

Buddhist Criticism On Sustainable Development

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Abstract: *In the 21st century, there has been a global public outcry in most of public secondary schools as a result of students' unrest. In Kenya, most public secondary schools have gone on rampage and this cases have been rising yearly. Rising cases of students' unrest among secondary students is a matter of great concern since it is posing a serious threat to the Kenyan education system hence becoming a national problem. This purpose of this research study was to establish forms of students' unrest and its impact on curriculum implementation in public secondary schools in Turkana county in Kenya. The research adopted descriptive survey research design. The target population was One hundred and eighty-two (182) respondents comprising of teachers, students and two officials from the Ministry of Education. Purposive sampling was used to select school principals, Sub County Education Officers and disciplinary master of the target secondary schools. Instruments of data used were questionnaires, interviews and documents analysis. Data analysis was by use of descriptive statistics and presented by means of bar graphs and frequency tables. The findings of the study that established that drugs use and abuse, poor and unclear communication channels and peer pressure are among the lading root causes of students' unrests in public secondary schools. From the findings, the study recommends that the policy makers should devise viable mechanisms and strategies to ensure curriculum implementation is fully implemented fully to minimize cases of students' unrest in the education sector.*

Keywords: *Students' unrest, curriculum implementation, public secondary schools*

I. INTRODUCTION

For the past two decades in this 21st century, several cases of students; unrest and indiscipline have been reported in most of the learning intuitions globally. Washington times (2018) reported several incidents from UK, Italy, Germany, Comoros, and Spain. In Springfield, USA, one student was reported dead and 30 wounded in a shocking associated with indiscipline, while in Kobe, Japan, a school child was decapitated by a fourteen years old killing physical attacks, robbers, attempted area and fights between children which ended in tragedies have been making headlines world over. Such incidents have been reported from Mexico, Italy, Germany, Comoros and even Spain in the past (UNESCO, 1998). Nasibi (2003) has also reported on escalating cases of students' unrest and indiscipline has become a matter of great concern and it is becoming problem that seek redress urgently. Several

intensifying cases of students indulging in excessive violence, arson and destruction of property. Maphosa (2016) asserts that the issue of learners' indiscipline has taken center stage for a long time both internationally and nationally. Hindustan Times (2016) cited cases of parents complaining high incidents of indiscipline and violence in most schools hence impacting negatively on students' performance.

In Africa continent, several incidences have been reported in most countries. In Botswana, some students died and other became blind after they broke into science laboratory and consumed toxic amount of methanol and ethanol (BOPA, 2006). Although the Kenya government has put in place policies regarding Management of Education, still secondary schools have been faced with increased cases of students' unrest. Cases of student unrest have been in existence from as far back as the beginning of 20th century when the first case of unrest was reported in Maseno school in 1908 (GOK, 2001).

Of late, the concern has the changing nature and characteristics of unrests. Surprisingly, there was increase of the number of schools experiencing some form of student's unrest especially during the seventies (GOK, 2001). As per Education Taskforce committee appointed by cabinet secretary of Education on July 31st 2018 (Daily Nation) reported that a total of 107 cases of unrest were experienced in the country.

Cases	Number
Arson	63
Walk-out	23
Sit-in	8
Breakage	14

Source: Daily Nation Newspaper, (July 31st 2018)

Table 1: Forms of unrest in Secondary Schools

The report by the Education Committee indicated that the eastern region had the highest cases of unrest at 40%, Rift valley had 25% and Nyanza 20% while north eastern did not report any form of unrest, such students' unrest once developed poses a serious threat to the educational system and especially for the nation. Also similar cases of unrest had occurred in Turkana county and especially Turkana Central Sub-County which had necessitated this study on strategies for managing this students unrest menace in public secondary school in Turkana Central Sub-County. These in recent years have assumed a large proportion where students from various school in sub-county were reported to have burnt schools, destroyed property and hence suspended from various school and later back with their parents. This gives parents a lot of problems financially in the sense that they meet other extra expenses that were not in their budgets apart from fees. The parents were made to meet the cost of any destruction caused by the students which was expensive and unwarranted for.

The education sector in Turkana Central Sub-County is an important pillar in the realization of the objectives of vision 2030 with regard to the attachments of socio-economic and political development of the county. The sector, however, has in the recent years been witnessing unusual student unrest and violence especially at the secondary school level. This often has caused interrupted school learning programmers, loss of human life in some cases and massive destruction of school properties as well as student' belonging. Incidences of students' protest actions and violence in Turkana Central Sub-County Secondary School, were perennial and could be traced not far back as the beginning of 20th century when the first cases were reported in 1998 and 2001 in a provincial boys' secondary school and in a mixed day public community secondary in Turkana Central district by then. The cases escalated from the periods between 2001 and 2014, recorded few student protest actions were witnessed and which were less violet and mostly took the form of boycott of classes, mass walking-outs and simple protests.

Karanja and Bowen (2002) reported rising cases of students' unrest in Kenyan secondary schools and it was quite alarming. This is becoming a more of global issue of concern to the whole world and Kenya is not an exceptional in this case. This cuts across all spheres of people's lives including socially, economically, spiritually, politically and even gender boundaries. There existed serious cases of students' unrest in

most educational institutions in Kenya affecting Universities, middle college and secondary schools. Surprisingly, primary schools have also followed suit in students' unrest in the last four years. Kenyan secondary schools have increasingly experienced widespread unrests and indiscipline with devastating consequences. Sang (2008) reported that more than 300 secondary schools went on strike in Kenya between the month of May and August 2008, resulting in destruction of property worth thousands and millions of shillings (Afro news, July, 2008). Thorough curriculum implementation is an effective strategy of ensuring that the syllabus approved for each subject and level class is covered qualitatively within the stipulated time frame. There is need for the principal to ensure that there is harmony and agreement between the schemes of work and records of work prepared by teachers (Teachers' image, 2009). Every minute of each lesson must be accounted for and when a teacher has to be away, there is need for a system of making up for lost time, likewise, students should not be allowed to be idle when a teacher is absent. Bakada (2004) emphasized that a harmonious learning environment (institution) is conducive for teaching and learning process. A school should endeavor to attain the ultimate goal of inculcating self-discipline among its students. Academic discipline may mean handing homework on time, trying to do one's best being attentive in class, preparing adequately for examinations and all other activities related to academic pursuit. The buck stops at the teacher to ensure that the student is motivated and encouraged to succeed as the teacher's image puts it.

The strategies to curb the student's unrest in public secondary schools in Turkana Central Sub-County are many and they have been used but the problems that really exist are the fact, that they are ineffective. This means that, they are not effectively or correctly used as desired. The ineffectiveness of the strategies is largely brought by an unnecessary bureaucracy in public institutions. This is where authority is vested on an administrator alone which is an authoritative style of leadership. In this case decisions take too long to be passed by the authority and if passed, they take long to be implemented or not implemented at all. On the same note, not all stakeholders are involved in the decision making and hence escalation of unrest.

When such unrest occurs, many stakeholders get affected and this include; Teachers, Students, Parents, Administration, BOMs, PAs and Sponsors. During such unrest teachers get harassed and their property destroyed and others lose lives, parents incur unbudgeted expenses caused by their children, student lose life and are also indefinitely suspended and failure to attend lessons for an unknown period of time leads to poor syllabus coverage and hence poor performance in the final exam. Worse enough, some schools get closed and some students also drop out of school during the indefinite suspension. Parents Association Members, Board of Management and Sponsors are called for unwarranted meetings that use their valuable time to discuss matters of unrest in the institutions. There have been rampant cases of students' unrest in public secondary schools in Turkana Central Sub County which have necessitated the need to carry out research to establish the effectiveness of the strategies used in managing the vice. It is against this background that

the study is carried out to establish the strategies employed in the management of students' unrest and curriculum implementation in public secondary schools in Turkana Central Sub-County, Turkana County-Kenya.

II. RESEARCH DESIGN AND METHODOLOGY

The research adopted descriptive survey design to establish strategies used in the management of students' unrest and curriculum implementation among secondary schools in Turkana Central Sub County. The design was deemed appropriate as it enables the researcher to reach as many respondents as possible within a short period of time. The target population consisted of one hundred and eighty-two (182) comprising of students, teachers and education officials drawn from the public secondary schools in Turkana Central Sub-County where students' unrest were experienced. Stratified random sampling technique was used to select the samples into strata representing the desired population as per Mugenda (1999). The strata were teachers and students from the sampled schools from Turkana Central Sub-County. The sampled population consisted of four strata of one hundred and eighty-two respondents (182) drawn from ten sampled schools and two education officials including schools that had student's unrest and those which have never had students' unrest.

School Category	National (Boy)	Extra County Mixed	County Boy	Sub-County Girls	Total
Sampled					
Students	40	40	40	40	160
Teachers	4	4	4	4	16
Principals	1	1	1	1	4
M.O.E	2				2
Total					182

Source: Sub-County Education's Office [January, 2020].

Table 2: Categories of Schools in Turkana Central Sub-County

Data was collected using questionnaires, interview schedules and document analysis as instruments of data collection. Questionnaires was designed and developed for the purpose of collecting qualitative data from student, teachers, principals and education officers. Face to face interview schedule was used to collect detailed information from Principals and SCEO with regard to personal views, perceptions and opinions in relation to management of students' unrest and curriculum implementation. Document analysis technique was used to obtain information on reasons/causes of students' unrest, inform of memorandum or grievances presented or talked out.

III. RESULTS AND DISCUSSIONS

RESPONSE RATE

A total of 176 questionnaires were distributed, 160 for the students and 16 for the teachers. Out of the total questionnaires distributed to the students 153 were returned and considered complete for data analysis; this presented a

questionnaire response rate of 95.6%. For the teachers, all the 16 questionnaires were returned and considered complete for data analysis; representing a return rate of 100.0%. According to Denscombe (2014) a return rate above 80.0% is excellent for data analysis.

Questionnaires	Frequency	Percentage
Students	153	95.6
Teachers	16	100.0

Source: Field Data (2020)

Table 3: Questionnaire Response Rate

		Frequency	Percentage N %
Gender	Female	70	45.8%
	Male	83	54.2%
School type	Girls Boarding	40	26.1%
	Boys Boarding	75	49.0%
	Mixed Boarding	38	24.8%
Form	Form 3	83	54.2%
	Form 4	70	45.8%
Age	15-18 years	113	73.9%
	19 years and above	40	26.1%

Source: Field Data (2020)

Table 4: General Information of the Students

The findings have shown that 54.2% (83) of the students were male while 45.8% (70) were female, indicating that the respondents were well distributed among the male and female gender. The table also shows that 49.0% (75) of the respondents were from boys' boarding school, 26.1% (40) were from girls' boarding school and 24.8% (38) were from mixed boarding school. The table also shows that 54.2% (83) of the students were in form 3 while 45.8% (70) were in form 4. Lastly, 73.9% (113) of the students were aged 15 to 18 years while 26.1% (40) were aged 19 years and above (Table 4).

General Information		Frequency	Percentage %
Gender	Female	5	31.2%
	Male	11	68.8%
Age	25-29 years	3	18.8%
	30-34 years	4	25.0%
	35-39 years	3	18.8%
	40-44 years	3	18.8%
	45-49 years	1	6.2%
	50 years and above	2	12.5%
Professional qualifications	Diploma in Education	3	18.8%
	Bachelors in Education	10	62.5%
	Master's in Education and above	3	18.8%
Duration of teaching in years	0 to 4 years	4	25.0%
	5 to 9 years	8	50.0%
	10 to 14 years	4	25.0%
	15 years and above	0	0.0%
Teaching position	Normal Teacher	4	25.0%
	H.O.D	5	31.2%
	Class Teacher	5	31.2%
	Deputy Principal	2	12.5%
	P.T.A Member	0	0.0%
School type	Boys Boarding	8	50.0%

	Girls Boarding	4	25.0%
	Mixed Boarding	4	25.0%

Table 5: Teachers General Information

The findings have shown that 68.8% (11) majority of the teachers were male while 31.2% (5) of the teachers were female. From the findings, it was evident that 25.0% (4), 18.8% (3), 18.8% (3), 18.8% (3), 12.5% (2) and 6.2% (1) of the teachers were aged 30-34 years, 25-29 years, 35-39 years, 40-44 years, 50 years and above and 45-49 years respectively. In terms of professional qualifications, majority of the teachers 62.5% (10) of the teachers had a bachelor's degree in education, 18.8% (3) had a master's degree I education and above and another 18.8% (3) had a diploma in education. Most of the teachers as shown by 50.0% (8) had a teaching experience of 5 to 9 years, 25.0% (4) had a teaching experience of 0 to 4 years and 25.0% (4) had a teaching experience of 10 to 14 years; none of the teacher respondents had a teaching experience of 15 years and above. The findings illustrate that 31.2% (5) of the teachers were H.O. Ds, another 31.2% (5) were class teachers, 25.0% (4) were normal teachers, 12.5% (2) were deputy principals while none of the teachers were members of PTA. Lastly, 50.0% (8) of the teachers were teaching in boys boarding schools, 25.0% (4) were teaching in girls boarding and another 25.0% (4) were teaching in mixed boarding school.

FACTORS THAT CAUSE STUDENTS' UNRESTS IN PUBLIC SECONDARY SCHOOLS IN TURKANA CENTRAL SUB-COUNTY

The respondents were required to indicate the forms of unrests in secondary schools and further indicate the factors leading to students' unrests in secondary schools. On the forms of unrests, the students' responses were as shown in Table 6.

Form of unrest		Frequency	Percentage %
Arson	very common	95	62.1%
Boycotts of classes, school programs & activities	very common	82	53.6%
Theft	very common	129	84.3%
Disobedience of teachers	Very common	40	26.1%
Deliberate lack of concentration in class	very common	37	24.2%
Bullying	very common	95	62.1%
Strikes	Very common	140	91.5%
Drugs use and abuse	Very common	133	86.9%

Table 6: Distribution of Responses of Forms of Unrests in Secondary Schools by the Students

The most common forms of unrests as disclosed by the students (those with responses of 50.0% and above) include strikes (91.5%-140), drugs use and abuse (86.9%-133), theft (84.3%-129), arson (62.1%-95), bullying (62.1%-95) and boycott of classes, school programs and activities (53.6%-82). The teachers' opinion on the most forms of unrest is as shown in Table 6 below.

Form of unrest		Frequency	Percentage %
Arson	very common	10	62.5%
Boycotts of classes, school programs & activities	very common	10	62.5%
Theft	Very common	16	100.0%
Disobedience of teachers	Very common	5	31.3%
Deliberate lack of concentration in class	very common	9	56.2%
Bullying	Very common	14	87.5%
Strikes	very common	16	100.0%
Drugs use and abuse	very common	16	100.0%

Table 7: Distribution of Responses of Forms of Unrests in Secondary Schools by the Teachers

According to the teachers, the most common forms of unrests in secondary schools include drugs use and abuse (100.0%), strikes (100.0%), theft (100.0%), bullying (87.5%), arson (62.5%), boycotts of classes, school programs and activities (62.5%) and deliberate lack of concentration in class (56.2%). These findings are confirmed by responses from the principals' interviews. For example, principal I while supporting strikes and bullying is quoted as follows:

"Students in secondary schools in this area always engage in strikes as a way of raising their grievances rather than finding alternative solutions with the school administration"

Verbatim statement by Principals added that:

"Cases of bullying by students have also been increasing in this region especially bullying of junior students by the senior ones"

"Students in this area have been deliberately setting schools on fire. Others are engaging in drugs abuse as a way of solving issues such as stress and pressures as demanded by the school curriculum"

The results have reflected that 88.9% (136) of the students agree that school mismanagement is a factor leading to students' unrests while 11.1% (17) disagree. It is also evident that 68.6% (105) of the students agree that peer pressure leads to students' unrests while 31.4% (48) disagree. On drugs use and abuse as a factor leading to students' unrests, 84.3% (129) of the students agree while 15.7% (24) disagree. The shortage of infrastructure such as dormitories, classrooms, libraries and other teaching resources as a factor leading to students' unrests has 58.8% (90) disagree and 41.2% (63) agree. Inadequate and poor services such as food etc. leads to students' unrests as shown by a response of 76.5% (117) of the students who agree; only 23.5% (36) disagree. Poor performance in national exams is not a leading factor of students' unrests as evidenced by 77.1% (118) of the students disagreeing and 22.9% (35) of the students agreeing. On the other hand, poor and unclear communication channels by the school administration leads to students' unrests as demonstrated by 57.5% (88) of the students agreeing; 42.5% (65) of the students disagree on poor communication as a factor leading to students' unrests. Majority, 71.9% (110) of

the students agree that school prefects imposed by the administration leads to students' unrests while 28.1% (43) disagree. Further, 81.0% (124) of the students agree that molestation of other students by school prefects lead to students' unrests in secondary schools (Table 8)

	Agree	Disagree
School mismanagement	136 (88.9%)	17 (11.1%)
Peer pressure	105 (68.6%)	48 (31.4%)
Drugs use and abuse	129 (84.3%)	24 (15.7%)
Shortage of infrastructures such as dormitories, classrooms, libraries and other teaching resources	63 (41.2%)	90 (58.8%)
Inadequate and poor quality services such as food etc.	117 (76.5%)	36 (23.5%)
Poor performance in national exams	35 (22.9%)	118 (77.1%)
Poor and unclear communication channels by the school administration	88 (57.5%)	65 (42.5%)
School prefects imposed by the administration	110 (71.9%)	43 (28.1%)
Molestation of other students by school prefects	124 (81.0%)	29 (19.0%)

Table 8: Students' Responses on Factors Leading to Unrests in Secondary Schools

The results from the teachers presented with a list of factors leading to students' unrests and were required to indicate whether they agree or not on that factor leading to students' unrests as reflected in Table 9. All the teachers responded to the questionnaires and cited the following: Drugs use and abuse and inadequate and poor quality services in very sensitive areas were among leading factors to students' unrests in secondary schools (Table 9). Majority of the teachers, 81.2% (13), agree that poor and unclear communication channels by the school administration lead to students' unrests in secondary schools with 18.8% (3) disagreeing. A further 87.5% (14) of the teachers agree that peer pressure is a leading factor of students' unrests; 12.5% (2) disagree. It should also be noted that 62.5% (10) of the teachers agree that school mismanagement lead to students' unrests while 37.5% (6) disagree. Shortage of infrastructures such as dormitories, classrooms, libraries and other teaching resources has 68.8% (11) of the respondents disagreeing while 31.2% (5) disagree with poor performance in national exams as a factor leading to students' unrests has 62.5% (10) of the teachers agreeing with 37.5% (6) of the teachers disagreeing. Also, 56.2% (9) of the teachers disagree that school prefects imposed by the school administration is a factor leading to students' unrests while 43.8% (7) disagree.

	Agree	Disagree
School mismanagement	10 (62.5%)	6 (37.5%)
Peer pressure	14 (87.5%)	2 (12.5%)
Drugs use and abuse	16 (100.0%)	0 (0.0%)
Shortage of infrastructures such as dormitories, classrooms, libraries and other teaching resources	5 (31.2%)	11 (68.8%)

Inadequate and poor quality services such as food etc.	16 (100.0%)	0 (0.0%)
Poor performance in national exams	6 (37.5%)	10 (62.5%)
Poor and unclear communication channels by the school administration	13 (81.2%)	3 (18.8%)
School prefects imposed by the administration	7 (43.8%)	9 (56.2%)
Molestation of other students by school prefects	11 (68.8%)	5 (31.2%)

Table 9: Teachers' Responses on Factors Leading to Students' Unrests

Most principals were in support of non-school related factors such as peer pressure, drugs abuse, shortage of infrastructure and inadequate facilities such as dormitories and food. For example, Principal II stated that:

"Due to directives from the government, there is inadequate funding for facilities which leads to congestion prompting students' unrests as they demand for improved facilities"

Principal IV added that:

"Drugs abuse and peer pressure have been contributing to students' unrests. Students can engage in unrests due to neighboring schools having engaged in such."

These findings agree with Wangai (2001) who found out that peer influence to indulge in bad behavior such as drug abuse is a major cause of unrest in secondary schools. Bundi (2004) opine that too many students in the company of peers have a chance to let out steam and feel accepted. Buchwa Buchere (2008) on the other hand agrees that once students consume drug substances, they are unable to control their instincts and may indulge in unruly behaviors. On school mismanagement as a factor leading to students' unrests, the findings in this study align with Mutindi (2006) who in her findings noted that proper school management is a prerequisite for disciplined students hence reduced students' unrests. The National Council of Churches of Kenya (1992) cited that students' unrests in schools and colleges are attributed to communication breakdown which hampers dialogue between the students and school management. Lack of proper communication implies that students' views are not listened to which may lead to anger and unrests. A report by MOEST (GOK, 2001) on students' unrest in secondary schools in Kenya cited that some school prefects molest other students which do not always go well with the rest of the students leading to hatred and as a consequence students' unrests.

THE RELATIONSHIP BETWEEN CURRICULUM IMPLEMENTATION AND STUDENTS' UNREST IN TURKANA CENTRAL SUB-COUNTY, KENYA

The second objective assessed the relationship between curriculum implementation and students' unrests in Turkana Central Sub-County, Kenya. The study in this case focused on syllabus coverage and teachers' attendance to classrooms and

how they influence students' unrests. On syllabus coverage, the students' responses are as shown in the graph below. Majority of the students as shown by 76.5% (117) agree that the syllabus coverage in their respective schools is adequate; 23.5% (36) indicate that the syllabus coverage is inadequate (Figure 1).

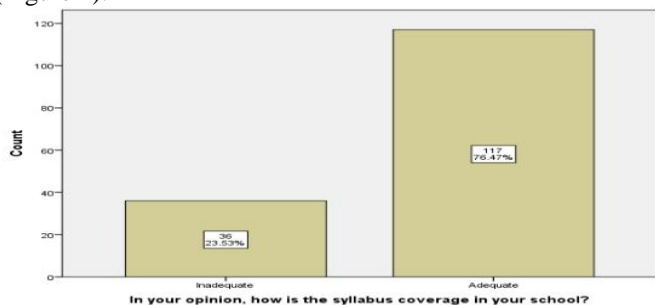


Figure 1: Students' Opinion on Adequacy of Syllabus Coverage

All the teachers are in agreement that the syllabus coverage is adequate. Teachers' lessons attendance was assessed, through students' responses on frequency of attendance of lessons by the teachers.

	Frequency	Percent	Cumulative Percent
Adequately	16	100.0	100.0

Source: Field Data (2020)

Table 10: Teachers' Response on adequacy of Syllabus Coverage

	Regularly	Not Regularly	Don't Know
Do your teachers attend to lessons?	113 73.9%	40 26.1%	0 0.0%

Table 11: Frequency of Teachers' Lessons attendance

The findings show that 73.9% (113) of the students indicate that teachers regularly attend to lessons while 26.1% (40) of the students indicate that lessons attendance by the teachers is not regular. On the extent to which syllabus coverage influence students' unrests in secondary schools, the students' response (Table 11)

Majority of the students as shown by a response of 64.7% (99) are of the opinion that syllabus coverage causes students' unrests in secondary schools to a very large extent, 13.1% (20) indicate that syllabus coverage cause students' unrests to no extent at all, 10.5% (16) to a large extent, 5.9% (9) to a small extent and another 5.9% (9) to a very small extent. The teachers' opinions on the extent of influence of syllabus coverage on students' unrests (Table 12).

Syllabus Coverage	No extent at all	To a very small extent	To a small extent	To a large extent	To a very large extent
In your own opinion, to what extent does syllabus coverage cause students unrests in secondary schools?	20 (13.1%)	9 (5.9%)	9 (5.9%)	16 (10.5%)	99 (64.7%)

Table 12: Extent to which Syllabus Coverage Influence Students' Unrest

Majority of the teachers as shown by a response of 62.5% (10) agree that syllabus coverage causes students' unrests in

secondary schools to a large extent; 12.5% (2) to a large extent, another 12.5% (2) to no extent at all, 6.2% (1) to a small extent and another 6.2% (1) to a very small extent. The sentiments by the key respondents also link students' unrests to syllabus coverage.

	No extent at all	To a very small extent	To a small extent	To a large extent	To a very large extent
In your own opinion, to what extent does syllabus coverage cause students unrests in secondary schools?	2 (12.5%)	1 (6.2%)	1 (6.2%)	2 (12.5%)	10 (62.5%)

Table 13: Teachers' Opinion on the Extent to which Syllabus Coverage Influence Students' Unrests

Principal IV while responding on the relationship between syllabus coverage and students' unrests stated that:

"When students feel that they have not covered enough to handle the national exams, there is fear of failure which leads to strikes and other forms of unrests such as boycott of classes that seem unnecessary."

Principal I adds this by stating that:

"When the syllabus is inadequately covered, teachers often burden students with excess workload which causes stress; in turn, students address the stress by engaging in cases of unrests."

Similar findings by Maphosa and Mtsi (2016) reported that poor syllabus coverage leads to a lot of pressure emanating towards the end of every term, especially during national exams; this in turn leads to stress among the students that may lead to students' unrests. The results collaborate with the findings of Kazungu, (2015) and Gikungu and Karanja (2014) who reported that poor curriculum implementation could lead to teachers applying a curriculum that overloads learners and one that leads to unbalanced learning that may lead to pressure towards the students as they may feel that they will not deliver during national exams; leading to students seeking alternatives with an aim of avoiding exams such as through strikes and other forms of unrests.

IV. CONCLUSIONS AND RECOMMENDATIONS

From the findings of the study on 21st Century students unrest, the most common forms of student unrests in most public secondary schools include the following but not limited to strikes, unstructured poor communication channels, drugs use and abuse, peer pressure, school prefects imposed by administration, arson, molesting and bullying, boycott of classes were cited as the leading factors in causing students' unrests in public secondary schools. On 21st Century students unrest impact negatively to curriculum implementation. Syllabus coverage in most public secondary schools is still not adequate. Majority of the students and teachers were of the opinion that syllabus coverage causes students' unrests in secondary schools to a very large extent. The study recommends that in this 21st century with regards to students' unrest on curriculum implementation, adoption and integration

of technology could be the best alternative to embrace in most schools to monitor students unrest by use of digital images. Adoption and integration of technology to monitor fully curriculum implementation during teaching and learning process.

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