

ASSESSING MEASURES TO CURB RAMPANT SCHOOL VIOLENCE IN MANGA SUB-COUNTY, NYAMIRA COUNTY.

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DECLARATION

DECLARATION

This project is our original work and has not been presented for award of degree or any other award in any university.

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DEDICATION

Our special dedication goes to our family members for the financial and moral support they gave us.

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ABBREVIATIONS.

CDC-Disease Control and Prevention

SPSS- Statistical Package for Social Sciences

VACS-Violence Against Children Survey

YRBS-Youth Risk Behavior Survey

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ABSTRACT

This study involved assessing measures put in place to curb school violence. School violence has been increasing in the recent years and this research project sought to examine the following objectives; to find out how parent and community involvement can help in preventing school violence, to examine how guidance and counseling can prevent school violence and to determine how rules and regulations can prevent school violence. These objectives helped us to gather information on the measures that have been put in place to curb rampant school violence in the area of study. The study employed inferential analysis and descriptive analysis that aimed in drawing conclusions concerning the relationships and differences found in research results. The main objective of this research study was to examine the measures that have been adopted to curb school violence, which has been a problem in Nyamira County, Manga sub-county. The research questions of the study helped to break down the study into small manageable parts that enabled us answer the research problem. Target population was 107 schools. Simple random sampling technique was used to obtain 88 respondents. The method of data collection that was used is questionnaires. In analyzing data, the SPSS was used. The findings showed that the parent and the community are greatly involved in curbing school violence, guidance and counselling plays an important role in curbing school violence and also school rules and regulations are put in place in schools but there are also cases of violence. Therefore, the study concluded that despite these measures that have been put to curb rampant school violence, there is also greater need of putting more effort in preventing school violence. The results showed that guidance and counselling, school rules and regulations and parent and community involvement are positively related.

CHAPTER ONE

INTRODUCTION

The chapter includes the background of the study, problem statement and the purpose of the study. It also features objectives of the study, research questions and conceptual framework. Moreover, it also contains the hypothesis of the study, significance of the study, scope of the study, limitation of the study as well as delimitations of the study.

1.1 Background of the Study

Kenya has seen a rise in the cases of violence among students in various secondary schools that has been in most cases, accompanied by strikes subsequently followed by torching of school property, and death of both students and teachers. According to Bacioglu, Violence is one of the main problems of today's society (Bacioglu, 2019). As a result, various regions in the country have been looking for ways to reduce this gradual increase in violence.

According to Opere, et. al., (2019), globally numerous types and levels of school violence have been reported around the world. An estimate of 560,000 individuals died violently in 2016. This is equivalent to 7.50 violent deaths for every 100,000 people. By 2030 there may be more than 610,000 violent attacks annually, up from 560,000 in 2016 if present worldwide patterns continue. The number of students affected by school violence has increased to the point where 246 million students worldwide are affected.

According to the Youth Risk Behavior Survey (YRBS) by centers for Disease Control and Prevention (CDC), 24% of students in the United States of America (USA) have been involved in a physical fight more than once in the previous year Olivia, et. al., (2019). Cases of student unrest and violence have existed since the early twentieth century, when the first case was reported in Maseno School in 1908. (Republic of Kenya, 2001). The occurrences of occurred in the 1960s and 1970s. Student unrest was limited and took the form of a boycott of classes.

Mass walkouts at Kericho High School in 1961 Sagini Report, (1961). However, school unrest occurred in the 1980s, 1990s, and 2000s. It took on a new dimension when it involved willful destruction of school property. Mass rapes and, worst of all, human life loss.

Nyamira county has a large number of primary and secondary schools where violence is rampant. Some of these cases have been detected in Mokwerero Secondary school where a student was arrested by attempting to kill the deputy headteacher within the school and in Bogwendo Primary school where two boys were fighting over a pencil. Education News (2020)

1.2 Statement of the Problem

Preventing school violence is a key thing in that it helps the learners to have positive attitudes towards learning and in carrying their roles. Despite of the measures applied to prevent school

violence there are still cases being reported until date that school violence is still taking place. It is generally accepted among these reports that student behavior in schools is a matter of concern for the schools and education. Violence in schools is the subject of this investigation.

1.3 Purpose of the Study

The purpose of the study is to assess the measures put in place to curb rampant school violence.

1.4 Conceptual Framework

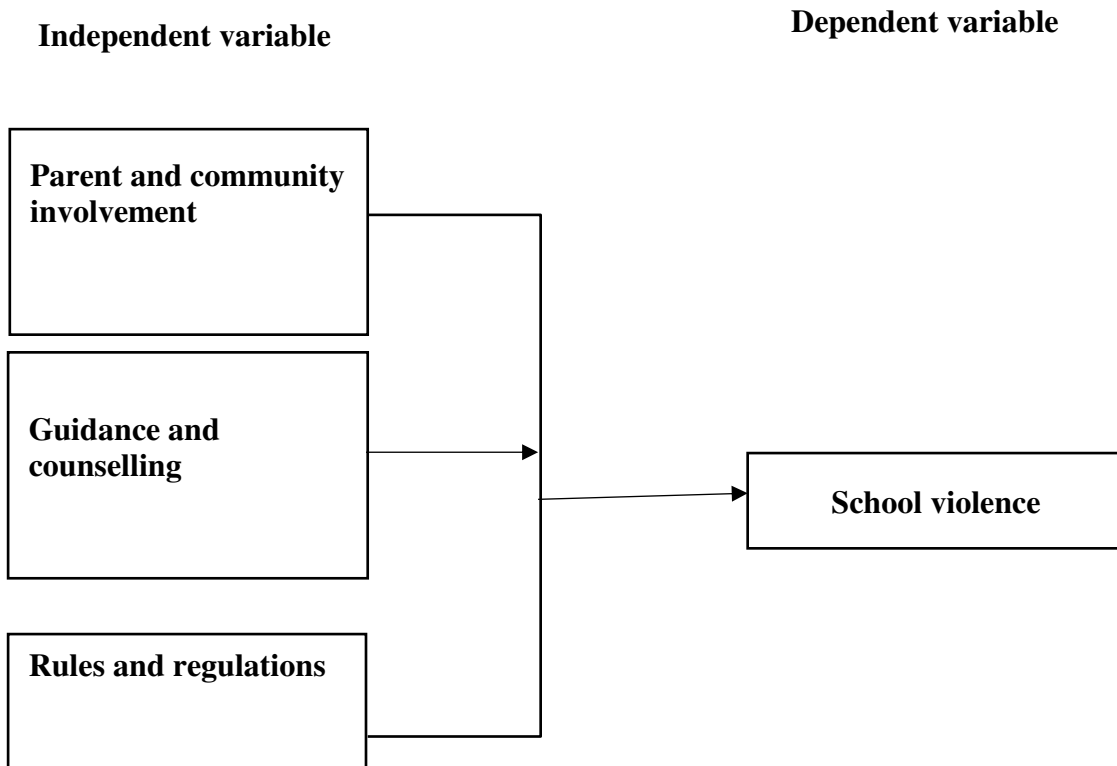


Figure 1 conceptual framework

1.5 Research Objectives

Below are the general and specific objectives:

1.5.1 General Objectives

The research project is set to assess measures put in place to prevent school violence in Manga sub-county, Nyamira County.

1.5.2 Specific Objectives

1. To find out how parent and community involvement can help in preventing school violence.
2. To examine how guidance and counseling can prevent school violence.
3. To determine how rules and regulations can prevent school violence.

1.6 Research Questions

1. How can parent and community involvement prevent school violence?
2. How can guidance and counselling prevent school violence?
3. How can rules and regulations prevent school violence?

1.7 Hypotheses of the Study

H₀₁: There is no relationship between parent and community involvement and school violence.

H₀₂: There is no relationship between guidance and counselling and school violence.

H₀₃: There is no relationship between rules and regulations and school violence.

1.8 Significance of the Study

The findings of the study may be useful to evaluate the effectiveness of these measures in ensuring the safety and well being of students, teachers and staff within educational institutions. By assessing the implemented measures, we can identify any flaws or areas that require improvement, allowing us to refine and optimize the strategies in place.

1.9 Delimitations

This study is confined at Manga sub-county in Nyamira county schools with the main aim of coming up with ways of preventing school violence.

1.10 Limitations of the Study

The limitation of this study is that, the measures that prevent school violence in other areas are not the same that can be applicable in Manga sub-county.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter comprises of introduction to the study, review of theoretical literature of measures that can be put in place to prevent school violence.

2.2. Parent and Community Involvement in Preventing school Violence

According to Mo & Singh (2008), there is compelling evidence that increased parental involvement can improve student outcomes. Having frequent open houses or parent-teacher conferences, providing volunteer opportunities, and developing formal processes are all examples of parental school involvement for parental feedback. The purpose of this study was to identify variables that predict lower levels of violence from four domains: school security, school climate, parental involvement, and community involvement. These studies findings suggest that increased parental involvement in children's lives is beneficial as it improves student engagement, aspirations and academic performance.

Parental involvement, which is more directly related to the current study, may also influence aggressive and violent behavior. The strength of the bonds between the parents, child, and school is thought to influence the relationship between parental involvement and violence.

As parents become more involved in school activities, bonds are strengthened and social control is demonstrated, potentially influencing violence. According to research, students who have more parental involvement are less aggressive Marsh, et.al., (2014), and they have fewer incidents of physical fighting and weapon possession Laufer & Harel, (2003).

Brookmeyer, et.al., (2006) discovered that parental connectedness interacts with school connectedness to reduce violence in a study that used schools as the unit of analysis. Granberg-Rademacker, et.al., (2007) included parental involvement as one of four predicting variables in a study of school violence, which is most similar to our current study. They came to the conclusion that the presence of a formal process for obtaining parental input was related to a decrease in school assaults. Therefore, in relation to this research study, involving the parents can help in reducing school violence.

Relationships with the larger community may also have an impact on violence in schools. Patton (2011) cited several government statements and legislative acts that link community group integration to improved school safety. In a manner similar to parental schools with greater community involvement will share common goals with a larger community. This desire to achieve goals may have an impact on the overall level of violence school-related behavior.

According to Sheldon & Epstein (2002), relationships between schools and communities may include mentoring, partnerships, and patrol assistance. Several studies have been used to assess the impact of community involvement on violence. Patton (2011), only law enforcement involvement was found to predict lower levels of serious violence, while Jennings, et. al., (2011) discovered no link between coordinating with outside agencies as well as any form of violence.

Phillips, et.al., (2014) conducted a recent study of schools that are resilient to violence discovered that community agencies and organizations had no influence to predict resiliency in the classroom. Despite previous research indicating that involvement in community groups reduces school violence, variables from all possible domains were integrated at the same time. Similarly, collaboration of the school and the community, cases of school violence can be minimized in schools in Manga sub-county.

2.3. Guidance and Counselling in Prevention of School Violence

Kamunge, (1988) emphasizes the importance of secondary school guidance and counselling in assisting in the identification of the youths' individual interests and needs, as well as their correction and assistance to enable them to face the future life's realities as a result, each school must have a mature teacher in charge of the coordination of guidance and counselling programs performed by other teachers GOK, (1988). In relation to the study, its therefore important for each school to have a guidance and counselling sessions and a well-trained counselling teacher.

Counseling as a strategy has been studied by Kagendo (2009) reportedly effective in improving discipline while performing manual labor and kneeling students did not mind them because they were thought to cause less distress. This means that these strategies were no longer effective. Regardless, the student must be willing to accept this challenge take advantage of this counseling service. Furthermore, it has been reported that, despite guidance and although counseling is an effective measure, its use has not been maximized in schools, as teachers, are more punishment-oriented than counseling-oriented. Its therefore recommendable that punishments given to students should be minimized in schools and if need be, they should not be too heavy for the learners during the counselling session.

2.4. Rules and Regulations in Preventing School Violence

The purpose of this study was to promote safety in schools through policies. Over the last decade, there has been a growing concern about the problem of school violence. As a result, school administrators have concentrated their efforts on creating effective policies and programs to promote safer schools. While addressing the same mandate of reducing the prevalence and incidence of school violence, there may be significant differences in the comprehensiveness of school-based policies in

terms of the range of unacceptable behaviors addressed by the policies and the range of suggested consequences that may be imposed.

The findings of a survey of 126 urban school boards in Canada on the development of violence prevention policies are reported in this study. The findings indicate that there is a tremendous amount of activity underway to address the issue of school violence and implement effective solutions. However, there is much room for improvement, particularly in terms of developing a community focus to address the issue of school violence. David & Carol, (1997). In relation to the current study, rules and regulations can play a vital role in reduction of school violence in Manga sub-county.

2.5. Theoretical Framework

The ecological systems theory of Bronfenbrenner which was revised last by Espelage, (2014) postulates that a complex interplay of individual, societal, and environmental influences affect behavior. To give an example, a child's perception of what behaviors are suitable is influenced by interactions with friends and family members. The actions that are practiced and encouraged in one microsystem— a child's immediate surroundings where he or she interacts with others—have an impact on the child's actions in other microsystems e.g., school or work. For instance, future bullying infliction in the school system is correlated with having experienced violence inside the family system. Schools have a calming effect on children's life and serve as a hub for a lot of social interactions between students.

Therefore, bringing in supportive forces from the outside world makes sense as a means of encouraging prosocial behaviors in the classroom. Espelage makes the case for a multisystem approach to reducing school violence in an article that links Bronfenbrenner's (1977) ecological systems theory. Espelage contends that schools can best combat violence by involving community organizations within the school and by attempting to involve parents in promoting safety. The present research uses ecological systems theory to more effectively comprehend how preventative measures affect school-related violence.

The effectiveness of particular school violence interventions in reducing aggressive and violent conduct has been studied in the past. Studies do indicate that students' levels of school engagement are favorably correlated with participation in good school activities and opportunities. Additionally, research show that engaging adolescents in prosocial and decision-making activities is linked to academic success and behavior at school. These results show that increasing possibilities for student participation in school activities have a favorable impact on actions like hostility and violence Espelage, (1977).

2.6. Summary of Identified Gaps in the Reviewed Literature

Several studies concerning school violence have been done by various scholars on the measures of controlling school violence. The vast majority of measures of controlling school violence concentrate on guidance and counselling, parent and community involvement and rules and regulations. The studies on assessing measures to curb rampant school violence has not been done and that is why we are carrying out this study.

CHAPTER THREE

RESEARCH METHODOLOGY.

3.0 Introduction

This section deals with research design, study area, target population, sampling technique, sample size, measurement of variables, research instruments, reliability of measurement, the validity of measurements, data collection techniques, data analysis, and Logistical and Ethical considerations as well as the research design.

3.1. Research Design

This is a specific format that involves data collection, data analysis and report writing in research process Creswell (2014). This research used survey research methodology which enabled the researchers to collect information concerning the measures that prevent school violence in Manga subcounty.

3.2. Study Area

The study was limited to Nyamira County, Manga Sub County. This area was chosen because the cases of school violence are so rampant and therefore there was a great need of looking on the measures of preventing school violence in the area. In Manga sub county, the total number of schools is 107, both primary and secondary schools. Education News (2020)

3.3 Target Population

A target population is a defined set of people, in which the samples are taken Orodho (2016). Manga Sub-county has a total number of 107 schools, whereby 79 are primary schools and 28 secondary schools.

3.4 Sampling Techniques

This research study assumes that all the stakeholders of every school in Manga Sub County are affected in one way or another by violence. The general sampling technique that was used is simple random technique where each member of the target population has an equal and an independent chance of being included in the sample.

3.5 Sample Size

The sample is defined as the smallest group found in the accessible population (Some, 2019). In this study, 10% of the target population was used, since the population of the schools is relatively large, according to (Mugenda & Mugenda, 2003). To get the sample size, 10% of the 107 schools was taken to get 11 schools, and from each school, 8 respondents were picked adding up to 88 respondents.

Table 1: Sample Size

Category of respondents	Total number of schools	Number of respondents per school	Total
Headteacher	11	1	11
Deputy Headteacher	11	1	11
Disciplinary teacher	11	1	11
Class teacher	11	1	11
Class prefect	11	1	11
Support staff	11	1	11
Head prefect	11	1	11
Assistant prefect	11	1	11
TOTAL			88

3.6 Measurement of Variables

Variables	Measurement scale	Indicator	Question number
Parent and community involvement	Ordinal	Discipline Co-ordination with disciplinary committee Positive role models	One
Guidance and counseling	Ordinal	Scheduled time for guidance and counseling Established department Professional counselors	Two
School rules and regulations	Ordinal	Availability Adherence Effectiveness	Three

Table 2 Measurement of variables

3.7 Research Instruments

The instruments of the research refer to the tools used in the collection of data.

The study administered a series of questionnaires. Kathuri & Pals (1993), questionnaires have the ability to collect large amount of data in a reasonably quick space of time, questions can be easily analyzed, anonymity is possible and questions are standardized. The questionnaires were structured in such a manner that reduced bias as the question violence in schools is emotive and may spark bias responses from the respondents. In this research study, close-ended questionnaires were administered to the respondents.

3.8 Validity of Measurements

Validity is the extent to which an instrument measures what it is required to measure according to researcher subjective assessment, Nachmis and Naccmias (2007). The researchers required adequate questions in the written form so as to collect data for analysis that was used to draw conclusions. The validity of this study was observed whereby the researchers were able to follow the research objectives as well as attain assistance from the supervisor

3.9 Reliability of Measurements

Routh (2018) noted that reliability refers to the rate at which a research tool produces consistent results or data after repeated attempts. The researchers sought the advice and guidance of the supervisor before using the research instrument to the field and corrections were made and incorporated to ensure the research instruments were valid and reliable.

3.10 Data Collection Technique

The study used questionnaires to gather the required data. Questionnaires were administered to all the respondents.

3.11 Data Analysis

Data analysis refers to the categorizing, ordering, manipulating and summarizing data to answers to research questions Kerlinger (1973). In this research study, qualitative method of analyzing data was used. Data was compiled and qualitative data analyzed using descriptive statistics and Statistical Package for Social Sciences (SPSS) to describe the responses in the narrative form. Findings were presented in frequency tables and descriptive text.

3.12 Logistical and Ethical Considerations.

The researchers ensured that the questionnaires were well constructed in readiness for the exercise of data collection, also they ensured confidentiality of the informants. It was therefore critical for the researchers to be critical to create a good relationship before starting and during the study. Ethically the researchers acknowledged the sources of information and avoid documentation of false information.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter comprises of the study findings, analysis and results of the research and how they relate to the study objectives. The study majorly aimed at assessing the measures adopted to curb rampant school violence in Manga sub-county, Nyamira county. Data for this study was collected by use of questionnaires which were designed with the objectives of the study.

4.2 Response Rate

The study targeted a sample size of 88 respondents, from which all were filled and returned making a response rate of 100% for each of the respondents. This indicated the findings of the school to be valid. The data was collected through the questionnaires and was analyzed through computer software of SPSS.

Table 3 Response Rate

The table below 4 shows the response rate.

Table 3 Response Rate

Respondents	Sample size	Response rate
Headteachers	11	100%
Deputy	11	100%
Disciplinary	11	100%
Class-teacher	11	100%
Support staff	11	100%
Head prefect	11	100%
Assistant prefect	11	100%
Class prefect	11	100%
TOTAL	88	100%

4.3 Descriptive Analysis.

The data was collected through the questionnaires and was analyzed through computer software of SPSS.

Table 4 Position in the school

The table below shows the positions occupied by the respondents in the school.

Table 4 Position in the school

Position in school	Frequency	Percent	Valid Percent	Cumulative Percent
Head teacher	11	12.5	12.5	12.5
Deputy	11	12.5	12.5	25.0
Disciplinary	11	12.5	12.5	37.5
Class teacher	11	12.5	12.5	50.0
Support staff	11	12.5	12.5	62.5
Head prefect	11	12.5	12.5	75.0
Assistant prefect	11	12.5	12.5	87.5
Class prefect	11	12.5	12.5	100.0
Total	88	100.0	100.0	

The researchers collected data from 88 respondents from which all were filled and returned making a response rate of 100%. This response rate was good and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and response rate of 70% and above is excellent.

Table 5 Parent and Community Involvement in Disciplining

Table 5 Parent and Community Involvement in Disciplining

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	67	76.1	76.1	76.1
Disagree	21	23.9	23.9	100.0
Total	88	100.0	100.0	

From the above 6 table, shows that most of the parents and community are involved in disciplining the learners. 76.1% of the respondents agreed while 23.1% disagreed that parents and the community

are not involved in disciplining the learners. This implies that the parents and the community are involved in disciplining the learners despite the rampant cases of school violence. Therefore, parents and the community should change the way of disciplining the learners to ensure that the cases have reduced.

Table 6 Parent and Community Co-ordination

Table 6 Parent and Community Co-ordination

	Frequenc y	Perce nt	Valid Percent	Cumulative Percent
Agree	71	80.7	80.7	80.7
Disagre e	17	19.3	19.3	100.0
Total	88	100.0	100.0	

From the above table 6 majority of the respondents (80.7%) agreed that parents and the community coordinate with the school to ensure that there is no school violence while 19.3% of the respondents disagreed that the parents and the community do not coordinate with the school to prevent school violence therefore, community coordination help in curbing school violence but not to a greater extent. Therefore, there should be a change in the co-ordination and maybe engage learners and teachers or the learners and the community.

Table 7 Parent as Positive Role Models

Table 7 Parent as Positive Role Models

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	72	81.8	81.8	81.8
Disagree	16	18.2	18.2	100.0
Total	88	100.0	100.0	

From the above 8 table, (81.8%) agreed that parents are positive role models to the students to ensure that there is no school violence while 18.2% of the respondents disagreed that the parents are not positive role models to learners to prevent school violence. Therefore, the researchers concluded that parents as positive role models should engage the learners in activities that will help to curb rampant school violence.

Table 8 Scheduled Time for Guidance and Counseling

Table 8 Scheduled Time for Guidance and Counseling

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	77	87.5	87.5	87.5
Disagree	11	12.5	12.5	100.0
Total	88	100.0	100.0	

The above table 9 shows that 87.5% of the respondents agreed that the school have scheduled time for guidance and counseling while 12.5% disagreed that there is no time scheduled for guidance and counseling. Therefore, the school should consider the time at which the learner’s concentration is high and also change the time span of the guidance and counseling sessions.

Table 9 School has a Professional Counselor

Table 9 School has a Professional Counselor

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	54	61.4	61.4	61.4
Disagree	34	38.6	38.6	100.0
Total	88	100.0	100.0	

From the above table 9, it shows that 61.4% of the respondents agreed that the school has a professional counselor while 38.6% disagreed. In conclusion, the school should change a professional counselor or advise the counselor on the way of communicating with the learners and even engage the learners during the guidance and counseling sessions.

Table 10 Established Guidance and Counseling Department

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	55	62.5	62.5	62.5
Disagree	33	37.5	37.5	100.0
Total	88	100.0	100.0	

From the above table 11, it is evident that 62.5% of the respondents agreed that schools have got established guidance and counseling departments while 37.5% of the respondents disagreed. The study findings show that although there are stipulated guidance and counseling departments in the school there are still cases of school violence. In conclusion, the schools should strictly ensure that these departments are working and if need be, appoint students in charge of guidance and counseling as one of the members in that department.

Table 11 Availability of School Rules and Regulations

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	81	92.0	92.0	92.0
Disagree	7	8.0	8.0	100.0
Total	88	100.0	100.0	

From the above table 12, majority of the respondents (92%) agreed that there are available rules in the schools which help in minimizing the cases of school violence while the rest of the respondents (8%) disagreed that there are no rules in the schools. Therefore, the teachers in the school should ensure that the school rules relate with the root cause of school violence cases. Students should also be involved in the formulation of school rules and regulations.

Table 12 Adherence of School Rules

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	61	69.3	69.3	69.3
Disagree	27	30.7	30.7	100.0
Total	88	100.0	100.0	

From the above table 13, 69.3% of the respondents agreed that most of the students adhere to the set school rules and regulations put in place to curb school violence while 30.7% of the respondents disagreed that students do not adhere to the school rules and regulations. In conclusion the teachers should ensure that, the school rules are strictly adhered to. School management should also organize seminars and forum for students on the importance of obeying rules and regulations.

Table 13 Effectiveness of School Rules

Table 13 Effectiveness of School Rules

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	70	79.5	79.5	79.5
Disagree	18	20.5	20.5	100.0
Total	88	100.0	100.0	

From the above table 14, 79.5% of the respondents agreed that there is effectiveness of school rules and regulations that are put in place by the school while, 20.5% of the respondents disagreed that the school rules and regulations put in place are not effective in minimizing the cases of school violence. In conclusion, the school should implement new school rules and regulations to reduce the cases of school violence.

4.4 Hypothesis Testing

The study used linear regression analysis to test the relationship between parent and community involvement and school violence, the relationship between guidance and counseling and school violence, the relationship between parent and community involvement and school violence.

Table 14 Relationship between Guidance and Counseling and School violence

Table 14 Relationship between Guidance and Counseling and School violence

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.207^a	.043	.032	.729

a. Predictors: (Constant), GC

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1 (Constant)	4.924	.397		12.391	.000	Table 14
GC	-.197	.100	-.207	1.963	.053	above

a. Dependent Variable: school violence
 indicates that the coefficient of determination R² was 0.43 explaining the influence of guidance and counselling on curbing rampant school violence. This indicates that guidance and counselling contribute 43% to curbing rampant school violence. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

Table 15 Relationship between Parent and Community Involvement and School Violence

Table 15 Relationship between Parent and Community Involvement and School Violence

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.008^a	.000	-.012	.745

a. Predictors: (Constant), PCI

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.133	.366		11.296	.000
PCI	.022	.297	.008	.073	.942

a. Dependent Variable: school violence

In Table 15 above, the coefficient of determination R² was 0.000 explaining the relationship between parental and community involvement and school violence is indicates that parental and community involvement contributes 0% to curbing rampant school violence. Therefore, we accept the null hypothesis and reject the alternative hypothesis.

Table 16 Relationship between Rules and Regulations and School Violence

Table 16 Relationship between Rules and Regulations and School Violence

Model Summary					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
	.074^a	.005	-.006		.743
a. Predictors: (Constant), RR					
Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	4.444	.423	10.507	.000
	RR	-.079	.116	-.685	.495

a. Dependent Variable: school violence

In table 16 above indicates coefficient of determination of 0.005 that explains the variation of rules and regulations to curbing school violence is shows that rules and regulations contribute 0.5% to curbing rampant school violence. Therefore, the null hypothesis is accepted and the alternative hypothesis is rejected.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of major findings and their implications. It also summarizes recommendations on what is to be done in order to improve the reduction of school violence.

5.2 Summary of the Findings

The study sought to assess measures put in place to curb rampant school violence in Manga sub-county. The study was led by three objectives which were; to find out how parent and community involvement can help in preventing school violence, to examine how guidance and counseling can prevent school violence and to determine how rules and regulations can prevent school violence.

5.2.1 Parent and Community Involvement.

From the research study findings, 76.1% of the respondents agreed that the parents and the community are involved in disciplining the learners. 23.1% disagreed that the parents and the community are not involved in disciplining the learners. 80.7% agreed that parents and the community coordinate with the school to ensure that there is no school violence while 19.3% of the respondents disagreed that the parents and the community do not coordinate with the school to prevent school violence. Furthermore, (81.8%) agreed that parents are positive role models to the students to ensure that there is no school violence while 18.2% of the respondents disagreed that the parents are not positive role models to learners to prevent school violence.

This reveals that a larger percentage of parents and community are involved in curbing school violence.

5.2.2 Guidance and Counseling

Basing on the research study findings 87.5% of the respondents agreed that the school has scheduled time for guidance and counseling while 12.5% disagreed on the same. 61.4% of the respondents agreed that the school has a professional counselor while 38.6% disagreed that the school has no professional counselor. 62.5%, agreed that schools have got established guidance and counseling departments while 37.5% of the respondents disagreed that the schools have no established guidance and counseling departments.

5.2.3 Rules and Regulations

Majority of the respondents (92%) agreed that there are available rules in the schools which help in minimizing the cases of school violence while the rest of the respondents (8%) disagreed that there are no rules in the schools. 69.3% of the respondents agreed that most of the students adhere to the set school rules and regulations put in place to curb school violence while 30.7% of the respondents

disagreed that students do not adhere to the school rules and regulations. 79.5% of the respondents agreed that there is effectiveness of school rules and regulations that are put in place by the school while, 20.5% of the respondents disagreed that the school rules and regulations put in place are not effective in minimizing the cases of school violence.

5.3 Conclusion

From the data collected, it is evident that two measures have made a significant impact. That is, guidance and counseling and rules and regulations. From the study findings, guidance and counseling contributed 43% in curbing rampant school violence and therefore other factors that were not included in the study contributed 57% in curbing rampant school violence in addition rules and regulations contribute 0.5% in curbing rampant school violence and therefore other factors contributed 99.5% in curbing rampant school violence. The fact that there are still cases of school violence suggests that a lot has to be done. A regular assessment of the prevailing measures and the implementations of new innovative measures will help move schools towards safety. For instance, parents and the community should come up with new disciplining methods apart from the ones they use to see if there is a more positive impact can be concluded that indeed, parents and the community are involved in curbing rampant school violence.

A constant evaluation should be done to know if counselors guide students on what is related to bringing down the cases of school violence.

Re-strategizing of new and strict rules should be done maybe the ones in place do not have a positive impact in minimizing the cases of school violence. A network of preventive strategies should be laid down well in advance guided and supported by well-coordinated teamwork.

5.4 Recommendations

Based on the following conclusions, the study makes the following recommendations:

Guidance and counseling program should be strengthened and strictly followed by the Ministry of Education.

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.

Students should be encouraged to speak up if they see or hear something that could lead to violence and parents should be informed of potential risks or concerns.

5.5 Recommendations for Further Studies

The study suggests the following areas for further research.

- i. A similar study can be conducted in other counties in Kenya to find out if the same factors studied help in curbing school violence.

- ii. A study should be conducted to investigate other measures that are put in place to minimize cases of school violence apart from guidance and counseling and rules and regulations.
- iii. A study on the impact of media and technology on violence in schools and the role of social media in promoting school violence.

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APPENDICES

Appendix II: RESEARCH QUESTIONNAIRE I

Dear respondent

The following questionnaire gathers data on school violence in Manga sub-county. The questions in the questionnaire will therefore be used for research purposes and all the information obtained will be confidential for this purpose only.

Kindly fill in all the details as appropriate. Do not indicate your name or the name of the school.

SECTION A

(Tick where appropriate)

Position in the school: Headteacher [] Deputy [] Disciplinary [] Class teacher [] Support staff [] Head prefect [] Assistant prefect [] Class prefect []

SECTION B

Kindly respond to the following;

1. Are the parents and the community involved in disciplining the students?

Agree	Disagree

2. Do the parents and the community co-ordinate with the disciplinary committee of the school.

Agree	Disagree

3. Do the parents and the community act as positive role models to the students.

Agree	Disagree

4. Is there scheduled time for counselling in the school?

Agree	Disagree

5.Does the school has a professional counsellor?

Agree	Disagree

6.Does the school have an established guidance and counselling department?

Agree	Disagree

7.Are the school rules and regulations available in the school?

Agree	Disagree

8.Are the school rules adhered to by the students?

Agree	Disagree

9.Are the school rules and regulations effective to the school?

Agree	Disagree

10.Have you ever experienced any case of school violence?

Agree	disagree

11.Does your school have a school violence curbing team?

Agree	disagree

12.Do you know any causes of school violence?

Agree	Disagree

