

**SAINT MARY'S UNIVERSITY OF MINNESOTA/USA
NAIROBI CAMPUS**

FACULTY OF ARTS AND SOCIAL SCIENCES

**FACTORS THAT INFLUENCE STUDENTS' SENSE OF RESPONSIBILITY
TOWARDS THE CARE AND PRESERVATION OF SCHOOL PROPERTY**
A CASE STUDY OF UPPER HILL SECONDARY SCHOOL, NAIROBI

A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATION
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

BY
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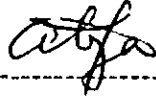
MAY 2003

NAIROBI, KENYA

DECLARATION

I, the undersigned, declare that this work is my original work and has never been presented to any other university or institution of learning for any academic credit. I have acknowledged all information from other sources and people with whom I have duly consulted.

AKPOUGHUL-ABUNYA MSUGHTER MOSES



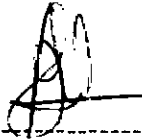
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This project has been submitted with my approval as the research supervisor

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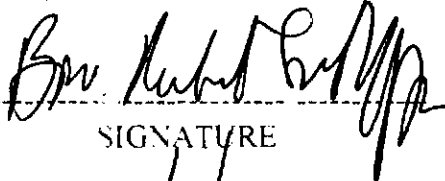


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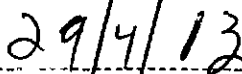
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DATE

DEDICATION

This research work is dedicated with love and appreciation to my mother who taught me the value of education. Mum, this work is the fruit of your constant insistence that your children constantly seek enlightenment and nourishment through education. I also wish to dedicate this book to my late father John Akpoughul-Abunya who sold this idea to my mother and asked her to promise that upon his death she would give their children the best education she can afford.

Finally I like to dedicate this book to all students, teachers and administrators who advocate for a violence-free school environment by directly or indirectly enhancing the culture of care to school property.

ACKNOWLEDGEMENT

I would like to give heartfelt gratitude and appreciation to my religious congregation, and the community of De La Salle Center for both their moral and financial support throughout my period of work at the university and this research. In close assistance and equally deserving of my gratitude is my supervisor, Mr. David Gaiti who paid good attention in directing and correcting my work. He certainly was instrumental to my restoration when things became difficult.

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I cannot forget the cooperation and honesty I got from the students and teachers of Upper Hill Secondary School. The quality of responses to my questionnaires was invaluable. Particular mention and appreciation go to Mr. Peter Orero, the deputy Headmaster, who authorized the administration of my questionnaires. Thanks Br. Godwiin Tarnongu Biin and Ms Kilea, my good friends and research assistants.

I would like to acknowledge the support from my family who kept reminding me that they were with me in all my endeavors. Your words of encouragement and fraternity were instrumental to my success in this project. Finally my appreciation and thanks go to my classmates and lecturers at the university whose courses culminated into what I have finally put down here to paper.

ABSTRACT

This study was initiated and embarked upon with the view to investigating factors, which influence students' sense of responsibility, towards the care and preservation of school property. The research looked at the personal initiatives students make to care for school property. The research was conducted through use of questionnaires and interviews to be able to establish the findings that have been exposed in this project.

It has been established that students do not come out to destroy school property if they like their school. Thus it has been discovered also that, students will like their school depending on the kind of rapport that exists between them and their teachers and in deed among themselves. The study established that prior good relationship with parents at home is helpful in establishing good relationship at school and therefore being better prepared to care for school property. The study also found out that if students are taught good moral character and healthy ways of managing emotional stress, they would not participate in destroying school property even in times of crisis.

The research established that students find corporal punishment not good. It is useless in imparting values and correcting misbehavior. Students regard this as robbing them of their dignity and react through rebellion, and project their frustration onto people and school property.

Finally the research recommended that students and teachers as well as administrators should dialogue and find peaceful means of resolving conflict rather than violence. It calls on all administrators to make their schools places where young people can feel at home and advocate for community building initiatives and values.

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CHAPTER ONE

1.1 Background to the Study

Schools are meant to be safe environments for studies and the inculcation of sound and moral educational values. The best learning environment is one, which is free from threats. Under threat, human beings tend to fright, flight or fight, as a means of displacing tension. Increasingly, many of our schools are turning into arenas of fright, flight and fight. Mada Albert (2000) reports that in 1837 rebellious students broke up over 300 schools in Massachusetts alone. Since the advent of colonial independence most of our schools in Africa have grown to become threat-prone zones rather than threat-free zones. This environment invariably interferes with the peaceful environment under which students should acquire quality education as well as preserve the dignity of the school.

In his research work, carried out in schools within the Midland Province in Zimbabwe, Mada Albert (2000) reports that 80% of the students, 100% of school heads and 40% of Teachers agreed that strikes are meant for drawing attention by students. This shows how poorly these teachers understand their students' plight. On the other hand, school heads that seem to know why students strike and should be in the forefront to curb school unrest seem to be doing little to help the situation. Although, students strike to receive attention, it is worrying that more often than not, they have to resort to very violent and destructive means, so as to

be listened to, instead of being responsible members of the society in the school community.

Here is an age when so much has been seen on TV, read from journals and books, and written in college thesis about school violence and the destruction of school property. One would therefore rather pay or shift attention to schools where very little or no violence is witnessed, and respect prevails over the care of school property by students. These are schools where, even when there are conflicts in the school, no destruction is done to property. This is what is inviting. Wittes (1972) wrote beautifully on conflict resolution in secondary schools, but does not point out clearly and practically how students may relate to the school environment as their home rather than as just an institution of learning. Perhaps if we look at what is keeping these schools away from destruction of school property, we might be able to respond appropriately to school violence and to destruction of school property by students.

For the above reason and background therefore, I set out in this study to explore tangible reasons and perhaps facts as to what influences students to care and develop respect for school property. Students need to be the custodians of what is legally their common good. Meanwhile, they must be made to believe that, indeed, the schools belong to them.

1.2 Historical Background to Area of Study

The area of study for this research is Upper Hill secondary school, Nairobi. Lord Delamere, a British settler founded the school in 1956 and it was initially named after him, "Delamere school". The school was mainly founded for European boys and girls who could not make it to Duke of York, (now Lenana school), or Prince of Wales, (now Nairobi school), which were then the only schools which the European children attended.

In 1959, the girls moved to lady Delamere girls (now State House Girls) and the boys remained in Lord Delamere school. In the beginning of 1969 Lord Delamere School changed its name to Simba secondary school and then later to the present Upper Hill School, named after the area and road where the school is situated.

The school is situated in the Upper Hill Division of Nairobi city along Upper Hill road. It is next to the British High Commission offices, Victoria Towers and the Don Bosco church. The school has ten heads of Departments and 28 subject teachers, with a total of 41 teaching staff, 29 workers and 760 students. The student body is divided into four streams per class named after colors red, yellow, blue and green. The school has a 60% boarding and 40% day scholars population. The school motto is "strive for excellence"

The school has the following sporting activities: football, volleyball, basketball, hockey, rugby, and handball. Students and teachers (animators) are involved in the following clubs and societies: Drama (reigning national champion of Drama 2002-2003), Maths, History, First Aid, Christian Union, Young Farmers Club, Press Club, True Love Waits, Youth for Peace, Debate and Geographic Club. Academically the school has risen from 6.08 to 7.01, which is a very good improvement.

Upper Hill is a public/government run school and falls under the category of Provincial High schools. The government through the ministry of education and the Teachers Service Commission administers the school. Fees are paid according to the government laid policy and the Board of Governors and Parents Teachers Association, agreement. Currently the school is enjoying a computer project donated by Reuters at a cost of 2.5 million Kenyan Shillings, in helping the staff and students become computer literate.

1.3 Statement of the Research Project

Recent media coverage of school unrest has been enormous and alarming. Schools meant to be centers of learning and harmony are gradually turning out into battlefields and school property are being destroyed. According to Toroitich (2000), the number of strikes that occurred in Kenyan schools and institutions of learning, from 1988-1992, was 218. The Daily Nation (April 2, 2001) reported that more than a hundred students perished in unexplained dormitory fires. This

must be looked into, as school property is immensely destroyed in students' bid to be heard. Thus this study examines how students can be supported in developing a sense of school partnership and therefore a desire to care for school property.

The most agonizing and surprising strike in Kenya, that almost took away the breath of parents and, indeed, the questioned the essence of schools, was in 1991. This was at St. Kizito's Mixed Secondary School in Meru, Kenya, where 19 students died, a dozen were raped and massive property destroyed (Weekly Review, 1991). The effects of these strikes range from blood shed, and death to the destruction of school property. In most cases parents are the ones called upon to compensate for the damage caused by their children. It is common knowledge that schools, which experience constant strikes and destroying chunks of school property, do poorly academically and unmistakably have a poor reputation.

This study will help administrators and students realize how they can mutually build a school community that is at home with one another and develop a sense of stewardship to their school property. The research will also seek to investigate the impact of good relationship with students and administration on the care and preservation of school property. Given recent sporadic and violent demonstrations and destruction of property in the university, the research is out to help schools curb these immature demonstrations of violence to the adoption of responsible dialogue by students before they reach the university level. If these value is cultivated at the secondary school level, then cases of violent

demonstrations and destruction of school property by students in the university will reduce thus building responsible citizens for the work force.

Thus, in an age when a lot has been written about school unrest and its effect, one would rather turn society's attention to schools where the students are very responsible and caring to the use and protection of school property. These schools must be exposed as models, where cases of school unrest can be addressed. In this research project therefore, I intend to investigate factors that influence students' care for school property.

1.4 Research Objectives

Since schools are supposed to be threat-free centers of learning and a place where students eventually evolve a sense of responsibility, the following will be my objectives in this study.

1. To determine factors that influence students' sense of responsibility towards the care of school property.
2. To appraise students' personal initiative and responsibility towards the care and preservation of school property.

1.5 Research Questions

1. What factors influence the students' sense of stewardship towards the care of school property?

2. Do students take personal initiative and responsibility towards the care and preservation of school property?

1.6 Research Hypothesis

- H1. Students are less likely to destroy school property when they have a sense of ownership towards the school
- H0. Students have no personal initiative and sense of responsibility towards the care and preservation of school property

1.7 Significance of the Study

This research is very vital to ironing out enormous cases of school unrest and property destruction. Undoubtedly, this research will be useful resource material to the Ministry of Education to review its curriculum and level of students-administration discipline. Closely connected to the Ministry of Education will be school heads, who will enjoy some insightful points from this research, which will help strengthen or create better styles of leadership. The insights will also help school heads to go a long way in helping establish better forms of relationships with students. It will give them a better psychological appraisal of adolescence and youth needs anxieties and freedom. Teachers, too, will be better informed on their relationship with their students. Such a relationship promotes mutual community building.

Students will learn to develop a more responsible outlook towards school property. For parents, who most often are the ones called to participate in disciplinary sessions towards their striking children, this project will be relevant. It will curtail the amount of social stress placed on them when their children strike and cause damage to school property. Certainly, the outcome of this project will help cut down on property destruction in schools and the financial costs of such destruction plus it will help develop a better reputation and image for schools. Finally, the outcome of this research will highlight the causes for the destruction of school property. This will enable schools anticipate such signs and take appropriate steps to avoid destruction. The study will equally prepare secondary school students on the values of dialogue and peaceful demonstration before they enroll into universities, thus reducing the level of violence and destruction to school property by students in the university campuses.

1.8 Scope and Limitation of the Study

The researcher is aware that depending on his approach to the students, the responses to the questionnaire might be biased. However, the researcher will do his best to encourage the students to give honest answers. There is also the possibility that, since the school is one of the popular Kenyan schools, the students may not volunteer information that is likely to damage the school's reputation, but, once again, the researcher will show them the importance of the study.

It is most likely that some students might be in a strained relationship with either teachers or the administration at the time of responding to the questionnaires. Their responses might be emotionally influenced and this might affect the reality of the responses. As for his choice of a boy's school for this research, the researcher is aware that boys tend to be more destructive than girls. Cameron (1998) says that boys are four times likely to exhibit deviant and violent behavior when compared to girls. Mills (2001) also says that masculinity breeds violence in schools thus boys are more violent than girls.

The use of the questionnaire as the major instrument of data collection is also a limitation, even though the researcher still plans to have some interviews with the administration. The researcher will do his best to simplify the questionnaire language, so that students are more specific and clear in their responses. To avoid the questionnaires being the only tool for data collection, the researcher will also observe the school buildings, with the permission of the Administrator.

1.9 Definition of Key Words and Terms

Boss-managers: the kind of leaders who are authoritative and self centred. They are very conservative with decision making and are not open to criticisms from others. They claim to have all the answers.

Brothers: a title and name given to official members of the Brothers of the Christian Schools and widely used in other male religious congregations.

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Brothers: a title and name given to official members of the Brothers of the Christian Schools and widely used in other male religious congregations.

Brothers of the Christian Schools: a catholic order of men consecrated to the service of human and Christian education of the youths especially the poor. They are also sometimes called De La Salle Brothers.

Care: the ability to tenderly handle things

Congregation: a catholic institution of consecrated members who make vows and live a common rule, vision and charism for the purpose of service to the world.

Counseling: professional help given verbally, emotionally and therapeutically to a person to aid him or her solve a problem in his or her life.

Declaration: a formal description of the spirit and vision of the purpose of the brothers mission and charism.

De La Salle: the Founder of the Brothers of the Christian Schools, born in 17th century France.

Guidance: direction given to someone by an older or more experienced person about choices and situations.

Lead-managers: the kind of leaders who lead by dialogue because they have a listening stance and are open to suggestions and criticisms. They can delegate duties and they like to work with a team.

Preservation: ability to retain the value of a property.

Property: school physical assets, facilities and structures owned and used for the smooth running of the school.

Responsibility: the ability of students to maturely look after school property as if it was their personal asset.

Rule of the Brothers: a set of regulations and principles of conduct written for the members of the congregation of the Brothers of the Christian schools decided by its General Chapter and approved by the church.

School: an environment of studies and good character formation.

STD'S: an abbreviation for Sexually Transmitted Diseases.

Stewardship: students sense of ownership and proper respect and care for school property entrusted in their care.

Strike: protest by students against school authority meant to air their grievances and usually demand a redress of their problem.

Unrest: the violent actions of students in a school whereby normal school activities are destabilized and most times violence is caused.

Violence: chaotic and destructive behavior exhibited on property or human lives.

1.10 Assumption of the Study

The study assumes that there are certain factors that influence students to either destroy or preserve and care for school property. The study further looks at the fact that peer influence or school culture could also influence students' relationship to school property. The researcher hold the assumption that depending on how people are raised in the family or society, the culture of care might be a value and hence groom those individuals towards a sense of responsibility. Finally the study assumes that some schools need and require

constant supervision and maintenance in school structures to evaluate students' care towards school property.

1.11 Conceptual Frame Work of the Study

The sense of stewardship towards things in general is influenced by a number of actors. It could be as a result of good moral and religious formation or the influence from friends. One could care for things because he is, by nature, peaceful and careful. Other people will be very responsible, depending on their relationship with their partner or superior. Some will act out of fear of been reprimanded, while others will act for respect towards the object and its owner. Still other people will care for things, depending on their personal sense of importance, value and worth in what they feel or see in the material or property entrusted to them.

Similarly, students will tend to care for school property if the school administration establishes a mutual and cordial relationship with them. Other students will protect school property and shun violence as a result of good moral and religious formation either in the school or at home. If it is a school culture, students may shy away from going against this culture. Finally if students feel that the school is important to them, they will be less destructive, but if they do not have this feeling, they will destroy school facilities at ease.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter explores the different stages, patterns of behavior, which the child faces as an adolescent youth in the struggle to adjust to school environment. The chapter also seeks to address ways through which the school can professionally respond to the needs of the adolescent school child by way of helping to maintain a violence free school environment. The chapter has reviewed related literature on what has been written on these and has also offered a critique of the system. Appropriately the chapter reflects thoughts on school issues and situations that are either at the risk or benefit of the adolescent school child.

2.2 Behavior Nature of Youths

Education for almost every human person begins at home under the guidance and supervision of parents, family and relatives. At this level, the child is exposed to house rules, norms and values to which he or she tries to adhere. Responding further to his or her quest for educational values, the child enrolls in a school, usually kindergarten, nursery and primary school.

Generally, the innocence of the child at this level of education is well expressed in his or her submissiveness to teachers and to school expectations. However, this innocence of the child seemingly begins to disappear when the child gets into

adolescence and the secondary school level. According to Haynes (1998), there are two contrasts of behavior in the two stages of moral development. The submissive and respectful level is referred to as heteronomy, while the stage when rules can and are modified to suit the group purpose is called autonomy stage. For the purpose of quality school administration therefore, school heads and teachers have got to understand their students on this level in order to help them attain these values. Haynes further says this demands patience and care, since these students are delicate at this stage.

At the autonomy stage, all forms of criticisms to school authority and environment begin to be manifested. At best, students can now very clearly voice their grievances to the school administration when things do not seem to go their own way. Other students will begin to make efforts to appreciate the authority's efforts to accommodate them. It is this that school leaders must promote so as to help those who might be at a different level of emotional maturity to attain this. More often than not, it is the voicing of grievances that prevails, and when students are not listened to appropriately, they may be forced to release their anger on things, and, in the case of schools, the school property. Still, other students in some schools would hesitate to destroy school property and they seek dialogue instead.

Starret (1987), writing on moral education in the high school recognizes that since adolescents are in their process of maturity, their basic disposition should

comprise moral education. He envisages that this will lead to self-esteem, empathy, altruism, caring for others, and the use of their talents for building up the community. He, however, overlooked the fact that these young people may sometimes need personal attention, by way of guidance and counseling in a school. The students may thus need help to attain this moral education that is necessary for their good character formation.

2.3 Dealing with Discipline Problems

Discipline is a problem in almost every organization, no matter how excellent the structures for work are. People react and criticize. Others will take advantage of understanding, and generous bosses. The boss has a role to maintain quality standards in the organization, and this is key as it applies to school situations, if the quality of the school is to be maintained.

Glasser (1992) reports that 'Lead-managers', as opposed to 'Boss-managers', do not coerce their uncooperative workers. They, in fact, do make an effort to talk to workers about their grievances; they are open to suggestions on how working conditions might be improved. School heads and teachers must constantly keep in touch with the grievances of their students and find ways of addressing anti-social behavior and peer influence in the most acceptable way, so that the students feel cared for. This sense of being cared for compensates for an otherwise violent behavior to call for attention. Sergiovanni (1996) writes that, although school heads fear losing power to students if they delegate responsibility, research

(Tannenbaum 1998) has shown that leaders can actually increase control by giving up power, by sharing and by encouraging responsibility among students. When this sense of responsibility is in students, they are less likely to go on a rampage destroying school property. When they are not given responsibilities, they view the school as the school head's school and any problem with him will have them take revenge on 'his property', since the school belongs to him.

Glasser (1992) also writes on dealing with discipline problems as Lead-managers, so that students can intellectually learn. He does fail, however, to stress how the discipline maintained by Lead-managers can help students develop a better sense of responsibility to the general school environment and therefore their care for school property. When students see you as always trying to help them become better people in the school and to solve their problems amicably, they also realize that a little effort on their part, too, is necessary if they are to create a good environment and enjoy privileges. If students perceive you as the Boss, they will have you take responsibility when problems occur and in fact, create more for you, thinking that 'after all you are the boss'. We must learn not to be the boss, but the lead manager. The key is talking to the students and being a problem solver. That way few problems will occur.

2.4 Ideal Environment at School

The quality school is not the one where the leaders are bossy and distant. They miss the actual and underground problems of the school like cases of drugs and

substance abuse, the needs of students and teachers and the overall root cause of problems. The quality school is not the one ruled by corporal punishment as a means of correction. Certainly, the quality school is not just about academic excellence. The quality school does not just fall from heaven. It is created. It is the school where good academic achievements are made, in addition to good and sound moral character built up.

Students and administration must constantly review what constitutes the quality of their school. In 1992, Kisumu Boys High School students boycotted classes to demonstrate against the administration for alleged stringent and inhuman rules imposed by their school head (Standard Newspaper, October 1992). If they have dialogue with the students, they will realize more quality in the peaceful atmosphere of the school environment and do everything to keep this spirit. This way, violence will be shunned and the safety of the school property will be maintained. They must be made to feel that they belong and are accepted (Hynes 1998).

Indeed, many people have written on school unrest, in relation to how it affects studies and interrupts learning, but more often than not, concrete solutions are not offered so as to create the quality school in the striking campuses. Other researchers are more interested in coming out with blame on teachers, parents or students. This study exposes the means and ways these conflicts can be resolved non-violently. It further examines how a sense of responsibility can be created

students towards conflict resolution in creating the quality school. When a school cares and respects people as well as school facilities quality school is created because they know they are part of the school and that the school belongs to them.

2.5 The Need For Moral Socialization at School

Moral behavior is necessary to revitalize the behavior of all people but especially adolescents. Schools thus have a primary responsibility to help adolescents socialize morally and properly. Elias (1989) expanding on Durkheim's sociology of moral education says that, the school has the potential for initiating and controlling discipline and good order as well as for fostering group purposes in which individuals are subordinate to the group. The school does come in handy to make up for family deficiencies in enacting moral education at home. The role of the school further then is to produce responsible citizens.

The factor of creating good and responsible citizens is not easy since the socialization process here goes beyond family units to multi-ethnic backgrounds. Datta (1992) says that unlike the family, its members are mostly differential by consanguinity or marriage. Teachers too could be from different communities. Thus it becomes very hard to establish common rules in the school (Elias, 1989). Based on this therefore the necessity of moral education has to come in to assimilate different cultural moral values to specific conventional morals.

In its non-academic students conduct procedure, the St. Mary's college of California handbook (1995-96) says; "students are responsible for their actions and will be held accountable for violations of state and federal laws as well as college policies and procedures". The handbook further states that the school is committed to protecting individual rights as well as the rights and freedom of all community members. Although the moral responsibility is left in the hands of the individual student, the school is also supposed to and is hoped to reflect its curriculum on moral education to forbid breakage of law and harmony in the campus. If this moral education is lacking, symptoms of violence can easily be manifested (Elias 1989). He also concludes that schools provide areas where personal and social relationships and the power of rules in their lives is manifested.

2.6 The Pressures, Storms and Crisis of the Adolescent

The adolescent period being a time of transition to adulthood is also a period of storm and stress. It is a period when young people are easily vulnerable to change and pressure. Rogers (1972) says that, the adolescent stage is a period when young people feel most victimized by society. I think this is because society fails to understand the confusing and changing waves and currents in the lives of these adolescence. This stage is characterized by physiological, sexual, psychological and intellectual changes. In the confusion, young people will try so many things including violence for reaction and attention.

According to Mutie and Ndambuki (1999), the adolescence stage creates social problems of anxiety, stress, fear, phobias, tension, threats, conflict, unmet needs or individual differences. The authors further stress other common problems faced by teenagers under peer influence like drug abuse, anger, sexual pressures, STDS, communication, rebellion, pornography, masturbation, rape, incest, pregnancy and over all identity crisis. These could be caused by physical changes, low self esteem, poor upbringing, curiosity, idleness, environmental factors, lack of self control, loneliness, the mass media, ignorance and poor time management (Rogers 1972).

Following from the above, any perpetual and willful threat from school administration to the adolescent student could very easily lead to school disruption. Datta (1992) says this may assume different forms such as protests, demonstrations, strikes and riots. Students' grievances too could bring about protests, and riots, prominent among these could be poor food, facilities and services.

2.7 Counseling and Interpersonal Relationship in School

In no time in the history of education then do schools and colleges need the services of counselors as today. In Africa especially, the quantity and quality of counselors in school is not equipped enough to help young people adequately live through their period of storm and stress with unconditional love and understanding.

In the introduction to their book, Mutie and Ndambuki (1999) write that, the objective of their book is to provide guidance and counseling personnel in schools and colleges with knowledge, skills and attitudes necessary for helping children and students who need to deal with life's changing challenges and realities. This is geared towards understanding their environment and to adjust well with school situations and study. If this is lacking, students will very easily lose touch of themselves and may react by looting school property as a rebellious form of venting anger and grievances (Rogers, 1972). However, if adequate counseling facilities are availed to a school, students will be helped to understand themselves and others thus being able to relate well with others and developing a sense of responsibility towards school property.

Levine (1992) says that, activities like counseling conflict resolution, expanding of school physical environments for recreational space can be forums of reducing school violence. More so, he and a host of other writers like Datta and Rogers ignored the reality of interdependent relationship among students. The spirit of interdependence among students and even the administration helps curb school violence and instill trust and responsibility towards one another and towards school property.

2.8 The School as A Community

Writing on 'the school as a community' Hackett (1975) had this to say. The community school is very orderly and believes that human beings cannot live together without law, but sees this as the very stuff of good living. Corporal punishment is seen as a failure. We build community in order to foster the ends of the organization.

Griffin (1996) tells of an incidence that happened in Starehe Boys School. He tells of an expatriate who incited the students to cause violence in the school and possibly destroy school property as a result of his contracted problem with the school leadership. Griffin said that although the teacher was loved and admired by the students, they thought him sick and mad in this particular mobilization. The students revolted and refused his incitement. Griffin concluded that thereafter he believed that Starehe had built a firm foundation of self-discipline among its students. When we build solid school communities like this, indeed the aims and objectives of the schools are fulfilled.

Grant (1974) from a journal article says that, the school with good parent-teacher relationship will go a long way towards making the community whole and by aiding education unite home and school. When these two institutions are united, moral responsibility towards school materials is enhanced. Grant added that the old patterns of community life have been dislocated so that this gives way to

isolation, social ills like loneliness, distrust, fear, crime and violence. We must have community minded and oriented schools.

Community schools must establish the following principles for effective and mutual responsibility according to the Director of Starehe Boys School and Center (Griffin 1996). The school must give the students moral and good conduct orientation. It should teach a sense of entrepreneurship to students and have them empowered to be responsible for school facilities. The students of Starehe, Griffin writes (1996), help to keep an eye on textbooks use throughout the day, imparting to the community a sense of responsibility in using textbooks. The watchwords for Griffin in Starehe are 'Trust and responsibility' because the students are fully involved and trusted with most of them volunteering to care for school property in special ways. This certainly must be the aim and desire of every school if tension and violence are to be curbed in schools.

Curvin and Mendler (1999) argue that students' misbehavior must be stopped without attacking the dignity of the student. They stress that the best decisions for curtailing students' misbehavior is based on a value system that maintains the dignity of each student in all situations. It is indeed true that behaving responsibly is of more value than behaving obediently.

Curvin and Mendler (1999) also relay a report on a research done by Mitchel. In the research, it was discovered that 80% of the children enter 1st grade of school

with high self esteem, but only 20% have the high self esteem by 5th grade and only 5% have high self esteem at the end of high school. Wherefore, Griffin (1996) comes in handy to stress that positive methods must consistently be used to help students retain their self-esteem. behave responsibly rather than negative methods that create tension and violence in the community (school). He says trust your boys (students). encourage them. explain why to them, be consistent, train your prefects, integrate recreation and be accessible.

When the above is done, schools can become very harmonious communities of learning. Perhaps the idea of Griffin above echoes Australian Federal Report; Sticks and stones: Report on violence in Australian schools. *"Schools provide a safe learning environment for most children. It is erroneous to conclude that schools are unsafe. In some areas, rather than being places of violence, schools provide havens and places of safety away from violent communities. The media in its reporting of isolated incidents of school violence has contributed to the community perception that the education system is violent and chaotic. It is easy to form the view that violence is a regular feature of school life. It is not"* (House of Representatives Standing Committee on Employment, Education and Planning, 1994). Violence in schools and destruction to property can be worked against by building a trusting school community that teaches mutual responsibility to students, teachers and parents.

Ackerman et al (1996) view that a synergy is generated when institutions challenges are laid before the group, and the group openly struggles to create new practices that all members can support and implement. Similarly, when students realize the challenge and responsibility they collectively have as a group to care and protect school property, they are in a better position to assume full stewardship of school property and shun wrecking them.

From a Declaration of the Brothers of the Christian Schools (1967), the following points are vital in context. It says that the renewal of the schools calls for great attention to persons and to the community life of the school. The school is said to be a privileged place for all students to learn the right habits of the mind. Thus the school will be a living community where young people, coming from different social, and family backgrounds, educate one another. This will be done in mutual understanding and respect, openness of mind in dialogue, acceptance of the uniqueness and limitations of each growth in the spirit of service and the practice of justice and fraternal charity. The Brothers' schools train the students and prepare them for responsibility in the society. Thus our schools ought to be built on these principles so that unproductive habits of the mind can be rooted out in the lives of the students.

2.9 Touching the Hearts of Our Students

Touching the hearts of young people entrusted to our care is a great message and an immense commission by the Founder of the congregation of the Brothers of

the Christian Schools (De La Salle Christian Brothers), Saint John Baptist De La Salle (Van Grieken, 1999).

From the Rule of the Brothers of the Christian Schools (1987), it is written: *"In order to enter into this spirit, the Brothers of the society shall strive by prayer, instruction, and by their vigilance and good conduct in the school to procure the salvation of the children confided to their care, bringing them up in piety and in truly Christian spirit that is according to the rules and maxims of the gospel"*. In touching the hearts of their students, De La Salle proposed different models as reported by Loes (1975). He said, it is not enough that children are kept busy in school preoccupied with other things but that their hearts be adequately evangelized. Quoting from the Brothers Declaration, Meister (1992) writes *"the Brother is totally immersed in the life of the students: he shares their interest, their worries, and their hopes. He is not so much a school master instilling a set of teachings as he is an older brother who helps them to be aware of what the spirit is speaking within themselves, what their own abilities are, little by little they may discover their true place in the world"*. According to the Brother's founder, Loes writes that our students are like letters that Christ dictates to us to write each day in their hearts not with ink but with good virtues and values. However, we who write these letters in their hearts must practice the content of these letters if what Christ wills for them is to be effective.

Mann (1991) says that De La Salle had foreseen that our students will not all be clean at heart, but it is for those who are inclined to acts of evil that we must give most of our attention and care. Indeed, if our schools are centers where good habits of the mind can be taught to the students, then we may not need to worry about destruction of school property. The students will have the mature judgement to discern the will of God and humanity in their dealings in life. Our primary goal in education therefore is not just to educate the brain and head but most importantly the heart of our students.

CHAPTER THREE

3.0 DESIGN AND METHODOLOGY

This research sets out to investigate factors that influence students' care for school property.

3.1 Description of the Sample

The research is centered on Upper Hill Secondary School located in the Upper Hill division of Nairobi. More specifically, the research questions are administered to the Forms Three and Four students of the school. The school has a good culture of care for school property. In this research, 90 students of Upper Hill in Forms III and IV are interviewed with the help of questionnaires.

3.2 Sampling Procedure

Since the school has many students in the different forms, the researcher randomly selected a sample of ninety subjects. For the purpose of the case study, the researcher is only interested in students of Upper Hill because of its culture of care for school property. Systematically the researcher gave out half of the questionnaires to each form. Questionnaires were distributed during the day on a date and time arranged and approved by the school administrator. The researcher had interview schedules with a few students from other schools just for purposes of objectivity in the study. These will remain anonymous for the purpose of confidentiality agreed upon by the researcher and these students.

The second group of sampling were interviews with teachers from the school. Data was collected from them by way of questionnaire, but through interviews. These were arranged at a date and time that was convenient for teachers. For purposes of objectivity, the researcher also talked to a few teachers from other schools. The names of these schools and teachers shall remain anonymous for confidentiality sake.

3.3 Description of Instruments and Data Collection

The questionnaire was the major instrument of data collection and consisted of the same typed questions for all the students in the sample. The respondents had control over what they answered in the spaces provided in the questionnaire. They answered the questions in any order of their choice but all were completed. The students made additional comments on the margins of the questionnaires and any extra space on the questionnaire, as they pleased. This process eventually assisted the researcher evaluate and establish a conclusive finding on the factors that influence students to care for school property.

3.4 Data Analysis Procedure

Data analysis is in two stages. The first stage looks at both the dependent and independent variables of the study examining at each point the effect on care for school property.

The second part involves analyzing these tested variables to see how they affect one another as far as the questionnaires are concerned. The data so collected is

analyzed qualitatively and quantitatively through the use of tables, photos, pie and bar charts, averages, ranges, and frequencies. These helped determine the factors, which contribute to care of school property by students or its destruction.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This includes a presentation, analysis and interpretation of the data that was collected from the field. The data was collected by way of questionnaires and a few interviews with some teachers and students. A total of 90 questionnaires were administered to students through research assistance, and the questions so applied to students were based on the two hypotheses of the study. Following the hypothesis, the analysis here is aimed at discovering whether or not the hypotheses are valid or not. The information in this chapter is presented in frequency tables and percentages, as well as pie and bar charts. All of this is to assess factors, which influence students' care for school property.

4.2 Factors which influence students' sense of responsibility towards care of school property

This hypothesis seeks to establish factors, which influence students' sense of responsibility towards care and preservation of school property. This is evaluated with a view to establish how these factors influence students' care for school property. The data collected is presented, analyzed and interpreted in this light.

Table 1: Class Distribution of the 90 Respondents.

CLASS	FREQUENCY	PERCENTAGE
Form 3	46	51
Form 4	44	49
Total	90	100

Table 1 above shows the class distribution of the students. As can be noted from the table, the two most senior classes in the school system were chosen. This was on the basis that they have been in the school longer than any of the other two lower classes. They therefore would be expected to be immersed more in the school culture of care. From the table it can be noted that the distribution was almost similar as the form 4 class received a total of 44 questionnaires and the form 3 class received a total of 46 questionnaires.

Table 2: Age Distribution of the Respondents

AGE IN YEARS	FREQUENCY	PERCENTAGE
15	4	4
16	21	23
17	50	56
18	14	16
19	1	1
Total	90	100

Figure 1

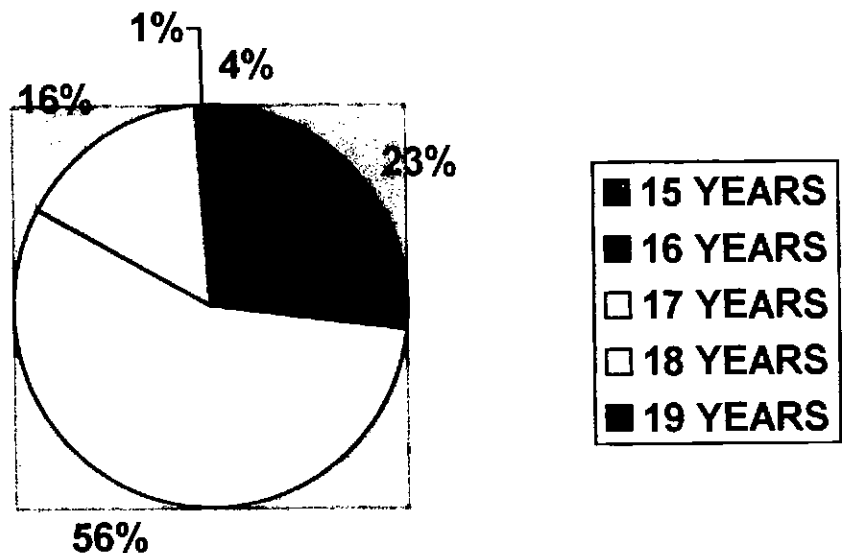


Table 2 and figure 1 above show the age distribution of the respondents. In general the ages of the respondents are within the adolescence period. From the table it is apparent that 56% of the respondents fall within age 17 and indeed other percentages fall within the adolescent period. As indicated earlier on in the literature review, this is the period when young people are more prone to violence as a result of the many transitions and confusions going on in their lives. However, this is also another key period when young people should be taught the value of care towards property. If they do not learn the value of care at this stage, it might be difficult to do this when they are older and in the university. Thus it appears like this was a good age target for study.

Table 3: Responses on whether students like their school

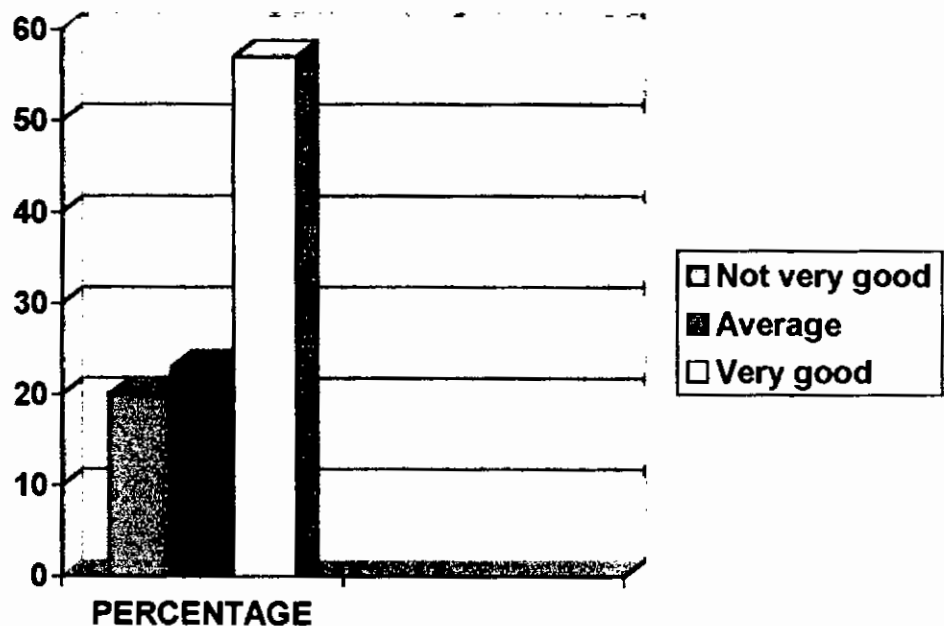
RESPONSES	FREQUENCY	PERCENTAGE
Yes	76	84
No	14	16
Total	90	100

Table 3 reveals that 84% of the students like their school while 14% dislike their school. Table 4 and figure 2 show that 57% of the students have a very good relationship with their teachers and administration while 23% have an average relationship with their teachers and administration while 20% do not have a very good relationship with their teachers, and administration. This shows that students like their school because they have a good relationship with their teachers and this may influence how they care for school property.

Table 4: Students' relationship with teachers and administration

RELATIONSHIP	FREQUENCY	PERCENTAGE
Not very good	18	20
Average	21	23
Very good	51	57
Total	90	100

Figure 2



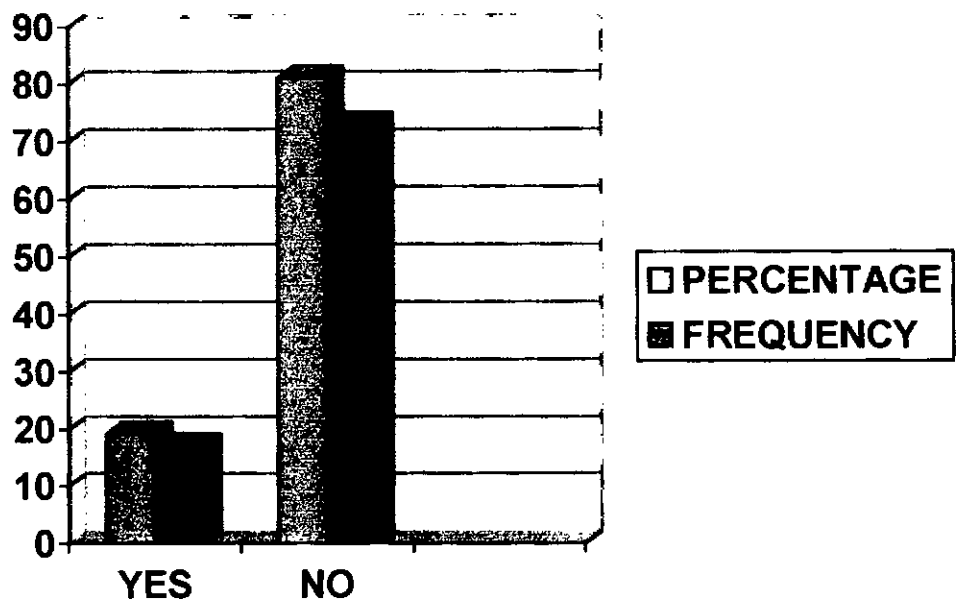
For reasons why students like or do not like their school, see appendix V attached on page 64. From Table 4 and figure 2 therefore it is apparent that the students appreciate their school, themselves, the administration. From the reasons given for liking the school, if students feel this way, they are less likely to ignore abuse of school property.

Table 5: Responses to whether students will participate in destroying school property if trouble erupted in their school.

RESPONSES	FREQUENCY	PERCENTAGE
No	81	90
Yes	9	10
Total	90	100

Table 5 shows students' responses to whether they would participate in destroying school property if trouble erupted in their school today. The table shows 90% of the students indicating that they would not participate in destroying school property if there was crisis in their school, while 10% indicate that they would participate in destroying school property. Once again there is a consistent connection between students liking their school, teachers, administration and destroying school property.

Figure 3: Responses on whether corporal punishment makes students more responsible



From Figure 3 above, it is clear that corporal punishment does not generally make students better behaved and responsible. 19% responded that it makes them responsible and better behaved but from the reasons they gave (in the table 6

below), it is more of out of fear than out of responsibility. Meanwhile 81% of the students said corporal punishment does not make them responsible in any way. They felt that corporal punishment was beastly and only instilled fear, anger and rebellion in them. They made alternative suggestions to correct misbehavior rather than corporal punishment.

From my discussion with, both teachers and students confided in me that corporal punishment created dishonesty and disrespect for teachers by students. Some students and teachers told me that corporal punishment was dehumanizing and robbed students of their dignity as persons. Above all, I was told by those I spoke to in various other schools that (for the sake confidentiality remain anonymous) corporal punishment was a key factor in students' rebellion and destruction of school property in many secondary schools in Kenya.

Below (table 6) is a summary of students' affirmative and negative responses to corporal punishment. The table shows that 20 respondents out of the 73 who said corporal punishment does not make them responsible said that corporal punishment encourages rebellion towards the administration while 17 echoed that it misdirects anger towards school property. More so, 10 respondents who disagree with corporal punishment said it is better if they are helped, counseled or talked to. Therefore, it is apparent that if corporal punishment exists in a school, students will become rebellious and destroy school property if they are not talked to by way of changing behavior.

Table 6

YES-----	(Frequency)	NO-----	(Frequency)
1. Infliction of pain on my body will make me not do things against the school rules-----	(7)	1. It encourages rebellion towards the administration because one feels humiliated-----	(20)
2. You will try to avoid doing the same mistake again and become more disciplined-----	(5)	2. It misdirects anger towards destruction of school property----	(17)
3. I feel responsible for my actions and adjust my behavior appropriately-----	(3)	3. I need to be understood by being talked to because I might be acting out of emotional, psychological and social problems-----	(10)
4. You get humiliated and feel embarrassed to undergo same act and punishment-----	(2)	4. It creates a hostile environment between teachers and students----	(6)
		5. students may develop a grudge with the teacher hence hate and fail his or her subject-----	(5)
		6. It is degrading and robs people of their dignity and worth, and may lead to mental rebellion-----	(4)
		7. It does not help in anyway but rather instill anger and hatred towards the one giving the punishment-----	(4)
		8. It cripples and muzzles expression of oneself-----	(4)
		9. It interferes with my thinking and makes me think of revenge-----	(3)

**Table 7a: Whether the school gives good and moral character formation
that discourages students from violence and destruction
property**

RESPONSES	FREQUENCY	PERCENTAGE
Yes	68	76
No	22	24
Total	90	100

Table 7a indicates that 76% of the students agreed and acknowledged the good moral character formation given to them while 24% do not recognize and acknowledge this character formation. It is not corporal punishment but good

moral character formation given to the students in school that also contribute to discouraging students from destroying school property.

Below in table 7b is a summary report of the common advice and good moral character formation that the students said they receive from their school by way of discouraging them from destroying school property.

Table 7b

GOOD MORAL CHARACTER FORMATION GIVEN THAT DISCOURAGES VIOLENCE TO SCHOOL PROPERTY.....(Frequency)	
1. If one is diligent in taking care of ones property, he or she will be capable of taking care of himself and issues in his or her own life-----	(12)
2. People long before you used this property and it will be used after you so care for it.-----	(11)
3. We are giving all we need and destroying school property is the last thing in our minds-----	(9)
4. The principal always tells us to be gentlemen in all we do-----	(7)
5. We have seminars every now and then on the consequences of violence- ----	(7)
6. Advice and cautions from the Principal to protect and appreciate what we have	(6)
7. Prayer sessions and symposiums on Tuesdays and Thursdays on rights and obligations of a good citizen-----	(5)
8. If we form bad character formation at our age, it will be difficult to change later since we are the future leaders-----	(5)
9. Everyone is entrusted with the responsibility of protecting school property and when abused, one is made to pay for it-----	(5)
10. Good teacher /administrations-students relationship-----	(4)
11. Our counseling department is always ready and willing to help out-----	(4)
12. Teachers are very supportive and give us good tips on discipline and how to be successful in life-----	(4)
13. Parents too are involved in the school and help in giving good moral character formation-----	(3)
14. Involvement in extra and co-curricular activities helps in staying away from immoral behavior-----	(3)

Figure 4: Students’ relationship with parents at home

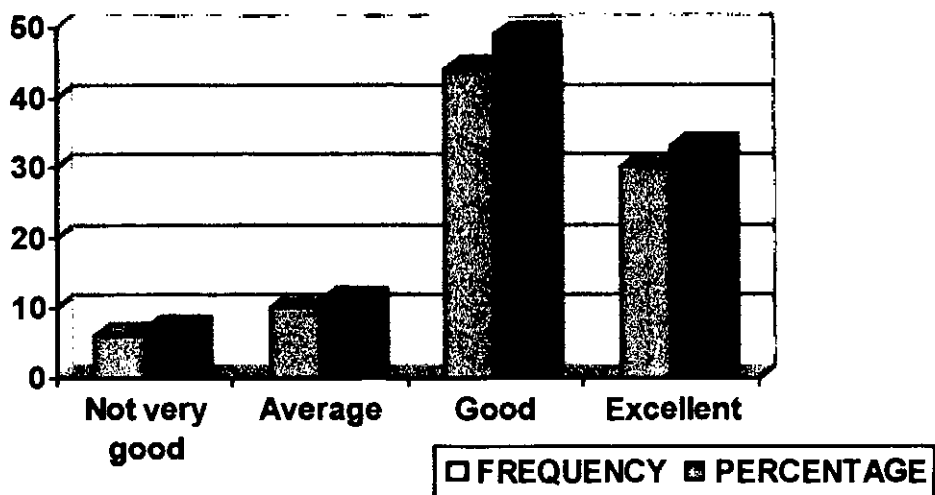


Figure 4 indicates a good relationship with parents at home giving the rate of good and excellent rate of responses to that question as analyzed and presented in the table. What this means is that if students have a good relationship with parents at home, they have less anger and repress feelings and emotions to bring to school from home. However, if students have a very bad relationship with their parents at home, they are prone to bring the anger and ill feelings to school. If this is further provoked they may project onto people and property as a way of releasing stress.

Table 8 below shows that when students have good relationship with parents at home, they are better able to manage their emotions and avoid impacting negatively in school and on school property. The table shows that on a frequency,

violent reaction towards the others. What this calls for is equitable counseling facilities and personnel to assist students peacefully and to healthily resolve conflicts

Figure 5: students' sense of belonging to their school

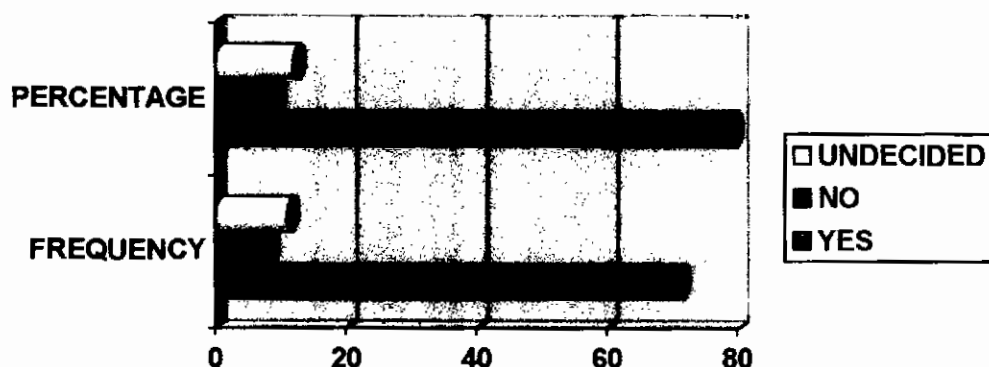


Figure 5 shows students' sense of belonging to their school. This is vital in caring for school property. This is because if students have a feeling of belonging to a school, they will be less likely to destroy school property than if they have no sense of belonging. A sense of belonging makes them look upon school property as theirs. They see themselves as stewards and co-laborers. The figure shows 79% of the students having a sense of belonging to their school. 9% do not have a sense of belonging, while 12% are undecided as to whether they belong or not. The high percentage of students who feel they are part of the school reflects the quality culture of care witnessed in the school.

62 out of the 90 respondents deal with their anger in healthy way while only 17 deal with their anger in an unhealthy manner.

Table 8: How students deal with anger towards fellow students and administration

RESPONSES ON DEALING WITH ANGER TOWARDS FELLOW STUDENTS AND ADMINISTRATION.....(Frequency)	
1. Resolve the situation peacefully and seek reconciliation or forgive-----	(12)
2. Talk to someone about it, usually a friend before reacting-----	(11)
3. By approaching them in a gentle manner to sort out the problem-----	(9)
4. By calming down and looking at either my action or theirs-----	(9)
5. Put a jovial face and try not to impact negatively on innocent people-----	(6)
6. Let them know I am hurt-----	(5)
7. Move away to avoid irrational decisions and reaction-----	(5)
8. I go to sleep or avoid them and I am usually fine by the following day-----	(4)
9. Act the 'bigger man' and let it go-----	(4)
10. Apologize if it is my fault-----	(4)
11. Strike back or withdraw from the person until I am fine-----	(3)
12. Sometimes I control myself, other times I am out of control-----	(3)
13. Hitting somebody or shouting at my fellow students-----	(3)
14. Just relax (breath in \ out) since I do not believe in creating storms in tea cups-----	(3)
15. Avoid forever any form of relationship with them-----	(3)
16. I abuse because I am hot tempered but avoid fighting as much as possible-----	(2)
17. With administration I repress my anger even when I am right-----	(2)
18. Read a book or take a walk, or play sport to cool off-----	(2)

The table also indicates the summary frequency of responses on how students deal with their anger towards fellow students and administration. Some reactions are unhealthy while others are healthy. What this calls for is a school environment whereby students can confidently air their anger in a life-giving manner. If this environment is not nurtured, students will accumulate a lot of unresolved hurt and ill feelings and will manifest violent behavior towards people and property at the slightest provocation and opportunity. From the responses and from my interviews, it is apparent that sometimes students use self-inflicted hurt to avoid

4.3 Students’ personal initiatives and responsibility towards care and preservation of school property

This hypothesis seeks to establish students’ personal initiatives and responsibility towards care and preservation of school property. This hypothesis is assessed using the data collected.

Table 9: Students’ responses to whether they make efforts in caring for School property

RESPONSES	FREQUENCY	PERCENTAGE
No	5	6
Yes	85	94
Total	90	100

Personal initiative by students to enhance the protection and preservation of school property is an important goal and should be an objective of every school. Thus from the table above, it is apparent that this school has attained that goal. From the table, 94% of the students indicated that they make efforts to care for school property and only 6% said they do not make efforts to care for school property. Given this situation, it is likely that since students take personal initiative to care for school property, they would be hesitant to destroy school property at will and even in the case of crisis. (See appendix attached on page and 65 for reasons why or why not care for school property). Table 10 below explains

why students will not participate in destroying property that they have made efforts in caring for.

Table 10: Students’ responses to whether they would participate in destroying school property if trouble erupted in their school today

RESPONSES	FREQUENCY	PERCENTAGE
No	81	90
Yes	9	10
Total	90	100

Table 10 shows students’ responses to whether they would participate in destroying school property if trouble in their school today. The table shows 90% of the students indicating that they would not participate in destroying school property if there was a crisis in their school, while 10% indicate that they would participate in destroying school property.

Once again the data indicates that the students feel that the school belongs to them and that they would be destroying their own property. A good number of reasons as to why students would not destroy school property in times of crisis is appended on page 63.

**Table 11: Students reaction when they hear of destruction of school property
in other schools**

REACTION	FREQUENCY	PERCENTAGE
Support them	7	8
Do not support them	83	92
Total	90	100

Table 11 shows that 92% of the students indicate they do not support destruction of school property by students in other schools. This shows that, these students see value in the care and protection of school property for reasons given in appendix IV, page 63. However 8% of the students say they would support students in other schools who destroy school property. This equally shows that these students do not value the care and preservation of school property. Such students require the attention of the schools' counseling center.

**Table 12a: Responses to whether students get cautioned by their peers when
they are careless towards the use of school property**

RESPONSES	FREQUENCY	PERCENTAGE
Yes	60	67
No	30	33
Total	90	100

From table 12a it is reported that 67% of the students receive caution from their fellow students when they are careless towards the use of school property.

Meanwhile 33% of the students also indicated that their fellow students do not caution them even when they are careless towards the use of school property. From my interviews with students and teachers, I gathered that some students do not caution others towards careless use of school property due to the fact that they are afraid they might be labeled by the other students as being one of the "Headmasters' Boys". Others are afraid of been responded to violently.

Table 12b below sums up some of the practical responses that students receive from their fellow students when they are careless towards the use of school property.

Table 12b

PRACTICAL CAUTIONS RECEIVED WHEN CARELESS TOWARDS THE USE OF SCHOOL PROPERTY----- (Frequency)	
1. Take care of what is mutually yours you will need it in the future---	(15)
2. These things are for you and not for the teachers or Headmaster---	(10)
3. Take care because your parents will be asked to buy new ones-----	(6)
4. We need the school property, do not vandalize it-----	(5)
5. What do you gain from destroying school property-nothing-----	(5)
6. Leave a place better than you found-----	(4)
7. You are been irresponsible; why are you doing that? -----	(4)
8. Act your age or grow up; show good example-----	(2)
9. People will not respect you if you are not respectful-----	(2)
10. That stuff is not a toy, do not play with it-----	(2)
11. Break it and I will make sure you replace it-----	(1)
12. Do not be selfish others will need this as well-----	(2)
13. The school was painted the other day and you have started making stains on it-----	(1)
14. Think twice, you are spoiling the school's pride, making it ugly and shameful-----	(1)

Table 13: Advice for students and administrators in schools where violence and destruction to school property is witnessed

FOR STUDENTS----- (Frequency)	FOR ADMINISTRATORS-- (Frequency)
1. Engage your administration into discussion and understanding----- (9)	1. Teach students the culture of care and responsibility towards school property----- (9)
2. Stop destroying school property which in the end you will pay for them or need to use them----- (7)	2. Involve students in dialogue with you on sensitive issues instead of coercing them----- (7)
3. If you need to demonstrate, do it peacefully and non-violently----- (7)	3. Administrators should establish guidance and counseling centers to help problematic students----- (5)
4. It is for the pride of your school to keep the property in order----- (6)	4. Introduce strict and tough repercussions for those caught destroying school property----- (5)
5. Be aware of negative peer pressure and influence----- (6)	5. Let parents pay for property destroyed by students----- (4)
6. Realize that the school belongs to you and whatever is there is for your own use and good----- (5)	6. Create an open and free atmosphere where students can talk and share with their teachers----- (4)
7. It is the beginning of your training for future responsibility in the society- (4)	7. Pay attention to small but sensitive issues within the school before they magnify----- (3)
8. Think twice before you act----- (4)	8. Be free but firm with students on bad behavior----- (3)
9. It is unfair and dangerous to those not informed in the act so move away from destruction----- (3)	9. Be fair, just and understanding to your students feelings----- (2)
10. Students should identify bad students and ask administration to help them (counsel)----- (3)	10. Know, monitor and investigate the causes of violence \crisis----- (2)
11. Your goal in school is for studies and good character formation so refrain violent behavior----- (2)	11. Make reference to past events and reconstruct a good future----- (2)
12. Avoid violence since it is the least medicine to insanity----- (1)	

Table 13 is a summary of advice students have for both students and administrators especially in schools where violence and destruction to school property is witnessed. The advice is not presented in any order of importance. It is believed that these suggestions come out of students' lived experiences.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This investigation studied the factors, which influence students' sense of responsibility towards the care and preservation of school property. The study was based two main objectives and hypotheses. The first was to investigate factors, which influence students' sense of responsibility towards the care and preservation of school property. The second was to appraise personal initiative and responsibility by students towards the care and preservation of school property.

Based on the findings, this investigation will enable educational institutions, the government and counselors in to prepare young people towards a violence-free lifestyle. This will help alleviate the destructive behavior in schools thus creating a threat-free school environment where students' mutual respect and responsibility are enhanced and shared. The chapter thus gives summary of the findings, makes recommendations and gives further direction for research around the area of investigation with greater particularity.

5.2 Summary of Findings

The following points have been identified and recognized as factors, which influence students' sense of responsibility towards the care and preservation of school property.

Students will care for school property if they like the school and experience good relationship with the administration, teachers and among themselves. It was also discovered that corporal punishment does not help students change behavior. It rather succeeds in instilling fear in the students, and at worst, evoking rebellion that does much harm to school property when students go on rampage. In line with the above, the study also found out that young people, especially at the adolescent stage, require guidance and counseling to understand themselves, others and society. The society, too, needs to understand and be patient with the youth. If this is not done, the confusion that emerges can be misdirected by youths towards school property in all its negative ways.

More so, a sense of belonging by students is essential in caring and preserving school property. When they feel that they belong, they see the school property as theirs; if they do not have the sense of belonging then, they are careless towards the care of school property. Appropriately, good character and moral formation plays an important role in instilling good morals and a sense of responsibility towards people and property. Lack of it creates a chaotic community. Thus students will take personal initiatives and responsibility if the school appreciates

them and if they see efforts from teachers in giving them good support in their time of crisis.

Good relationship with parents at home is relevant in curtailing the repressed feelings of strained relationships, which if brought into school might be projected onto people and school property. Thus when students are trained to manage and channel their anger and emotions in healthy ways, they will not impact negatively on people and school property. There is also need for mutual correction and caution towards the use and care of school property as this plays an important role in preservation of school property. Lack of it impacts negatively on the care of school property.

On a whole students do not intentionally come out to destroy school property for the fun of it. Most times, it is out of frustration and the refusal of the administration to listen to their grievances. In general, students refrain from destroying school property because; they foresee the expenses that they would be causing their parents in rebuilding the facilities. They also envisage that they would be the ones to lose and experience a lack of those facilities.

5.3 Conclusion

The trend of destruction to school property is a phenomenon that most schools have witnessed. Over the years, educational teams, authorities and committees have tried to come out with answers to resolve school unrest that leads to

destruction of school property, yet, this still prevails. In Kenya cases of such unrest and destruction have been common columns in journals and newspapers. The government has often called for dialogue between students and administrators. Despite this ,the trend continues.

What this research has done is to identify an average Nairobi (city) school with a good culture of care towards school property. The research has exposed this school and the secrets behind the success of this school with regards to care of school property. Perhaps the findings of this investigation will go a long way in giving a tool of success to schools that have always witnessed destruction to school property and wondered why.

The rapport between students, teachers, and administration is necessary in building a school environment that is at the service and interest of all. This calls for a school situation where listening and dialogue are routine and the right tools of good school administration. Schools should be modeled as communities where respect for regulations and each other is enhanced by restoring peace, reconciliation in a harmonious school environment. When schools operate in this light, students and teachers alike long to give their best and not their worst. They make it a home and want to make everlasting tents in those schools. Such schools also produce students who are successful in the society and return to give service or financial aid to the school.

Through the establishment of school programs where guidance and counseling facilities are available to both staff and students, schools would be friendly zones rather than areas of tension. Forums should, therefore, be created for seminars and workshops geared towards orienting students into responsible adulthood. All forms of corporal punishments, which dispel responsibility and dignity, instill fear and rebellion should be eradicated for the sake of creating a school that touches the hearts of its students and instills standing societal values. Such is what creates a sense of responsibility towards the care and preservation of school property.

5.4 Recommendations

The following recommendations are offered with the aim of improving school management and creating school environments that enhance a good sense of responsibility towards the care and preservation of school property.

1. Given the adverse effects of corporal punishment and its tendency to provoke rebellion, I recommend that school administrators should be in the forefront in banning this in their schools.
2. Most students in the secondary school cycle are within the adolescent age, schools should provide and establish quality counseling centers that respond to the emotional and psychological plight and needs of students and, in some cases, teachers.
3. School administrators should create an open and free school atmosphere where students can talk and share freely with their teachers. This makes

them feel at home and develops a sense of belonging thus being more conscious of the need to care for school property.

4. The culture of care and responsibility has to be taught to students so that they feel as stewards to what is rightfully theirs.
5. Students should be involved in sensitive issues in the school that concern their welfare and interest. In the same line, teachers and administrators should try to be fair, just and understanding of students' feelings.
6. If students have any reason to demonstrate, this should be done peacefully as violent destruction is at their own academic and psychological expense.
7. Students should continue to take personal initiatives in caring for school property and cautioning those who engage in destruction of school property.
8. Schools should organize forums where students can gain good moral character formation through workshops, retreats and seminars.
9. Parents have an important collaborative ministry in youth education. Thus, parents should be involved in sensitive school issues and in helping to curtail indiscipline among their children.
10. The government should come up with awards for schools in each constituency that show good care and responsibility towards the care and preservation of school property. This is to encourage and teach the value and culture of care towards school property.

5.5 Suggestions for Further Research

I suggest that further research should be carried out in the area of substance abuse in schools and its effect on the care and preservation on school property. This is because a good number of our schools are experiencing higher levels of substance abuse.

I also suggest that further research be done in the area of media influence on students and the effect on care of school property. Finally a research should be undertaken into university strikes to ascertain the percentage of students who graduated from schools with a good culture care for school property who now are participating in campus violence. Of special interest would be to establish factors, which have influenced them into destroying to school property, as opposed to their secondary school days.

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APPENDIX I

SAINT MARY'S UNIVERSITY OF MINNESOTA, NAIROBI CAMPUS

TOPIC: An investigation into factors that influence students' sense of responsibility towards the care and preservation of school property.

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

My name is Abunya Moses (Fsc). I am a student at the above named institution in the Department of Education. I am carrying out a research-based study on the factors that influence students' sense of responsibility towards the care and preservation of school property. This is in partial fulfillment of the requirements for the degree of Bachelor of Science in Education. Kindly offer your assistance by filling in this questionnaire to the best of your knowledge. The information provided is for research purposes and will be treated with the utmost confidentiality.

SECTION A

BACKGROUND DATA (Please tick where appropriate)

1. Age -----
2. Class (form)-----

SECTION B

OBJECTIVE I –Relationship with school, administration and students (Please tick where appropriate)

1. Do you like your school? Yes [] No [] Give reasons for your answer
2. How would you rate your relationship with your parents at home?
Not very good [] average [] good [] Excellent []
3. How would you rate your relationship with your teachers and administration? Not very good [] average [] very good []
4. Do you associate or know students in your school who engage in any anti-social behavior like smoking marijuana, taking drugs, or drinking alcohol?
Yes [] No []
5. Have you ever reported or talked to any of these students who show these anti social behavior in your school? Reported [] Talked to [] Did Nothing []

6. If you either reported or talked to the person, was any action taken or change noticed? Yes [] No [] What action or change?
7. Does corporal punishment make you responsible and better behaved?
Yes [] No [] Why?
8. How do you deal with anger towards your fellow students or administration?
9. Do you have a sense of belonging to your school? Yes [] No []
Undecided []

OBJECTIVE II--Relationship and responsibility towards school property
(Please tick where appropriate)

10. Do you make efforts to care for school property? Yes [] No [] Why?
11. If trouble erupted in your school today, would you participate in destroying school property? Yes [] No [] Why?
12. When you hear of destruction of school property by students in other schools, how do you react? Support them [] Do not support them []
13. Do your peers caution you when you are careless towards the use of school property?
Yes [] No [] What do they say to you?
14. Do you think your school gives you enough good and moral character formation that discourages you from violence and destruction of school property?
Yes [] No [] Like what?
15. What advice do you have for students and administrators in schools where violence and destruction to school property is witnessed?
16. Any words of advice to the researcher on his topic of research and study?

THE END

Thank you for your honesty and time

APPENDIX II

INTERVIEW QUESTIONS GUIDE FOR TEACHERS

1. Do you think good relationship with your students gives them a sense of belonging and being cared for?
2. Do you believe in the efficiency of corporal punishment? Why or why not?
3. Do you think students in your school make efforts to care for school property?
4. Do you have counseling and guidance facilities in your school?
5. What inputs do you think your school puts into giving students good moral character formation?
6. In general what do you consider to be reasons why students care for school property?

APPENDIX III

INTERVIEW QUESTIONS GUIDE FOR STUDENTS

1. Do you like your school or have a sense of belonging? Why or why not?
2. Does your school give you enough good moral character formation that discourages you from destruction of school property?
3. Do you caution other students when they are careless towards the use of school property? Why or why not?
4. If trouble erupted in your school today, would you participate in destroying school property? Why or why not?
5. Do you take personal initiative in caring for school property? Why or why not?
6. How do you deal with your anger towards fellow students and teachers?
7. Does corporal punishment make you responsible and better behaved? Why or why not?
8. In general what do you consider to be reasons why students may not care for school property?

APPENDIX IV

WOULD NOT PARTICIPATE IN DESTROYING SCHOOL PROPERTY	WOULD PARTICIPATE IN DESTROYING SCHOOL PROPERTY
1. It is not in me; I don't believe in violence or destruction 2. In the future, I will need the property 3. Destruction will not lead to solutions but to more problems 4. It does not make sense to destroy school property when you will still pay 5. Destruction is beastly and uncivilized 6. The school property has not did not do any harm to me so destroying it shows my stupidity and it is a fools act 7. I always look past a common action; what if I need it later 8. School property belongs to us as a community, so destroying it is like destroying your own property 9. I know the financial and pain on the school to which I am part of 10. It is wrong and I will not participate because I am proud of my school 11. Because I am a responsible citizen 12. It is better and more matured to look for alternative ways of handling the crisis 13. I will suffer in waste of time, resources and energy 14. It is not sensible to destroy learning materials useful to me and the other	1. I just hate the school, it has old facilities 2. After the trouble all students will pay including those who did not participate 3. It depends on the cause of the trouble, if it affects me then certainly I will participate 4. It is a way of releasing frustration

APPENDIX V

REASONS FOR LIKING THE SCHOOL	REASONS FOR NOT LIKING THE SCHOOL
1. Helps me in acquiring knowledge 2. Gives good services and does well in the national examination 3. Well known country wide for good administration and hardworking students 4. I have a sense of belonging and being accepted by other students 5. Good administration, quality education and a friendly environment 6. Good facilities and good communication with teachers 7. Hardworking teachers that help us to be matured 8. Principal gives us opportunities to participate in school matters 9. Makes me feel good about myself and my friends make it worthwhile for me 10. Good support from administration in initiatives 11. Our school prepares and guide students not only academically but for the whole of life 12. Qualified, hospitable and determined staff 13. Helps me realize my potentials and gives me freedom of expression 14. We are a community and I feel at home 15. Has changed me into a better person than I was	1. Lower standard to my former school 2. Punished by prefects and given little food 3. Lack of students cooperation 4. Was a better and more responsible person before I came to this school. Now I have an I don't care attitude. 5. Boring school routine 6. Do not fit with the ideologies and principles of the others and people demand too much of me 7. Has few facilities and poor sanitary conditions in the boarding section, even though teachers do their job well 8. Was not my best choice but I had to come here 9. Some teachers do not know how to teach 10. Just do not like it; administration perhaps.

APPENDIX VI

REASONS FOR CARING FOR SCHOOL PROPERTY	REASONS FOR NOT CARING FOR SCHOOL PROPERTY
1. To leave the property in good condition and to set good example 2. It is the right and the most common sense thing to do 3. It is my responsibility and it helps me in my educational pursuit 4. It is our responsibility for what is in our care. This creates the value of responsibility in us 5. I gain nothing by destroying but benefit by helping to preserve 6. After me, other students will need them 7. We will pay for repairs in the long run 8. Because no one will do it for you 9. It is being considerate to the younger ones because even my children might use it one day 10. Eventually I will be the one to suffer 11. In respect to those who used it before me 12. I even repair them when I am able so why destroy! 13. It cripples learning 14. Our parents pay for them 15. To give the school its beautiful appearance 16. They are expensive to make 17. To minimize and enhance proper use of school funds	1. They are already worn out and require repair 2. It is not my property and we found them in bad condition anyway 3. It is not only for my use

FIGURE 6



A School building that has experienced good culture of care by students



A school building that has experienced poor culture of care by students

APPENDIX VIII

FIGURE 7



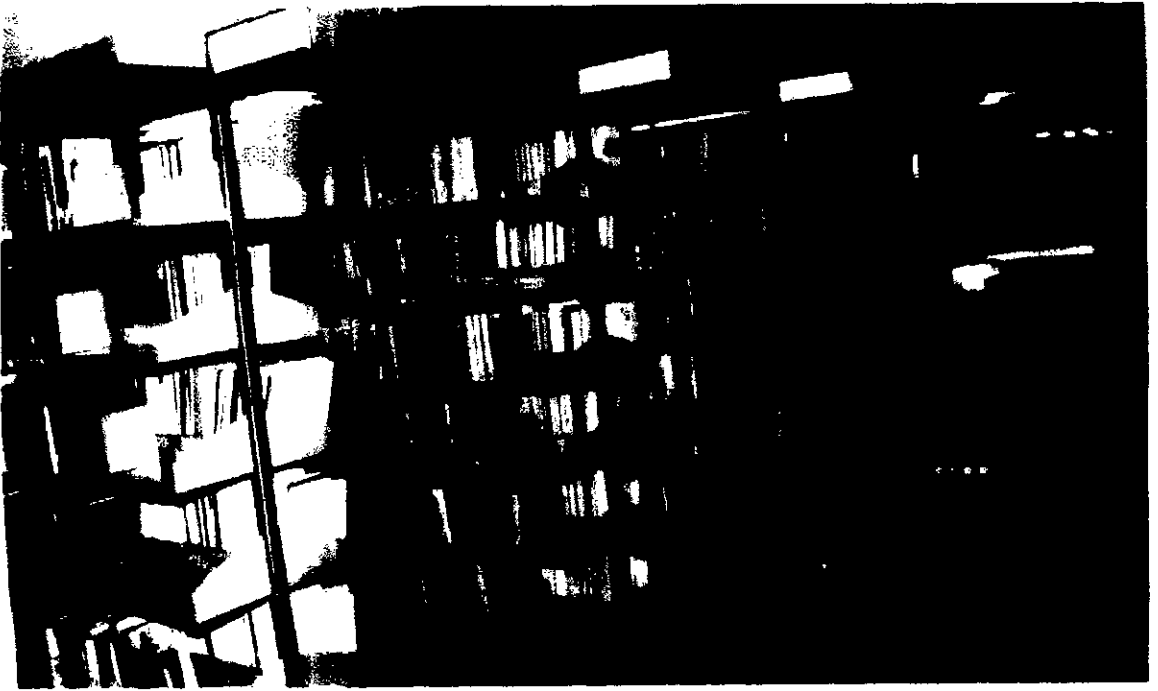
When the culture of care is enhanced in school,
a decent classroom environment is created as seen in this picture above



When the culture of care is lacking in school,
a chaotic classroom environment is created as seen in this picture above

APPENDIX IX

FIGURE 8



School learning facilities are well kept and maintained in schools where the culture of care is learnt by students



School learning materials are destroyed in schools where the culture of care is not learnt by students

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20 January 2003

To Whom It May Concern:

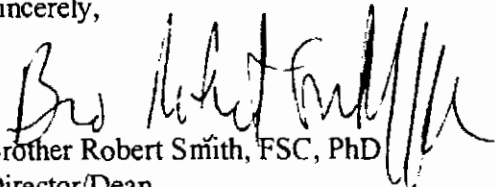
Brother Msughter Moses Akpoughul-Abunya, FSC (#9901) is a fourth-year full time student in good standing at Christ the Teacher Institute for Education. In May, he will be graduating with a B.Sc.Ed. As part of his final semester, he is enrolled in a research seminar, during which he is to conduct research and gather informational data regarding various issues, leading to the writing of a major paper. His lecturer for this course, and the person responsible for directing his research, is Mr. David M. Gaiti, one of our lecturers in Geography.

Christ the Teacher Institute for Education is an institute in the School of Education of Saint Mary's University of Minnesota/USA. It is also an institute within Tangaza College, one of the constituent colleges of the Catholic University of Eastern Africa.

In order to accomplish his work, I respectfully request that you allow Brother Moses the courtesy of having access to your institution or program for the purpose of gathering data, all of which will be shown to and discussed with you.

Thank you for your kind consideration of this request. Please contact me if I can provide additional information, clarification, or amplification of anything above.

Sincerely,


Brother Robert Smith, FSC, PhD
Director/Dean

Associate Dean, School of Education, Saint Mary's University of Minnesota
Dean, Nairobi Campus, Saint Mary's University of Minnesota





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ctieach@kenyaweb.com (email)

TO: Mr. David Gati
FROM: Br. Mark
RE: RESEARCH PERMITS
DATE: 07 March 2003

A copy of the Letter of Research Authorization from the Ministry of Education, Science, and Technology is on the reverse side of this memo for the following students in CGE 496 Geography Research:

Reg. #	Name
9901	Abunya Moses (Br.)
0001	Isidore Nelson (Br.)
0115	Trust Machaya (Br.)
0033	James Omara (Br.)
9914	Peter Kombe (Br.)
9930	Orbora, S. Lorongo (Mr.)
9908	Hongoli, Polycarp (Br.)

Thank you

Cc: CTIE Admin.

Telegrams: "EDUCATION", Nairobi
 Telephone: Nairobi 334411
 When replying please quote
 Ref. No. MOEST 13/243/7
 and date



JOGOO HOUSE "B"
 HARAMBEE AVENUE
 P.O. Box 30040
 NAIROBI

7th March

....., 20...03

The Dean of Studies
 Saint Mary's University of Minnesota /USA
 Nairobi Campus
 Christ the Teacher Institute for Education
 Tangaza College
 P.O. BOX 15055
 P.C. 00509 Langata
NAIROBI

Dear Sir

RE: RESEARCH AUTHORISATION

Please refer to your letter dated 24th February, 2003 on the above subject.

I am pleased to inform you that the following seven students of Tangaza College whose names appear on the attached list have been authorised to conduct research on the topics shown against their names in Nairobi Province and Marsabit District.

It is noted that the research is a partial requirement for their term paper for the completion of CGE 496 Geography Research II.

Advise the students to report to the Provincial Commissioner Nairobi, the Provincial Director of Education Nairobi, the District Commissioner Marsabit and the District Education Officer Marsabit before embarking on their research project.

Yours faithfully


 f. A. G. KAARIA

FOR: PERMANENT SECRETARY/EDUCATION

For PERMANENT SECRETARY
 MINISTRY OF EDUCATION

CC
 The Provincial Commissioner
 Nairobi
 The Provincial Director Education
 Nairobi
 The District Commissioner
 Marsabit
 The District Education Officer
 Marsabit