



Perceived Forms and Psycho-Social Determinants of Violent Behaviour among Public Secondary School Students in Bungoma County, Kenya

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ARTICLE INFO

Article history:

Received: 26 October 2017;

Received in revised form:
26 November 2017;

Accepted: 6 December 2017;

Keywords

Behaviour,
Bullying,
Perceived,
Psycho-Social Determinants,
Violent Behaviour.

ABSTRACT

Violent behaviour has contributed to destruction of facilities, physical disability, anxiety and poor academic performance in schools. In Bungoma County, cases of student violence in secondary schools have been reported in the recent years. For instance, in 2008, eight cases were reported, whereas in 2009 the number rose to over 30 cases. The purpose of the study was to establish teachers' and students' perceptions on forms and Psycho-social determinants of violent behavior among public secondary school students in Bungoma County, Kenya. The study was based on the Social learning theory by Albert Bandura which states that learning of behavior is through imitation, reinforcement and identification. A descriptive survey research design was adopted. The study population was composed of 63 Principals, 2,340 teachers, 20,670 form two students and 4 County Education Officers. Stratified random sampling technique was used to select 364 teachers and 1,152 form two students from 213 public secondary schools while 213 Principals and 7 District Education Officers were selected using purposive sampling technique. Questionnaires and in-depth interview guides were used to collect data. Findings of the study revealed that forms of violent behavior as perceived by teachers and students were; rioting, fighting, bullying and sexual violence. Psycho-social determinants perceived by the teachers and students included; anxiety problems, experiencing mental problems and being fearful. It was concluded that rioting was the main form of violent behavior in secondary schools. Recommendations of the study were that: guidance and counseling be reinforced; and consistent control and discipline be encouraged.

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Introduction

ABBREVIATIONS AND ACRONYMS

ADHD	Attention-Deficit Hyperactivity Disorder
AIDS	Acquired Immune Deficiency Syndrome
ANOVA	Analysis of Variance
D.E.O	District Education Officer
DHT	Deputy Head Teacher

For centuries, violence has been a commonplace feature of school life with its causes embedded in the social, cultural, historical and economic contexts of its time. Violence can be directed to individuals or property. The nature of the damage can be psychological, social and physiological. Since the middle of the 20th century, violence against children has increasingly been viewed as a violation of their fundamental human rights, in particular of their right to physical safety and psychological security and well-being (Santrock, 2001). The main problems that have been linked with school violence include; indiscipline, drop outs and physical injuries. When such problems as these affect teaching and learning, there is a feeling of unrest throughout the school population.

In addition, Ohsako (2007) observed that the record of criminal offences in 1993 indicated 5,290 cases of violence in primary and 8,658 cases in secondary schools in Malaysia whereas in Jordan, a study conducted by the social union centers involving a sample of 740 students from urban Amman schools revealed that 97.7% of students reported the presence of violence in their schools. The forms of violent behavior that were witnessed in these schools included;

sexual violence, bullying, physical fighting and rioting. The causes of sexual violence vary greatly due to teachers' behaviour and traditional gender stereotypes. By not responding seriously to complaints of sexual abuse, teachers and school authorities convey the message that it could be tolerated.

In secondary schools, the psychological experiences of sexual violence or harassment could be long- lasting or short-term and vary in intensity depending on the nature or magnitude of the violence, the victims' expectation and maturity. For instance, the experiences of girls after rape or sexual assault may include; feeling vulnerable, unloved and powerless, difficulty in distinguishing sexual from shame, affectionate behavior, guilt and fear (Yohannes, Baldwin & Connolly, 2003). Generally, researchers have shown that violence among students can take place in many different locations within and outside the school. For instance, the playground was perceived by Seals and Young (2003) as the single most common location within the school in which students report that they are bullied. In Bungoma County, rampant cases of students' riots were reported between year 2000 and 2002. In the year 2000, over twenty cases were reported. Some cases were due to transfer of head teachers. In 2001, four cases were reported prompting the setting up of select committee compromising of school principals. The committee established the causes of riots and made recommendations to the Provincial Director of Education. Despite the fact that a committee had gone round getting

views of stakeholders in schools, in the year 2002, twenty cases of violence were reported (County Education office, Bungoma County, 2009).

In addition, Kolanya High School students in Teso District went on rampage before setting ablaze their dormitory. The students had complained of inadequate food and decision of the school Principal to transfer four teachers (Kisia, 2010). Consequently, there has been escalating anxiety among parents, teachers and students in Bungoma County, Kenya. It is hoped that, the study may lay the foundation for seeking possible solutions to address the menace of violent behavior among students in public secondary schools.

The study focused on teachers' and students' perceptions of forms and psycho-social determinants of violent behaviour in Public secondary schools in Bungoma County. The province has 638 public secondary schools. In the study 213 public secondary schools from 21 Districts were used. The District Education Officers, teachers and Principals of Public secondary schools were involved in the study. Form two students in each sampled secondary school were also used in the study because they belonged to the adolescent stage which poses many challenges as young persons struggle to adjust to the psychological and physiological changes that take place in their bodies. Adolescent stage is a period of searching for identity of who the young persons are and what they would like to be in future. The form two students are likely to experiment with such things as sex, violence and drugs as they organize their values, attitudes and perceptions. In addition, they were categorized as "Ex- monos" that meant students who were usually the most active students in school. Besides that, most of them engage in disruptive behaviours such as bullying, sexual violence and fighting.

Methodology

The study was based on Social learning theory by Albert Bandura (1977). The theory states that learning of behavior occurs when a person observes and imitates someone else's behavior. The study adopted the descriptive survey research design. A descriptive survey design attempts to describe what is in a social setting such as a school. The study population included 6,354 Secondary School teachers, 65,969 form two Secondary School students and 638 principals from 638 public secondary schools in Bungoma County. In addition, 21 District Education Officers in Bungoma County participated in the study. A stratified random sampling technique was used to select public secondary schools. Therefore, secondary schools were stratified into three categories namely: Boys' secondary schools (15), Girls' secondary schools (26) and co-educational secondary schools (172).

A formula recommended by Fisher, Laing and Stoeckel (1983) was used to calculate the number of selected form two students on the basis of their gender. Therefore, 1,152 form two students comprising of 656 males and 496 females were included in the study. Stratified random sampling technique was further used to select teachers. Given their large sample size population of 6354, a formula recommended by Krejcie and Morgan (1970) was used to calculate the number of selected teachers on the basis of their gender. Therefore, 364 secondary school teachers comprising of 211 males and 153 females participated in the study. Purposive sampling technique was used to pick 213 Principals and 7 District Educational Officers from Bungoma County. Therefore, 364 teachers, 1,152 form two students, 213 principals and 7 District Education Officers participated in the study. In the

current study both questionnaires and in-depth interview guides were used to collect data. A pilot study was carried out in 63 public secondary schools to establish reliability of the research instruments. Two tests were administered within an interval of fifteen days to 140 respondents that were not included in the actual study. In the current study, the above correlation factor was not applied because the paired ranks were less than 30. The Spearman's rank order formula yielded the following correlation indices of:

$Rho = 0.74$ for teachers' questionnaires, and

$Rho = 0.72$ for students' questionnaires.

To establish face validity, the research instruments were given to the experts in the area from the Department of Educational Psychology to verify their validity. The experts' opinions and suggestions were incorporated into the questionnaire and in-depth interview guide. Data was sorted, edited, coded, classified and tabulated for analysis. Qualitative data was transcribed, put into various categories and thereafter reported according to the emergent themes and sub themes. Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics such as percentages, means and frequency counts were used while inferential statistics such as the t-test statistics was used.

Results and Discussion

In order to achieve the first objective of the study, the respondents were provided with a list of selected forms of violent behaviour and were asked to rank each of the listed forms as they perceived them. The responses were summarized and presented in table 1.

Table 1. Perceptions on Forms of Violent Behaviour between Teachers and Students.

Forms of violence	Respondents	Number of Respondents	Mean Rank	Ranks
Bullying	Teachers	364	542.76	4
	Students	1152	366.80	3
	Total	1516		
Fighting	Teachers	364	566.75	2
	Students	1152	362.98	4
	Total	1516		
Rioting	Teachers	364	561.40	3
	Students	1152	379.15	2
	Total	1516		
Sexual Violence	Teachers	364	622.52	1
	Students	1152	392.48	1
	Total	1516		

According to table 1, sexual violence was perceived by teachers as the highest form of violent behaviour (622.52), followed by fighting (566.75) and rioting (561.40) while bullying (542.76) was identified as the least form of violent behaviour. On the other hand, students perceived sexual violence as a form of violent behaviour with the highest mean rank of 392.48, followed by rioting (379.15), bullying (366.80) and fighting (362.98).

Sexual violence was perceived by the respondents as the most serious form of violence. This could be due to the fact that the students were in adolescence stage that was characterised by heightened sexual urges. Teachers ranked bullying as the least form of violence because bullying has been banned in their schools.

The results of the present study disagreed with those of Seals and Young (2003) who found out that bullying was the most serious form of violence in schools in the United States of America. Differences in the perceptions of the respondents might have been due to the fact that the respondents used by Seals and Young were African Americans and Whites while

in the current study only the Africans were involved. According to Ohsako (2007), violence against women may manifest itself in many forms, from psychological intimidation and coercion through name calling, sexual harassment, stalking, moderate physical violence, to severe physical violence and sexual assault. Comparing with the previous studies conducted by Seals and Young (2003) and Ohsako (2007) which focused on forms of violent behavior in general, the present took the different dimension all together to determine the extent to which forms of violent behavior were perceived by teachers and students.

Social determinants of Violent Behavior in Secondary Schools as Perceived by Teachers and Students

In order to meet this objective, the respondents were provided with a list of selected social determinants of violent behaviour and asked to indicate the extent to which each of the listed social determinants contributed to violent behaviour in secondary schools. The responses were summarized and presented in table 2.

Table 2 reveals that 95.9% of the teachers perceived lack of proper supervision at home as one of the social determinants that contribute to violent behaviour among students while 2.6% disagreed with the statement. On the other hand, 94.3% of the students agreed with the statement as 3.2% were in disapproval. In addition, 97.4% of the teachers agreed that poor relationship between parents and their children led to violence as 1.6% objected that idea. As pertains to the students, 94.3% were in agreement as 4.1% were in disagreement with the statement.

Manner of disciplining children at home was supported by 96.3% of the teachers as 0.5% was opposed. On the other hand, 97.4 % of the students agreed with the statement as

1.6% were in disagreement. Teachers who supported the idea of parents being violent themselves formed 90.6% as 6.8% were not in support. Similarly, 82.4% of the students agreed with the statement as 13.8% were in disagreement. With regard to coming from broken families, it was supported by 88% of the teachers as 5.3% were in disagreement. On the other hand, 81.5% of the students were in agreement as 11% were in disagreement. Exposure to violent films and movies was identified by 43.5% of the teachers as 52.3% were in disapproval. Likewise, 83.3% of the students concurred with the statement as 9.9% were in disagreement. Coming from wealthy home backgrounds was supported by 71.8% of the teachers as 20.3% was opposed to the statement. On the other hand, 28.9% of the students agreed with the statement as 61.1% rejected it. Gossiping of teachers by students' parents was supported by 79% of the teachers as 12% were not in agreement. Students who supported the statement on gossiping of teachers by students' parents accounted for 78.6% as 10.4% were in disagreement.

General breakdown of morals in society was supported by 96.8% of the teachers as 6% were opposed to the statement. On the other hand, 86.1% of the students supported that statement while 3.5% were in disagreement. With reference to overprotection and dependency on the family, 32.6% of the teachers supported it as 7.9% disagreed with it. As 92.5% of the students agreed with the statement, 12.2% disagreed with it. Inability to meet parental expectations was supported by 32.5% of the teachers as 11.5% disagreed with it. In addition, 23.2% of the students supported the statement as 71.1% disagreed with it. Coming from poor home backgrounds was supported by 14.6% of the teachers as 53.6% were in disagreement.

Table 2. Perceptions on social determinants of Violent Behaviour between Teachers and Students.

Statement	Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		F	%	f	%	f	%	f	%	f	%	f	%
Lack of proper supervision at home	Teachers	93	25.7	177	70.2	46	1.6	48	2.6	0	0	364	100
	Students	226	67.1	230	27.2	231	1.7	232	2.9	233	1.2	1152	100
Poor relationship between parents and children	Teachers	94	27.2	175	70.2	48	1.0	47	1.6	0	0.0	364	100
	Student	224	64.7	240	31.2	227	1.2	229	2.3	232	0.6	1152	100
Manner of disciplining children at home	Teachers	91	71.2	91	25.1	91	3.5	91	0.5	0	0.0	364	100
	Students	231	60.7	229	32.9	228	2.1	234	2.3	230	1.2	1152	100
Parents being violent themselves	Teachers	70	62.5	72	16.8	72	2.6	77	5.8	71	1.0	364	100
	Student	232	59.3	229	23.1	74	3.5	240	12.1	224	1.7	1152	100
Coming from broken families	Teachers	72	14.7	70	43.4	74	6.8	77	3.7	71	1.6	364	100
	Students	229	19.1	232	62.4	227	7.5	240	8.1	224	2.9	1152	100
Exposure to violent films and movies	Teachers	72	15.2	71	28.3	77	4.2	74	51.3	70	1.0	364	100
	Student	232	62.2	229	21.4	227	4.6	240	8.7	224	1.2	1152	100
Coming from wealthy home backgrounds	Teachers	70	3.7	75	68.1	74	7.9	72	16.8	73	3.7	364	100
	Students	233	6.9	232	21.4	231	7.5	230	54.9	226	9.2	1152	100
Gossiping of teachers by students' parents	Teachers	70	9.4	72	69.6	77	8.1	71	11.5	74	0.5	364	100
	Students	232	16.2	230	62.4	233	11.0	231	6.9	226	3.5	1152	100
General breakdown of morals in society	Teachers	74	25.1	70	71.7	75	1.6	72	1.0	73	5.0	364	100
	Students	278	66.5	294	21.6	292	3.5	288	3.5	0	0.0	1152	100
Overprotection and dependency on the family	Teachers	91	7.9	91	22.6	91	70.1	91	7.9	0	0	364	100
	Students	224	40.1	240	52.4	232	5.2	229	9.8	227	2.4	1152	100
Inability to meet parental expectations	Teachers	175	8.4	94	24.1	48	56.0	47	11.5	0	0	364	100
	Students	232	8.1	230	61.0	226	8.6	231	17.9	233	3.6	1152	100
Coming from poor home backgrounds	Teachers	70	2.6	72	8.4	74	5.2	77	77.0	71	1.0	364	100
	Students	232	6.4	229	16.8	227	5.8	240	24.3	224	1.7	1152	100
Being orphans	Teachers	72	5.6	70	9.0	77	8.5	74	44.7	71	1.6	364	100
	Students	232	8.1	230	61.0	226	8.6	231	17.9	233	3.6	1152	100
Being a first born	Teachers	72	1.0	71	53.9	74	5.2	72	24	70	1.0	364	100
	Students	232	1.7	229	6.9	231	7.5	230	63.0	224	1.2	1152	100
Having a single parent	Teachers	70	6.0	75	9.3	77	14.0	71	27.0	73	2.5	364	100
	Students	233	11.6	232	10.5	233	17.6	231	21.5	226	3.4	1152	100
Fear of being overtaken by siblings	Teachers	72	1.0	71	53.9	74	5.2	72	24	70	1.0	364	100
	Students	233	11.6	232	10.5	233	17.6	231	21.5	226	3.4	1152	100

Table 3. A t-test Statistics on Perceptions on Social determinants of Violent Behaviour between Teachers and Students.

Home factors	Levene's Test for Equality of Variance		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. Error Difference	95% Confidence interval of difference	
								Lower	Upper
Equal variances assumed	2.698	.101	-5.154	1514	.000	-4.9961	.96943	-6.90254	-3.08971
Equal variances not assumed			-5.120	1144.026	.000	-4.9961	.97571	-6.91524	-3.07702

In addition, 10.8% of the students were in agreement with the statement while 86.7% were in disagreement. Being orphans was approved by 54.9% of the teachers as 39.7% were in disagreement. In addition, 8.6% of the students agreed with the statement as 83.8% were in disagreement. Being a first born was supported by 15.3% of the teachers as 69.8% were in disagreement. In addition, 22.1% of the students were in agreement with the statement as 60.3% were in disagreement. Having a single parent was supported by 15.3% of the teachers as 60.3% were in disagreement. The statement was also supported by 22.1% of the students as 62.8% were in disagreement. Fear of being overtaken by their siblings was supported by 47.5% and 84% of the teachers and students respectively whereas 29.3% and 7% of the teachers and students respectively were in disagreement. In order to test if there was any significant difference of perceptions on social determinants of violent behaviour between teachers and students a t-test statistics was employed as depicted in table 3.

Since the variances for the two groups were significantly unequal ($F = 2.698, p < .05$), a t-test for unequal variance was used to test if there was any significant difference of perceptions on social determinants that contribute to violent behaviour between teachers and students. The t-test statistics under the assumption of unequal variances had a value of -5.120 and the degree of freedom had a value of 1144.026 with an associated two tail significance level of .000. Since the significance value of .000 was less than $\alpha = 0.05$, it implied that teachers differed significantly from students in their perceptions on social determinants that contribute to violent behaviour. Differences in their perception could be attributed to the fact that they were operating from dissimilar environments.

Eliot and Cornell (2009) tested a model for understanding peer bullying as the product of aggressive attitudes and insecure attachment. Path analyses indicated that aggressive attitudes mediated a relationship between insecure attachment and bullying behaviour. This is dissimilar to the findings of the current study in which respondents reported other factors contributing to violence experienced among students in secondary schools as perceived by teachers and parents. The main perceived social determinants were; lack of proper supervision at home; manner of disciplining children at home, poor relationship between parents and their children, parents being violent themselves, gossiping of teachers by students' parents, general breakdown of morals in society coming from broken families and exposure to violent films and movies. Other social determinants included; coming

from poor home backgrounds, being an orphan and being a first born.

Based on the foregoing findings and discussions, the third objective which states "to determine the extent to which social determinants contributing to violent behaviour in secondary schools were perceived by teachers and students' has been achieved by unravelling the social determinants contributing to violent behaviour in secondary schools as follows; lack of proper supervision at home, manner of disciplining children at home, poor relationship between parents and their children, parents being violent themselves, general breakdown of morals in society, coming from broken families and exposure to violent films and movies. Other social determinants included; coming from poor home backgrounds, gossiping of teachers by parents, being an orphan, being a first born, fear of being overtaken by their siblings and overprotection and dependency on the family.

Psychological determinants of Violent Behaviour in Secondary Schools as Perceived by Teachers and Students

In order to meet this third objective, the respondents were provided with a list of possible psychological determinants of violent behaviour and asked to indicate the extent to which each of the listed psychological determinants of violent behaviour in secondary schools. The responses were summarized and presented in table 4.

Table 4 shows that 56.5% and 46.5% of the teachers and students respectively agreed that experiencing mental illness was one of the psychological determinants that contribute to violent behaviour among students while 33.9% and 40.5% of the teachers and students respectively were in disagreement with the statement. Being overconfident was supported by 40.1% and 44.9% of the teachers and students respectively. However, 36.8% and 38% of the teachers and students respectively expressed disagreement with the statement. In rural secondary schools secondary schools 27.2% of teachers and 35.8% of the students expressed agreement with being talkative. However, 58.1% and 43.8% of the teachers and students respectively were in disagreement with the statement.

In addition, 34.2% and 19.1% of the teachers and students respectively supported the statement that fear and uncertainty of unemployment in future contributes to violence in schools. However, 53.2% and 53.2% of the teachers and students respectively were in disagreeing with the statement. Ethnic violence was supported by 62.7% and 44.4% of the teachers and students respectively. The same statement was not supported by 18.6% and 45.2% of the teachers and students respectively.

Table 4. Perceptions on Psychological determinants of Violent Behaviour between Teachers and Students in Secondary Schools.

Statement	Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		f	%	F	%	f	%	f	%	f	%	F	%
Experiencing mental Illness	Teachers	73	30.8	72	25.7	74	9.6	75	16.2	70	7.7	364	100
	Students	224	21.2	240	25.3	227	13.0	229	16.8	232	23.7	1152	100
Being over confident	Teachers	70	16.2	72	23.9	74	15.4	77	27.5	71	17.0	364	100
	Students	260	17.4	220	27.5	270	17.1	210	24.2	192	13.8	1152	100
Being talkative	Teachers	85	11.3	80	15.9	75	15.0	60	29.8	64	28.3	364	100
	Students	231	11.3	229	24.5	230	20.4	228	24.8	234	19.0	1152	100
Fear of uncertainty of unemployment in future	Teachers	70	16.5	72	12.6	74	17.7	77	26.7	71	26.5	364	100
	Students	231	17.9	229	16.3	228	17.9	234	23.7	230	24.2	1152	100
Ethnic violence	Teachers	64	33.9	60	28.8	75	18.7	80	9.3	85	9.3	364	100
	Students	224	21.5	240	22.9	227	10.4	229	22.9	232	22.3	1152	100
Fearfully and lack of self confidence	Teachers	73	16.5	72	25.7	75	17.2	74	25.4	70	15.2	364	100
	Students	260	13.8	192	22.9	210	18.1	270	22.9	220	22.3	1152	100
Experiencing anxiety problems	Teachers	60	43.7	75	31.4	80	9.9	85	9.3	64	5.7	364	100
	Students	233	27.8	232	29.2	231	14.4	230	14.6	226	14.0	1152	100
Experiencing communication problems	Teachers	70	21.6	72	17.0	74	18.0	77	22.1	71	21.3	364	100
	Students	229	18.7	228	20.4	234	16.0	230	25.9	231	19.0	1152	100
Fear of being labeled a deviant or indiscipline	Teachers	73	25.4	74	18.0	75	14.4	70	20.6	72	21.6	364	100
	Students	270	19.0	210	24.8	192	16.0	260	20.9	220	19.3	1152	100
Fear of losing friends	Teachers	73	22.4	72	21.6	75	12.0	74	19.3	70	24.7	364	100
	Students	260	18.8	192	24.3	210	14.4	270	23.2	220	19.3	1152	100
Fear of being punished	Teachers	60	20.1	75	21.6	80	13.1	85	19.8	64	25.4	364	100
	Students	233	22.0	232	24.8	231	19.0	230	19.6	226	14.6	1152	100
Desire to uphold high parental expectations	Teachers	70	24.7	72	21.3	74	17.8	77	18.5	71	17.7	364	100
	Students	229	23.1	228	24.8	234	17.9	230	19.6	231	14.6	1152	100
Desired to be loved by both parents and teachers	Teachers	73	24.2	74	21.9	75	10.7	70	17.0	72	26.2	364	100
	Students	270	31.7	210	21.5	192	10.2	260	14.3	220	22.3	1152	100

Table 5. A t-test statistics on Perceptions on Psychological determinants Contributing to Violent Behaviour between Teachers and Students in Secondary Schools.

Psychological determinants	Levene's Test for Equality of Variance		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. Error Difference	95% Confidence interval of difference	
								Lower	Upper
Equal variances assumed	5.183	.023	-.461	1514	.645	-.2587	.56153	-1.36069	.84330
Equal variances not assumed			-.450	1144.495	.653	-.2587	.57522	-1.38791	.87051

In rural secondary schools 42.2% of teachers and 36.7% of the students agreed that being fearful and lack of confidence contributes to violence among students. However, 40.6% and 45.2% of the teachers and students respectively were in disagreement with the statement. Experiencing anxiety problems was supported by 75.1% and 57% of the teachers and students respectively. However, the statement was not supported by 15% and 28.6%

of the teachers and students respectively. In addition, experiencing communication problems was supported by 38.6% and 38.6% of the teachers and students respectively as 43.4% and 43.4% of the teachers and students respectively were in disagreement with the statement. Respondents who agreed with the statement that fear of being labelled a deviant or indiscipline as a cause of violence accounted for 43.4% and 43.8% of teachers and students respectively. However, disagreement with the statement was expressed by 42.2% and 40.2% of the teachers and students respectively.

Fear of losing friends was supported by 43.8% and 43.1% of the teachers and students respectively.

However, 40.2% and 42.5% of the teachers and students respectively were in disagreement with the statement. Respondents who expressed agreement with the statement of fear of being punished formed 41.7% and 46.8% of the teachers and students respectively. However, 45.2% and 43.2% of the teachers and students respectively were in disagreement with the statement. Desire to uphold his parental expectations was supported by 46% and 47.9% of the teachers and students respectively while 36.2% and 34.2% of the teachers and students respectively were in disagreement with the statement. Respondents in rural secondary schools who were in agreement with the statement that desire to be loved by both parents and teachers contribute to violence among students formed 46.1% and 53.2% of the teachers and students respectively. However, 43.2% and 36.6% of the teachers and students respectively were in disagreement with the statement. In order to test if there was any significant difference of perceptions on psychological determinants that contribute to violent behaviour between teachers and students in secondary schools, a t-test statistics was used as shown in table

According to table 5, the t-test statistics under the assumption of equal variances had a value of -.461 and the degree of freedom had a value of 1514 with an associated two tail significance level of .645. Since the significance value of .645 was greater than $\alpha = 0.05$, it implied that teachers did not differ significantly from students in secondary schools in their perceptions on psychological determinants that contribute to violent behaviour. The perceptions of the respondents were similar, due to the fact that their home and school settings many have been the same in terms of culture and parenting practices.

In a study on the relationship between age and bullying behavior, Stanley (2004) compared data from primary and secondary schools. He found the incidents of bullying to be twice as high in primary as in secondary schools. This finding is dissimilar to the findings of the current study in which respondents identified psychological determinants that contribute to violent behaviour in secondary schools. The main psychological determinants as perceived by teachers and students were: experiencing anxiety problems; experiencing mental illness; ethnic violence; fearful and lack of self confidence; being overconfident; and fear of being punished. Other psychological determinants included: experiencing communication problems; fear of being a deviant or undisciplined; fear of losing friends; desire to uphold high parental expectations; desire to be loved by both parents and teachers; fear and uncertainty of unemployment in future; and being talkative.

Conclusion

Based on the findings of the study, it was concluded that rioting was perceived as the key form of violent behavior in secondary schools, followed by fighting while bullying and sexual violence were perceived as minor forms of violent behavior in secondary schools. The key perceived social determinants contributing to violent behavior in secondary schools were; poor relationship between parents and children, manner of disciplining children at home and lack of proper supervision at home. Having a single parent was perceived by teachers and students as the least home factor contributing to violent behavior in schools. With regard to the findings of the study, the main psychological determinants contributing to violent behaviour among secondary schools were as follows: experiencing anxiety problems; experiencing mental problem; and being fearful and lack of self confidence. To deal with this forms of violent behavior such as rioting, the study

recommended that proper communication channels ought to be established in order to maintain a tranquil environment in schools. Guidance and counseling services be enhanced in schools in order to reduce cases of violent behavior. That those students with mental and psychological disorders can be referred to medical doctors and psychiatrists.

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