains why boys are more prone to violent and aggressive behaviour in that they replicate the aggressive parent (strong and powerful) who is usually the male (and appears successful). Schools must therefore guide and counsel both young and old parents. The cycle of violence must also be broken.
Thus, the school administration must be re-defined in terms of formalised systems intended to control, supervise, plan and facilitate effective decision-making in the schools. School rules and regulations must be designed to establish social harmony and unity of purpose. One way to achieve this is to prevent or curb violence. School rules and regulations must be re-designed to refer to the laid down norms intended to guide the pupils/students and the school.

Some of the rules that head teachers/schools had instituted or felt should be instituted in schools include:

- All students must respect each other and the teachers.
- All students should be disciplined at all times.
- All students should respect life and property.
- Bullying is prohibited/strictly forbidden.
- Class attendance is compulsory for all pupils/students.
- Fighting in school is not allowed/strictly forbidden.
- No weapons are allowed in the school.
- Stealing is not allowed.
- Use of drugs and alcohol is strictly prohibited.

One of the most effective ways of building the self-esteem and confidence of the pupils is through the design and implementation of the curriculum. This is because there is a high correlation between those pupils/students who feel they are academic failures and the emergence of behaviour problems (Besag, 1989:108). Thus, the school must ultimately desire to build up the self-esteem and confidence of the pupils/students through careful design and presentation of the curriculum. Conversely, the confidence of the pupils/students may be eroded by a poorly designed curriculum. Besag (1989:109) argues that if the school is not able to offer a curriculum that gives the pupil/student an opportunity for self-development, sense of personal worth and access to societal goals, students may result to truancy to defy the school. Besag (1989:109) further argues that disaffected pupils may attend school for lack of anything else to do rather than because they have a definite aim or expectation. Thus, the curriculum needs to cover as many learning processes as possible. The school must be seen to be purposeful by all pupils/students in the school. The school needs to have its ethos, its own individual identity that promotes positive cultural practises.
The study further investigated whether a teacher can be prosecuted for violence that occurred in school and under what circumstances. From the onset, it is notable that teachers have a moral and professional obligation to prevent violence. While some respondents felt this was not possible, others felt that it could be possible to prosecute a teacher under certain circumstances and with reasons as shown in Table 4.3.

Table 4.3.: Teachers Should, or Should Not be Prosecuted for Acts of Violence

<table>
<thead>
<tr>
<th>Yes (64%)</th>
<th>No (36%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers should take the necessary steps to prevent violence and destruction</td>
<td>Sometimes things just happen no matter how the teacher tries to prevent or investigate</td>
</tr>
<tr>
<td>If the teacher is responsible or contributed to the situation or incited the students or was involved</td>
<td>If the teacher is not directly involved</td>
</tr>
<tr>
<td>If the teacher ignored or failed to take precautionary steps or measures</td>
<td>If the teacher took the precautionary measures and the situation went beyond control / exploded</td>
</tr>
<tr>
<td>In case there is negligence on his/her part</td>
<td>If there is no negligence on his/her part</td>
</tr>
<tr>
<td>If teacher had prior knowledge of the threat and ignored it</td>
<td>If teacher had no prior knowledge of the threat</td>
</tr>
</tbody>
</table>

Respondents unanimously agreed on two basis: prosecution is possible if the teacher incited the students; and/or, if the teacher knew about the intended action and failed to prevent it. This has a basis in law in the Penal Code Division VIII (Chapters XL-XLII) Attempts and Conspiracies to Commit Crimes and Accessories after the Fact.

Section 391 of the Penal Code on Soliciting or inciting others to commit offence states:

Any person who solicits or incites or attempts to procure another to do any act or make any omission, whether in Kenya or elsewhere, of such nature that, if the act were done or the omission were made, an offence would thereby be committed … whether by himself or by that other person, is guilty of an offence of the same kind and is liable to the same punishment as if he had himself attempted to do the same act or made the same omission ....

Chapter XLI on conspiracies places further emphasis. For example, Section 393 on conspiracy to commit felony includes any person who conspires with another to commit any felony, or to do any act that is an offence while Section 394 on
conspiracy to commit misdemeanour includes any person who conspires with another to commit a misdemeanour. Section 395 explains other conspiracies.

Section 392 of the Penal Code (Cap 63) on *Neglect to prevent felony* states:

Every person who, knowing that a person designs to commit or is committing a felony, fails to use all reasonable means to prevent the commission or completion thereof is guilty of a misdemeanour.

Thus teachers can be accused for being an accessory and/or for failure or neglect to prevent a felony. The teacher can be interdicted for desertion of duty during that period (just like at any other time stating clearly the specified actual dates), incitement, insubordination and/or negligence of duty (TSC code of regulation).

It must further be emphasized that schools have a moral and legal responsibility for the pupils/students in both violence prevention and pupil/student protection. Schools should ensure a safe and healthy living environment. The school management and administration must therefore make plans to prevent or reduce school violence and plan for strategies to curb violence if it occurs. Strikes, demonstrations and acts of violence are usually the presenting problem. There is often an underlying issue. It is true that most schools are overwhelmed by violence because they do not know how to deal with it. Several aspects should be incorporated in this endeavour. It must, however, be noted that this involves an adoption of a variety of approaches rather than a single prescription.

These include:

a) **Teacher Involvement**

Most school managers/administrators including head teachers do not involve teachers in situations of crisis. Yet teachers are very crucial in preventing and/or dealing with crisis. Teacher involvement is very crucial.

The following should be taken into careful consideration:

- All teachers must have a high self-concept, morale and discipline
- All teachers should be aware of discipline problems including acts of violence or threats to violence
Teachers should post the school behavioural standards (rules and regulations) clearly in the classroom and the school notice board

The classroom teacher (class teacher and subject teachers) must ensure that the behaviour and academic standards of the school are strictly followed without exception and/or prejudice

Teachers must effectively motivate the pupils/students inside and outside the classroom to keep them busy. Co-curricular activities come in handy. Such methods must foster creativity and peaceful classroom / school environment

Teachers must demonstrate genuine interest in pupils/students by treating them as individuals (person centred theory)

Teachers should be objective in dealing with pupils/students, not judgemental and should look at matters/issues from their point of view

Teachers should minimize the power difference between them and the students

Teachers should address any behavioural problems directly and immediately so that it does not explode or expand

Teachers should adopt a collaborative approach in soliciting pupils/students’ opinion/s

Teachers must create a motivating and peaceful classroom environment.

Teachers in the school can initiate a wide variety of far-reaching strategies to help prevent violence. But the support and coordination of a good management system is essential especially in a large school. The clear communication of aims and goals, a consistent policy understood by all and constant communications are parameters of prime importance.

An important factor in all this is the teacher-pupil relationship. No methodology other can offer optimum than the quality of the relationship between the teacher and the child. Teachers are surrogate parents and fulfil a variety of roles. The effect of their daily interaction with the child is tremendous. It is very significant that teachers develop a special relationship with each pupils/students in the class / school. This should be built on something they share such as a skill, an interest, hobby, subject or co-curricular activity in which the pupil/student and the teacher
are involved in. This would afford the child/ren an empathic and rewarding relationship with the teacher and the school. This encourages self-esteem and confidence and these are prerequisites to the development of the child belief in his or her abilities.

b) **Threat reporting**

Often, most threats are very imminent in the school. The more intense and serious is the danger or threat, the more prominent it usually is. Small disturbances on the other hand occur without warning and can be dealt with and quelled as they occur. To avoid a violent /turbulent situation/s in the school, the school administration / managers, head teacher, deputy head teacher, parents, teachers, prefects, students and the entire community should take every precaution to ensure that all threats are handled as appropriate.

A network of preventive strategies should be laid down well in advance guided and supported by well-coordinated teamwork.

Such measures include:

- The school should have clear rules and regulations that all pupils/students should be aware of and subscribe to the procedure to be followed by any person/s who perceives a threat of any kind to the school.

- Any threat should be reported to the head teacher, teacher/s, prefect, parent or provincial administration and investigated. If people know that they can report threat anonymously to a responsible person, they will volunteer very valuable information and usually on time

- Once the threat is reported, the pupil/student or person making the report should be interviewed to establish / determine:
  
  - The exact nature of the threat. For example, if the student/s are planning to burn the school (office administration block, school van, laboratory etc.) a shopkeeper or parent might report of a student/s asking for paraffin or might have seen a student/s buying petrol. A student/s might have overheard a discussion in the dormitory about an intended action or the
watchman might have overheard some students discussing something in
hiding in an area of the school

➢ The specific/exact circumstances in which the threat was made. For
example, student/s planning to kill someone and buying a weapon/s,
student/s contributing money to buy paraffin / petrol.

➢ Name/s of the pupil/student/s and/or person/s who heard or saw signs of
the threat or are witnesses of the threat. These must be well guarded.

➢ The extent of the threat. For example, in one school, the students wanted to
burn the school van. In another, the students wanted to harm the deputy.
The exact nature of the threat (burn the administration block, harm a
teacher/s, harm a prefect/s) should be established. This can help reduce the
casualties and/or extent of damage. Students are also known to change the
target if the target is withdrawn. For example, students may vent their
anger on a teacher if they miss the head or the deputy head teacher or burn
the school laboratory if they miss the school van or the administration
block is guarded. The idea is to defuse the situation and not withdraw the
target to avoid transference.

Care must be taken not to interrogate the person/s reporting the threat as if they
were the culprits.

♦ If the threat is questionable but there is suspicion that it could be valid,
then:

➢ The movement of the suspect/s in and out of the school should be
monitored

➢ The school security and teachers should be used to monitor the
situation and the suspect/s

➢ Only the teacher/s involved in monitoring the situation should know of
the situation

➢ Evidence must be sought of the nature and extent of the threat as
accurately and precisely as possible

♦ If the threat is real and valid:

➢ The student/s can be removed from the school temporarily until other
options are developed
Curbing Violence in Schools

- The parent/s should be notified of the threat posed by the student/s
- The school should be secured. The provincial administration should be informed accordingly for the same to be effected

♦ If the threat is not real:
  - Normal school activities / programme should continue undeterred
  - The school administration should discuss with the person the nature of information to establish if it was a joke / bluff or the threat has been withdrawn and / or postponed
- All persons in the school (teachers, parents, prefects, support staff, pupils/students) should be briefed on disaster and disaster preparedness. Part of this should be on threat reporting.

Section 392 of the Penal Code (Cap 63) on neglect to prevent felony states:

Every person who, knowing that a person designs to commit or is committing a felony, fails to use all reasonable means to prevent the commission or completion thereof is guilty of a misdemeanour.

Thus, the head teacher and teachers can be accused of neglect to prevent a felony.

c) Discipline

One aspect of instilling discipline is to have very clear and precise rules. Some schools have very specific rules to avert violence. It is suggested that the school should have clear rules and regulations on aspects that are known to foster school strikes/violence. Rules should be explained and pupils/students helped to understand and accept them.

Such rules would include (see Appendix II):

- All pupils/students must respect one another, teachers and all property or all pupils/students must respect life and property (pupils/students will destroy property in disguise, at night or when there is a blackout or during disturbances/strikes to avoid individual blame and/or punishment)
  - I will respect other pupils/students, teachers and property (I will respect life and property).
- Attending classes is compulsory for all pupils/students (pupils/students are compelled to attend school and not to learn).
I will attend all classes while in school to be able to learn.

- Bullying and molesting of other pupil/students is strictly prohibited (done at night or outside the school).
- Fighting is strictly forbidden (some schools write: Fighting is not allowed in the school. Pupils/students fight outside the school to avoid detection and consequent punishment).
  - I will not bully or molest other pupil/students.
- Drugs and alcohol are strictly prohibited (pupils/students avoid being detected).
  - Drugs and alcohol are harmful to me and I will keep off them.
- No weapons are allowed in the school (pupils/students hide the weapons outside the school in the fence waiting to come out of the school).
- Pupils/students must be disciplined at all times (pupils/students suppress any anger etc. and appear disciplined).
  - I will be disciplined at all times (pupils/students can comfortably demonstrate without necessarily resorting to violence).
- Stealing is not allowed (pupils/students avoid being detected).

Violence in the school is one of the dark, hidden areas of social interaction. It takes various other forms such as bullying, child physical and sexual abuse and child fighting. Unfortunately, this has been consciously or unconsciously neglected by professional investigation. The problem is not necessarily hidden from the school community but is simply buried in the curriculum organized by the pupils/students themselves. It may take various forms that can easily be identified by the school. Thus, it is more of an attitude rather than a secret act. Therefore, it can be identified by the effects the acts have on the vulnerable child, the school, and on the community.

In searching for an explanation for violence, we must of necessity duly recognize that human behaviour rests on a wide base of research and a myriad of causal factors, effects and implications each interwoven and interacting with the other. Discipline in the school must be friendly, firm and consistent. Moreover, the school and the staff must establish that violence will not be tolerated and indeed, will be dealt with firmly.
The weight of the whole school establishment should fall in behind the school rules and clear policy statement on the same.

4.3. Conclusion

Violence is a multidimensional problem and schools in particular may respond best by adopting a multi-factorial response. Violence is always with us. We encounter all forms of violence throughout life. It happens in all strata of society. Prevention is far better than crisis management and a team response by all the teachers in the school taking responsibility for all pupils/students at all times, in a variety of ways, is perhaps one of the most effective preventive measures. There does appear to be need for a change in attitude at all levels of society. Finally, the society must address itself to the question of what type of person we want to emerge from the school.

The constellation of characteristics that should be encouraged must be identified. This can only be ensured by an explicit approach and by developing those facets of social life that are important. Pupils and students look to teachers to provide a safe and stable environment in which they may develop. No other individual or agency has the same opportunity and access to as wide a range of responses as does the teacher who is familiar with the child (Besag, 1989:108).
CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS

There is no doubt that the Government and schools have a reasonable motive for curbing indiscipline in schools especially when this erupts into violence, wanton destruction of property and loss of human life. Parents and pupils/students alike are concerned about the problem and there is no need to be wary of escalating anxiety in bringing it out in the open for discussion. Besides, there is an utmost need to identify the root of the indiscipline behaviour and train teachers to deal with acts of unrest, demonstrations and/or violence without regimentation and coercion. Head teachers and schools must therefore encompass and fully comprehend the concepts of disaster preparedness and management, and conflict resolution as some of the components of the G & C school programme.

In addition to understanding the concept of G & C, the concept of discipline must be fully understood. Mbiti (1974) observed that many people equate discipline with punishment, pain, fear and correction of the wrongdoer. Mbiti further asserts that discipline should rather be seen as a system of guiding the individual pupil/student to make responsible decision/s. According to Makinde (1993:17), discipline is orderliness. Discipline must be looked at as the moral and mental adjustment from within the self rather than as an escape from punishment. Discipline implies correct, positive and acceptable individual perception of the self and others. School rules and regulations must be designed for this purpose (see Appendix II).

Makinde (1993:17-20) makes a number of recommendations: the need to investigate the root of indiscipline; role modelling; the need for the TC to be well trained; and, that teachers should instil discipline through teaching. Consequently, the G & C teacher should be trained on matters of social values, counselling skills and on effective and purposeful school G & C programme. The school G & C programme should be designed in such a way that it handles pupils / students needs for individual development. Role modelling must be emphasised in society, in the school and at
home. Learning must be by personal example. In addition, the society, the home and the school must not over-rely on punishment rather than instilling discipline.

Little research is available on the complex problem of violence as yet and scholars may only identify high-risk factors rather than proffer with confidence firm conclusions. Research carried out in individual schools by practising teachers who know the pupils / students on individual cases might result in far-reaching and long-term changes in the overall school organisation and professional practise. The approach should rather be explanatory rather than exploratory, illustrative rather than exhaustive. The aim must be to bring into focus areas of work that is relevant for present and future reference. Such areas may include bullying, general school administration and management, pupil / teacher relationship and pupil/student needs.

The Ministry of Education in particular must ensure that all schools have a functional and purposeful G & C programmes and that the teachers are continuously in-serviced. There is an utmost need to formulate a positive attitude towards G & C among teachers, pupils and students. The pre-service teacher training programmes should intensify the G & C training. New knowledge should be imparted to equip the G & C teacher. While all teachers should be available for the pupils / students, only qualified teachers should be assigned as TC in the school. Kombo (1998:124) recommends an increased offering of G & C services more often rather than the irregularly observed in present day since it does not give the teachers and parents adequate time to identify and detect any problem/s early enough.

The school provides a home for the child/ren for the better part of his/her life and for most part of the year (three terms that translates to nine months). The safety of children depends entirely on the ability of the school to foresee and prevent dangerous and harmful situations rather than the ability to punish the offenders and / or resolve the crisis. This is more so when a pupil/student threatens another and/or the school and the community. Certainly, this must begin with certain fundamental principles and policies. These must include: the introduction of a viable, functional and effective G & C services; a shared vision of school systems, beliefs and values; a holistic idea of continued staff development; explicit policies and principles of administration that encompasses transparency and accountability; and, an intensified staff training
programme. Staff training must include education officers, inspectors of schools, school managers and administrators, HODs, G & C teachers, in servicing of teachers and training of peer counsellors.

Violence in the school appears to be a multifaceted problem. It has its roots in a variety of interrelated process: the temperament, social behaviour, communication skills, child self-esteem, family, social and school influences. It is therefore logical to have in the school a multidimensional preventive approach. This involves a wide spectrum of well-planned and prepared skills and responses from which to draw in time of need. Parallel to this and in advance of any crisis, almost all aspects of the functioning of the school need to be addressed. The whole school system would need to be addressed. Several areas of school management and functioning appear relevant. In particular, the school system must be organised to support all pupils/students and staff so that no one child or teacher or member of the support staff is left alone to resolve the problem of violence.
REFERENCES


APPENDIX 1: RESEARCH QUESTIONNAIRE

Dear Respondent

The following questionnaire is intended to assist me to do a study on violence in schools leading to a Higher Diploma in Guidance and Counselling at the Kenya Institute of Professional Counselling (KIPC). The questions in the questionnaire will therefore be used for research purposes and all the information obtained will be confidential and for this purpose only.

Kindly fill in all the details as appropriate. DO NOT indicate your name or the name of the school.

Preliminaries (Tick as appropriate)

a) Province ____________________ District ______________

b) Gender of Respondent: Male [ ] Female [ ]

c) Position in School: Head teacher [ ] Deputy [ ] Teacher Counsellor [ ]

d) Years in Present School ..................................................

e) Years in Present Capacity ......................................................

f) Type of School:

- National [ ] Provincial [ ] District [ ]

- Girls Day [ ] Boys Day [ ] Mixed Day [ ]

- Boys Boarding [ ]

- Girls Boarding [ ]

- Mixed Boarding [ ]

Kindly respond to the following questions with information as appropriate:

1. What do you understand by the term violence .................................................................

2. What in your opinion is the cause of violence in schools ........................................

3. What strategies can you recommend to avert violence in schools ...........................
4. a) What would you recommend for a student who poses a danger/threat to the school ………………………………………………………………………………………………………

b) How would you tell if the threat is real or imagined ………………………………..

(c) Outline the steps you would undertake to defuse a dangerous or threatening situation ……………………………………………………………………………………………

5. What is the legal procedure in case of a threat to the school ……………………………..

6. Define the term offender profiling ……………………………………………………………………………………………………………………………………………………………

7. Outline the characteristics you would expect of a violent student/s ……………………………………………………………………………………………………………………………………..

8. Can legal proceedings be instituted against a teacher/school in the event of a violent situation and why? Yes [  ] No [   ]

   Explain your answer …………………………………………………………………………………………………………………………………………………………………………………

9. State the moral and/or legal obligations of the following in regard to protection of students and acts of violence in a school

   School Management (BOG) ……………………………………………………………………………………………………………………………………………………………

   School Administration (head teacher).…………………………………………………………………………………………………………………………………………………………

   Deputy head teacher ……………………………………………………………………………………………………………………………………………………………
Teacher Counsellor

Teachers

Parents

Any other (Specify)

10. State the rule/s in the school that dwell on violence.

If there are none, state so and suggest any if in your opinion they should be there.

11. a) What is your role in ensuring that violence does not occur in school?

b) Who do you feel should be responsible to ensure that violence does not occur in school?

c) Explain why you think or say so.

12. Any other Comment/s on violence in schools

THANK YOU VERY MUCH
APPENDIX II: SCHOOL RULES AND REGULATIONS

OBLIGATORY

• All pupils/students must respect one another, teachers and all property or All pupils/students must respect life and property (pupils/students will destroy property in disguise, at night or when there is a blackout or during disturbances/strikes to avoid individual blame and/or punishment).

• Attending classes is compulsory for all pupils/students (pupils/students are compelled to attend school and not to learn).

• Bullying and molesting of other pupil/students is strictly prohibited (done at night or outside the school).

• Drugs and alcohol are strictly prohibited (pupils/students avoid being detected).

• Fighting is strictly forbidden (some schools write: Fighting is not allowed in the school. Pupils/students fight outside the school to avoid punishment).

• No weapons are allowed in the school (pupils/students hide the weapons outside the school in the fence waiting to come out of the school).

• Pupils/students must be disciplined at all times (pupils/students suppress any anger etc. and appear disciplined).

• Stealing is not allowed (pupils /students and children avoid being detected).

PERSUASIVE

• I am in school to learn.

• I will attend all classes while in school to be able to learn.

• I will be disciplined at all times (pupils/students can comfortably demonstrate without necessarily resorting to violence).

• I will not bully or molest other pupils/students.

• I will respect other pupils/students, teachers and property (I will respect life and property).

• I will try to resolve any disputes between my colleagues and myself.

• Drugs and alcohol are harmful to me and I will keep off them.