

**PERCEPTIONS OF STUDENTS ON THE STATUS OF GUIDANCE AND
COUNSELLING IN SELECTED UNIVERSITIES IN KENYA FOR
MINIMIZING STUDENT RIOTS**

BY

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DECLARATION

This thesis is my original work and has not been presented in any other university for a degree or any other academic credential.

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DEDICATION

I dedicate this work to my late husband Dr. Richard N. O K'Okul, my late mother Rusalia Juma and my children, Victor, Letty and Erick for their encouragement and support.

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ACRONYMS & ABBREVIATIONS

ACTSK:	Association of Christian Teachers in Kenya
ADD:	Arts Drawing and Design Department
CCU:	Central Catering Unit
CIEA:	Catholic Institute of East Africa
DEO:	District Education Officer
ERMIS:	Educational Research Mentoring Institute of Science
FPAK:	The Family Planning Association of Kenya
FGD:	Focus Group Discussion
G&C:	Guidance and Counselling
GoK:	Government of Kenya
GPA:	Grade Points Average
HELB:	Higher Education Loans Board
HSED:	Higher Secondary Division
JAB:	Joint Admissions Board
JKUAT:	Jomo Kenyatta University of Agriculture & Technology
JUMP:	Joint University Mentoring Programme
KANU:	Kenya African National Union
KPU:	Kenya Peoples Union
KU:	Kenyatta University
MUSO:	Maseno University Students Organization
NCCK:	National Council of Churches of Kenya

SAPs:	Structural Adjustment Programmes
SDIA:	Student Driven Intervention Approach
SDA:	Seventh Day Adventist
SPSS:	Statistical Package for Social Sciences
SONU:	Students Organization of Nairobi University
TED:	Teacher Education Division
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNECA:	United Nations Education Conference for Africa
UNEP:	United Nations Education Program
UNICEF:	United Nations Children's Education Fund
UNDP:	United Nations Development Programme
USIU:	United States International University
USA:	United States of America
MoEST:	Ministry of Education Science and Technology
NACADA:	National Campaign Against Drug Abuse

ABSTRACT

Student riots have persisted in Kenyan universities since 1960s where lives have been lost and property destroyed despite the existence of guidance and counselling in the universities. The available literature shows that the government formed several commission committees to look into the causes of the riots and if possible come up with lasting solutions but such efforts have not yielded any positive results. It was for this reason this study was designed to establish students' perception on the causes of the riots and the status of guidance and counselling in two selected public universities in Kenya; the universities of Nairobi and Kenyatta and two private universities; the United States International University and Daystar University. This study employed a descriptive survey design. The independent variables were: Internal factors, external factors and student specific factors and riots, guidance and counselling services and other intervention measures in each university. The dependent variables were; the extent to which the factors influenced riots, previous riot experience and participation at university, change in student behaviour and level of riots. The target population for this study comprised 36,000 students from whom 358 respondents were sampled, (354 students and 4 university counsellors). The study areas were purposively sampled while simple random sampling was used to sample the subjects. A sample size of 200 respondents was sampled from the University of Nairobi's 5 campuses, 100 from Kenyatta and 29 from USIU and 29 from Daystar. The study used questionnaires, focus group discussion guide and observation checklist to collect data. The instruments were pre-tested at Jomo Kenyatta University of Technology and Catholic Universities respectively using a sample of 25 respondents (14 undergraduates, 9 post graduates and 2 university student counselors). The pilot study enabled the researcher to establish validity and reliability of the instrument. Respondents in the pilot study did not take part in the actual study. The purpose was only to refine the instruments. Spearman's rank order correlation was used to correlate the correlation coefficient while Spearman's Brown prophesy formula was used to test the content of the Interview schedule. The calculated value of r_s was 0.768 while the reliability of the total test yielded a correlation coefficient value of 0.869. Quantitative data were analyzed using the Statistical Package for Social sciences (SPSS). Qualitative data applied thematic analysis while descriptive statistics such as frequencies, percentages and means were used. The study established student specific factors such as past riot experience, age and economic background; internal factors such as; financial constraints, examination stress and drug abuse, misunderstanding between the students and the university authority; external factors such as; Police harassment and influence by politicians. Riot persistence with no change in student's behaviour or attitude with the intervention measures used. Counselling services were offered in departmental offices and not given adequate support, career guidance and pastoral counselling were the most utilized services. The study recommends that guidance and counselling should be recognized, initiated and refined at pre-university and in universities for it to have a deeper impact on individual students. Pastoral counselling should be combined with other types of counselling and offered in a counselling centre with adequate facilities. Student 'Barazas' Mentoring programmes, peer counselling, sports and games, dialogue be strengthened in universities. More professional counsellors be employed and counselling done on drug abuse and examination stress. Organized forums for dialogue between the students, the university authority, and the police.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The word “student” is referred to in this study as a riotous person whose militant behaviour is becoming a major concern to the authorities in institutions of higher learning in Kenya. The growing militant behaviour among undergraduate students in Kenyan universities is creating an impression that students are seemingly trying to make public universities exclusive ‘empires’ and ‘state’ of their own.

Between 1961 to 1969, there were minimal student riots, however, riots intensified to nearly four times per academic year since 1970 to 1979. By mid-1980s, it became almost impossible to learn in public universities according to Nkinyagi (1981), witnessing the rise and rise of ‘student power’. Surprisingly, ugly incidences of riots as witnessed in public universities have been uncommon in private universities and, among post-graduate students raising the question on what controls riots in private universities and among post-graduate students.

Any countries main objective would be to create a generation that is morally, socially, physically and intellectually upright. No country would want its resources wasted through violence as has been witnessed in universities all over

the world and in particular, the African continent as chronologically reported in Standa (2000).

Universities have experienced situations where planned demonstrations turn violent causing damage to the university image and property, disruption of academic programmes that in the end forces universities to reschedule their academic year programmes. This in turn prolongs the duration of completion of the degree programmes in each university. This trend is also observed by Nsubuga (1996) who argues that young people are developing distinct behavioural tendencies that are often militant and as much as we may say that the school is replacing the family, there is also reluctance on the part of the authority to take over the role of the family to guide and counsel students on family and moral values.

The question many want to ask according to Obor (1996) is that; who will then pass on the social values or are we leaving the young people to find out on their own? Every system of education has set goals and objectives to achieve which should be geared towards holistic development of the youth in terms of character formation, intellectual ideas and abilities in order to make them useful members of the society. On this trend of argument, the Gachathi report (1976) established that intellectualism seems to be the only most valued result of education in Kenya at the expense of other results such as good moral behaviour and development.

The Kenya Government and its institutions of higher learning are under the obligation to look for efficient methods of achieving desirable goals for its

youth. This can only happen if guidance and counselling were to be made effective in institutions of higher learning to which very few studies have been carried out to establish the nature and effectiveness of the services offered according to Ananda (1976).

Sifuna (1990) observes that, the African Traditional education system was effective, tangible, definite and clearly intelligible in each African clan. Its main purpose was to train the youth for adulthood expectations in the society. According to Sifuna, indigenous education placed emphasis on the normative and expressive goals. Such normative goals according to Obor (1996) were concerned with accepted standards and beliefs governing correct behaviour, spiritual as well as moral values. Eshiwani (1993) supports this line of thought by stating that, the missionary and colonial education never attempted to link African Education to African problems and the African cultural heritage. This according to Kasuku (1997) can be regarded as the root to moral laxity in the Kenyan education system, which has led to militant behaviour we are observing in the youth and persistence in riots despite the existence of guidance and counselling services in learning institutions today, Eshiwani (1993). It is, therefore, the responsibility of the Kenyan government and the educational authorities, in particular the counselling personnel to take an inventory of the chronological cases of riots experienced and documented by Nkinyagi (1981) and Standa (2000) in order to link them with the counselling services offered in

their universities to establish ways through which such services can be strengthened to assist minimize the riots.

As an initiative to reduce the escalating cases of riots in institutions of learning, the government of Kenya formed several commissions to look into the causes of the riots and came up with tangible recommendations for controlling the riots. This started with the Ominde Commission Report (1964) which emphasizes that education should pay special attention to training the youth in social responsibility that meets the goal of nationhood, respect of cultural traditions and preparations for productive work (Kenya 1964). This means the youth must be disciplined to be able to serve the society according to Njoroge (1990).

The Ndegwa Report (1971), on the other hand, recommends that education must foster national unity, equip the youth to play an effective role in national development and teach respect for our rich and varied cultures. Gachathi report (1976) observes that formal education inherited from the West by Kenya only recognizes academic attributes like those of academic discipline and psychomotor skills. It ignores other attributes that are of real value in enabling students to contribute effectively to socio – economic development and discipline in schools.

As a result of the government's failure to instill discipline in schools and colleges, riot has persisted in institutions of learning. For this reason, the report recommends that teachers in schools and other institutional authorities must instill discipline by strengthening guidance and counselling in schools and at other

levels of education in order to restore discipline in the youth with the aim of minimizing the riots. Education must therefore assist the youth to grow into self-disciplined, self-respecting and, law abiding, mature-minded and creative people according to Eshiwani (1993). In the documentation of Obor (1996), the above recommendations on education are reiterated in all other reports on education in Kenya, the last one being the Standa's (2000) Commission Report that strongly recommends the following on guidance and counselling services for the universities;

- i. That all academic and administrative staff who interact with students' should be induced in the principles of guidance and counselling.
- ii. That parents and guardians should be involved in guidance and counselling of students who have problems in coping with university life.
- iii. That university should identify and enhance peer counselling through training and institutionalizing the process.
- iv. That guidance and counselling service should be strengthened through proper conceptualization and employment of adequate numbers of professionally well-trained personnel, both male and female.
- v. And, that guidance and counselling services for students should be intensified to promote good moral and sexual behaviour, and reduce the spread of HIV/AIDS. Standa (2000).

If the government took the above recommendations seriously and implemented the recommendations according to Kirongo (1987) and Karugu (1990), incidences

of student riots such as, destruction of property, negative image of public universities, unnecessary deaths, drug addiction, tribalism, that are reported in the daily newspapers would somehow have been minimized.

Serious ramifications of student violence according to Omari (1991) are the burning and destruction of property, boycotting of classes, self-destruction and causing harm to other people in the society. All these according to Omari call for an immediate reflection on the intervention strategies put in place by the government and the institutional authorities when such incidences occur. Some of the initiatives that have been taken include, social education and ethics introduced in secondary schools in 1985 and guidance and counselling unit set up by the government in the Ministry of Education in 1971, in tertiary colleges and universities according to (RoK, 1964; RoK, 1981; and RoK, 1988). These were meant to help lay strong foundation for the development of self-discipline, integrity, adaptability, co-operation and patriotism among the youth. Even with such initiatives, social evils in educational institutions still continue to be experienced daily. As observed by Obor (1996), such innovations with evidence available show that there is still lack of government and the university authority commitment to minimizing the level of riots in institutions of learning. This raises the question on the effectiveness of guidance and counselling services that are claimed to exist in institutions of learning particularly at the university level.

No matter how well an education system is organized, its success always depends on the morality of the students and how the education institution is managed as well as its strategies for counteracting cases of crises. Positive and effective intervention measures for assisting with the moral development of the learner and for controlling factors leading to student militancy and strikes in educational institutions are a prerequisite. Educationists such as Sifuna (1990), assert that what happens in the Kenyan educational institutions is a reflection of what goes on in the wider – society to which efforts that have been made to address militant behaviour in universities have bore no fruit. Riots through militant student behaviours still continue despite guidance and counselling services in the universities. This is what compelled the researcher to establish through student-driven approach the status and effectiveness of the existing services with the aim of establishing whether it can assist minimize the riots as the main objective of this study.

1.2 Statement of the Problem

When students react to situations that are not in their favour, they misplace their aggression on the general public and the institutional authorities. This leads to the destruction of property, their self-image and even the image of the university. It even causes unnecessary deaths as well as the interruption of the scheduled university learning programmes according to Omari (1991). This is a symptom of something terribly wrong in the education system that needs to be understood and if possible, an urgent and appropriate intervention measure taken for transforming

students' behaviour.

For instance, documented studies such as (Nkinyangi, 1981; Standa, 2000) have brought out chronological cases of riots in universities since 1970s where it can be analyzed that during the 1970s, riots were influenced by political issues related to the political assassinations (e.g. death of J.M. Kariuki) and lack of academic freedom as causing demonstrations and strikes in public universities such as the University of Nairobi, Kenyatta, and Egerton universities.

In the 1980s, riots were caused by student welfare issues such as deregistration of student unions, Grade Points Average (GPA) which students claimed was unfair to them, issues of poor diet, introduction of meal cards in certain universities, examination fees, accommodation scarcity, personal allowances, student deaths and inadequate teaching, while in the 1990s and 2000, causes were on personal issues as well as sympathy with other universities. This was accompanied with minor grievances within specific universities such as power blackout and water shortage. After 2000 riots became minimal, however in 2009, the trend of riots and student behaviour became a bit unique with a lot of aggressiveness and destruction of university property with some signs of division on political party affiliation and ethnicity.

The above incidences of riots are an indication that not much has been done to reduce student riots in the universities. Perhaps, the student demands are too

many that probably needs to be understood from their own perspective. Despite all the strategies put in place by the university authority for curbing students' riots despite the existing guidance and counselling services in the universities, common observation shows that student riots have not been minimized in the universities.

Kirogo (1987) and Karugu (1990) have indicated that social evils are still on the increase in institutions of learning and in the society in general. Students continue to express grievances through militant behaviours that tend to hide the real issues. It seems as if intervention measures for controlling such evils have not been very effective. The problem of this study was that of finding a lasting solution for minimizing the frequent occurrence of student riots in Kenyan universities. This was by establishing students' perceptions on riot causes and the status of guidance and counselling services in selected universities in Kenya.

One educational objective in Kenya is to instill the right attitude and promote social justice and morality necessary for the training in the social obligation and responsibilities as stated in the Mackay Report, (1981). According to Mbae and Ombaka (1994) quoted in Obor (1996), such objectives are still far from being realized. Those entrusted with guidance and counselling in the universities are, therefore, faced with new demands if such objectives have to be realized. This study would therefore want to complement their efforts.

1.2.1 Purpose of the Study

The purpose of the present study was to establish students' perceptions on the causes of student riots and the status of guidance and counselling services in selected universities for minimizing student riots in universities in Kenya.

1.3 Specific Objectives

The specific objectives of the study were to:

- i. Establish students' perceptions on factors influencing riots in universities in Kenya.
- ii. Seek students' perceptions on the nature of actions taken after student riots for minimizing the riots.
- iii. Understand students' perceptions on the existence, nature and Effectiveness of guidance and counselling services in Kenyan universities.
- iv. Seek students' perceptions on desirable guidance and counselling services and other interventional approaches to dealing with riots in universities.
- v. Understand students' perceptions on the existence, nature and effectiveness of guidance and counselling services in Kenyan universities.
- vi. Establish students' perception on the availability and adequacy of guidance and counselling facilities, resources and other learning facilities in selected universities in Kenya.

1.4 Research Questions

- i. What are your perceptions as students on the causes of riots in universities?

- ii. What are your perceptions as students on the nature of actions taken by the university authority/ the government on riot participants?
- iii. How do you as students perceive the existence, nature and effectiveness of guidance and counselling services in your university for minimizing riots?
- iv. What are your suggestions on desirable guidance and counselling services and other intervention measures for dealing with student riots?
- v. What are your perceptions on the availability and adequacy of guidance and counseling facilities and other learning facilities and resources in your university?
- vi. As a student, what is your perception on the nature, support and effectiveness of guidance and counselling services in your university as a student counsellor?

1.5 Significance of the Study

This study took student-driven intervention and Guidance and Counselling (G&C) approaches other than systems or triangulation approaches in understanding the causes of riots in Kenyan universities after realizing that, factors promoting riots and desirable solutions continue to be a great challenge.

It is, therefore, hoped that this study findings will:

- i. Reactivate awareness among policy-makers on the underlying causes of riots in universities in Kenya from a student perspective.

- ii. Suggest student-friendly guidance and counselling services to be recommended whether if implemented can assist minimize riots in Kenyan universities.
- iii. Create an opportunity for universities still experiencing riots to share their strategies of handling student issues with universities with fewer riots.
- iv. Propose other student driven approaches to minimizing university riots.
- v. Create awareness to policy-makers that causes of riots and students' behaviour have changed calling for new strategies for controlling such riots.

1.6 Scope and Limitations of the Study

This study focused on undergraduates and postgraduates from two public universities and two private universities in Kenya, namely, University of Nairobi and Kenyatta University, United States International University and Daystar University.

The study could not cover other public universities due to;

- i. Financial constraints to enable coverage of all universities.
- ii. Some universities feared that the study could expose some of their weaknesses so were not ready to discuss certain issues.
- iii. Limited local publications in the area of study.

1.7 Basic Assumptions of the Study

- i. The study assumed that with the establishment of effective guidance and counselling services in the universities, cases of student riots would be minimized and this would positively instill holistic development in individual student cognitively, socially and even spiritually.
- ii. The other assumption of the study was that religion would control riots particularly in private religious universities.
- iii. The study further assumed that adequate counselling, learning facilities and resources would control riots.
- iv. Post-graduate student and private university students do not participate in student riots.

1.8 Theoretical Framework

The study was designed within Behaviouristic Theory and Shaver's Theory of Attribution of Social Behaviour. The two theories assisted the researcher in understanding the impact of non-student friendly actions on students who participate in riots and whether such actions assisted in changing the student's behaviour. Shaver's theory gives a specific case of a student who is arrested and taken to court and how the judiciary handles the case and the impact on the arrest or change in behaviour.

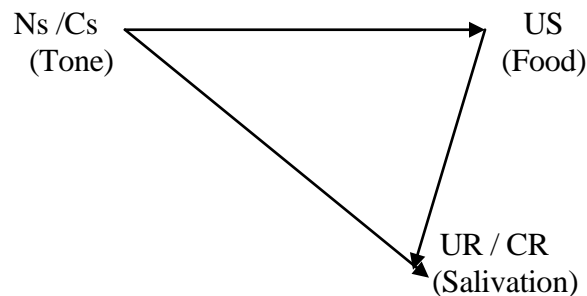
Behaviouristic Theory

Behaviour can be defined in simple terms as a way in which an individual conducts himself or herself. In understanding the behaviour of a person, psychobiologists concentrate on genetics and man's biochemical nature whereas behaviourists focus on the environment and base their assessment on the questions such as 'What are the conditions associated with certain behaviour? What happens after the behaviour? How do the antecedents and the consequences of behaviour influence that behaviour? The behaviourists focus on the behaviour of living organisms and how those organisms respond to events. The behavioural principles are widely used in such diverse areas as animal training, child psychology and therapy (Paul Hirschorn in Madcof and Roth, 1979). In this study, this theory is applied to demonstrate how the nature of action taken on students after a riot can either impact negatively or positively on their behaviour.

To understand this theory, the researcher looked at the work of Ivan Pavlov, one of the behaviourists who formulated a theory known as classical conditioning based on the stimuli formula (S.....R) and involves responses to 'stimuli'. Ivan Pavlov demonstrated this through conditioning of a dog where a brief musical tone was immediately followed by the insertion of meat powder into the hungry dog's mouth, which produced extensive salivation. After several such stimuli pairing of the tone (a neutral Stimulus) with the food (unconditioned stimulus"), the dog continued salivating, termed a conditioned response (or CR) to the tone (a conditioned stimulus (CS) just as it responds to the provision of food. In

responding to the tone, the dog still salivated even without the food (unconditional response) UR (see fig. 1. 1 below).

Figure. 1.1: An illustration of the effects of conditional response



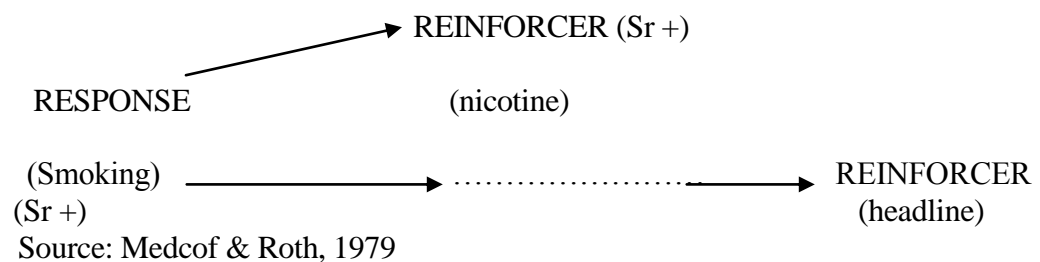
Source: Medcof & Roth, 1879.

The other behaviourist whose work is applied in this study is that of B.F. Skinner who drew on the idea of classical conditioning but thought that individuals were more active in the learning process than the conditioning theory allows. According to Skinner, when a learning process is rewarded, the behaviour is perpetuated or maintained, while punished behaviour is extinguished. Skinner and other learning or operant conditioning theorists assert that the individual conditional adjustment to the environment is a result of a lifelong learning process, which involves discovering relationships between the actions and their immediate effects on the environment. To them, much of an individual's behaviour is dependent upon its immediate consequences. At the same time, reinforcers exert a powerful influence on one's behaviour. A reinforcer (Sr) is a stimulus event, which follows an operant response and increases its probability of recurrence. When an environment event makes an operant response, it is more likely to occur again in the future, it has effectively strengthened this bit of behaviour. The popular term "reward" is

sometimes used but does not always ordeal mean reinforcer. Reinforcer like most natural phenomena is double-edged; it has both positive and negative aspects as explained below.

Definition of reinforcement is sometimes labelled positive reinforcement to distinguish it from the principle of negative reinforcement. In positive reinforcement, a behaviour is conditioned and gains strength because it is immediately followed by the presentation of a positive reinforcer (Sr +). In the case of negative reinforcement, operant responses are also strengthened (that is conditioned), but they tend to remove or avoid unpleasant or painful events (Sr -), which have or might have occurred. See fig. 1. 2 below;

Figure1.2: An illustration of the effects of reinforcement



Negative reinforcement results in two classes of operant behaviour; escape and avoidance. Escape conditioning is said to occur when an operant response consistently terminates an aversive stimulus. For example, one can get addicted to smoking due to the nicotine a negative reinforcer in the cigarette or due to the positive media advertisement of the cigarette forming the news print headlines.

Another example is that of a student who commits suicide after suspension as a result of the expected reaction of his or her parents or avoids interacting with his peers after suspension for participating in a riot due to shame. These reactions are identified as fear or negative responses that are acquired through the process of negative reinforcers (nature) of punishment. For instance, phobic reactions often lead to escape or avoidance responses that are continually reinforced. In a case where the behaviour of students was to change after a positive reinforcement, like being explained to why they had to be suspended after participating into a riot, in a counselling session or given a reward like academic sponsorship for a change in behaviour the negative response would be controlled through the positive reinforcement. The two theories further explain how the mainstream authority used to handle student riots between the late 1970s and early 1990s in public universities in Kenya. Like Pavlov would have put it, when a stimulus such as university closure [punishment] is consistently paired with another stimulus such as student riots, students will always rush to pack their boxes [bags] after every riot and be ready for premature university closure even if university is not to close. Such responses to conditioning' stimuli were very popular between the late 1970s and early 1990s in Kenyan public universities whenever there was a riot.

Kenyan university authorities have also been experimenting with variations in conditioning processes through frequent premature university closures and student leader expulsions; while at the same time 'ignoring press provocations'

against related measures by what may be termed 'ignore tests' as practised by some university authorities. Thus, despite several repetitions of the same act with the hope that students would surrender as opposed to previous attempts to extinguish undesired behaviour of punishment by only premature university closure, riots still persist.

On certain occasions, this experiment succeeded, the situation calmed, and corrected itself. However, most often 'ignore approach' has failed. The militant nature of some students of being extremely destructive under riotous situations still persists. Students seem not to have learnt from the past punishments. This, therefore, calls for more student friendly approaches.

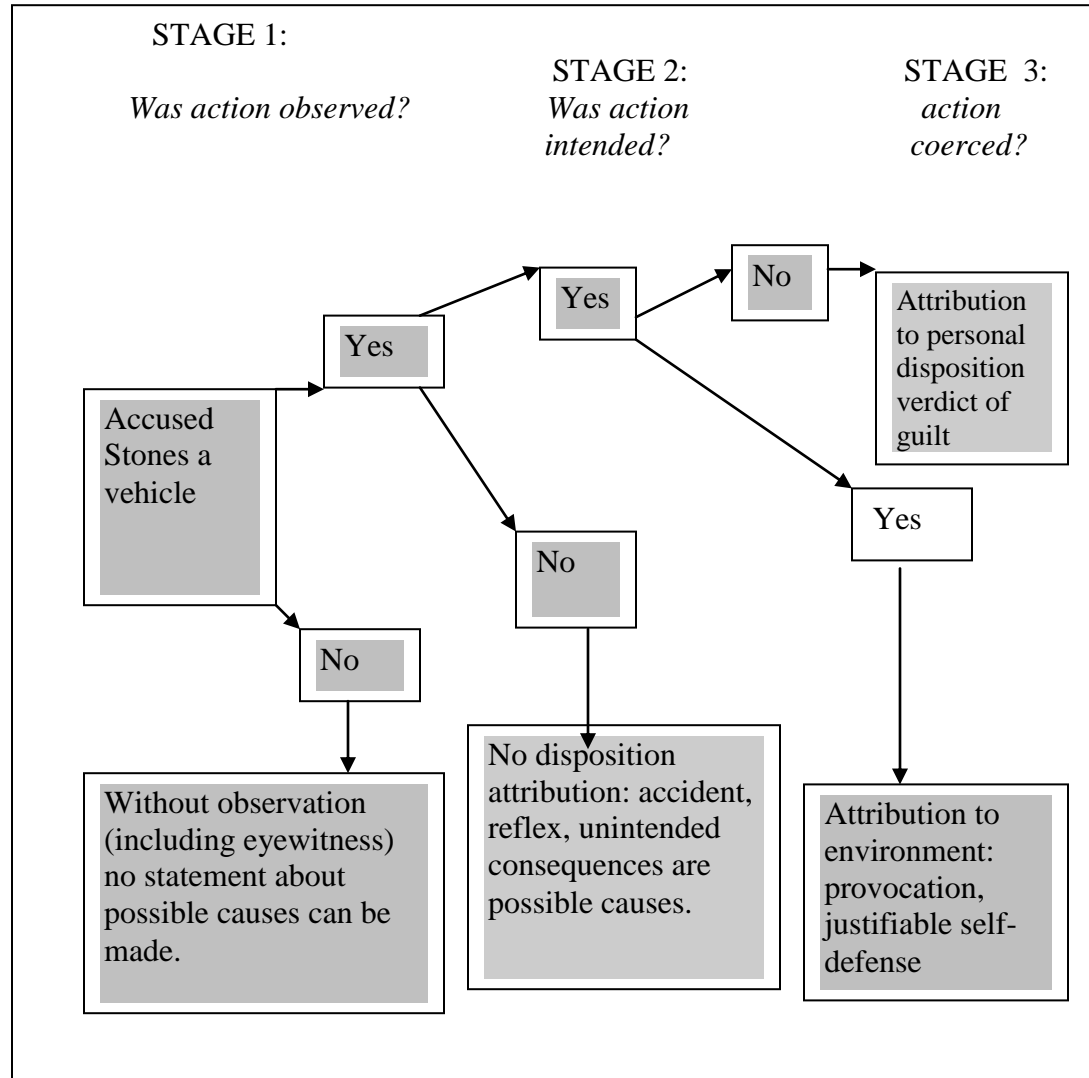
Shaver's Theory of Attribution of Social Behaviour

Kelly G. Shaver's (1977) theory of attribution on the causes of social behaviour states that the past behaviour should be understood to predict future actions. Actions taken, too, have always been patterned in a certain trend. Shaver argues that, it is through *attribution processes* that perceivers interpret the actions of the actor. This theory depicts how actions taken under mob-justice are biasly dealt with in court whenever participants are arrested. The perceiver (jury) will evaluate the behaviour of the culprit (the stimulus person) and the circumstances in which that behaviour occurred that made the person to be considered a criminal, in order to decide whether to attribute the criminal action either to the defendant (attribution to a person disposition) or, to the circumstances beyond the

defendant's control (attribution of the environment or situation). In the final judgment, the jury does not consider the culprit's grievances that prompted the defendant to behave the way he or she did. Court actions are not interested in the causes of the crisis other than personal disposition of the defendant, and whether one is guilty or cannot be jailed, freed or fined. This is further explained in the following three stages of Shaver's theory:

Stage 1: (Observed action): This starts by the jury asking whether the accusation is based on direct observation (that is, first hand information) or, on report of intermediaries who observed the action occurring. For example, during the mass action and riot: Did any one see the culprit committing a crime? According to Shaver, an eyewitness account cannot be considered a perfect accurate representation of the incident that occurred. This is because the witness as a perceiver will be interpreting the action through the filter of his or her own personality, expectations, value judgment, biasness, or personal motives of what the person thinks of either the culprit's behaviour or the actors' action. In any case before there can be attribution, there must be some observation that can provide information to the perceiver as evidence against the action's validity. (See Figure.1.3 Shaver, 1975) below:

Figure 1.3: Stages of the attribution process (From Shaver, 1975)



Source: Adapted from Shaver, 1975

Stage 2: Whether action was intended: The jury will proceed to ask whether the action taken by the culprit was intended before a valid attribution can be made.

Involuntary reflexes, routine performance of habitual behaviour and accidental occurrences do not tell us much about the stimulus person's reasons for his or her behaviour. If the jury wonders why the defendant (student) stoned vehicles or

looted or why the riot-squad police shot the victim (student) during riot and, the defendant in this case, the student culprit or (police culprit), maintains that the stoning or looting or shooting was accidental, there will be an acquittal on the charge of guilt or murder (but perhaps a conviction for not guilty or involuntary manslaughter) which is, by definition, was intended or a mistake of fact.

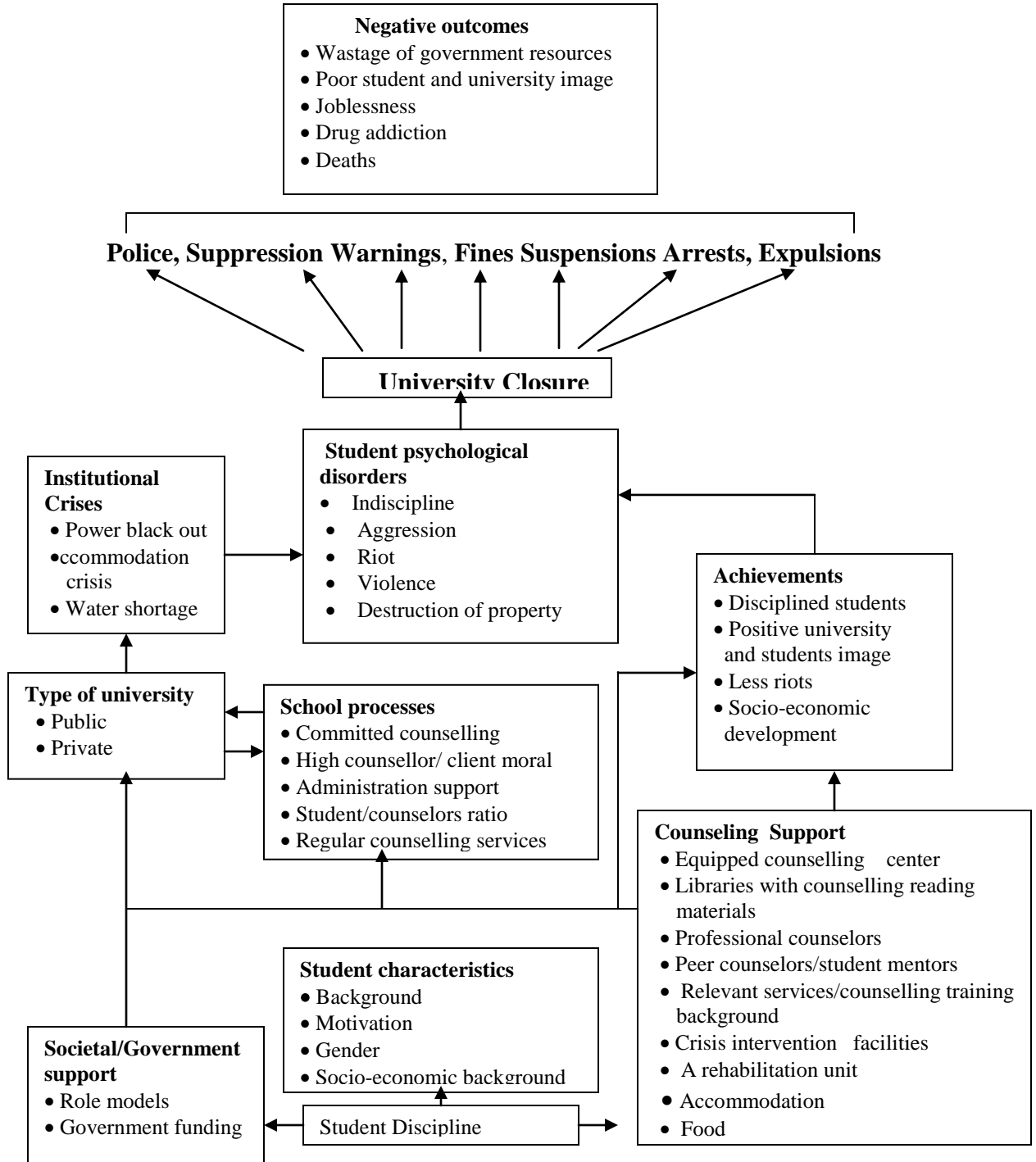
Stage 3: Dispositional attribution under forced action: Where concern is only on the underlying personal disposition or motivational characteristic of the actor (defendant) that could have forced action, the judge will rule out environment coercion and other circumstances presumably beyond the defendant's control (actual causes of action) in order to reach a verdict of guilt. The attribution is on full personal responsibility.

Shaver's theory of Attribution of Social Behaviour as applied in this work explains how Kenyan courts and the jury handle the culprits arrested during student riots. The concern here is whether court measures ever help at all to respond to student grievances or change their behaviours after related arrests and fines.

1.8.1 Conceptual Framework

The model in Figure 1.4 below is an illustration of the relationship between the variables and their interconnections. It correlates student specific, internal and external influences and their impact on an institution and on an individual student.

Figure 1.4. Correlation of student discipline with effective guidance and counselling services



Source: The researcher, 2004

The ultimate goal of any education is to train the whole man, train a character, offer mastery of some skills and knowledge and to transform a person to set good example to the community in which one lives. To produce manpower so badly needed to meet the economic growth by training enough: doctors' lawyers, engineers, teachers, information technology experts and all cadres of specialists that are a prerequisite in nation building. It should maintain and increase productivity, exploiting unutilized resources and for careful planning of the badly needed resources. These can only happen in an environment that is conducive for learning, with all that is necessary to support the learning. In an environment that is free from riots with adequate support for effective guidance and counselling services; adequate professional counsellors, trained peer counsellors, counsellors with relevant training background, appropriate counselling counselling, library with adequate reading materials, a rehabilitation unit for handling critical psychological problems and frequent counselling services to clients.

In Africa, the university is conceived as the only place challenged with related appropriate training, critical reading and research for creative thinking. In Kenya, the university is thus, ideally the institution of higher learning which is as stated in the university of Nairobi Act (1985) section (b), meant to i) participate in the discovery, transmission and perversion of knowledge and to stimulate the intellectual life and cultural development of Kenya. ii) to be engulfed in intellectual pursuit of knowledge and at the same time be

autonomous for the purpose of knowledge advancement. iii) to freely teach, train and examine students in a variety of scholarly, scientific and professional fields v) to generate, store and disseminate knowledge. The above form part of the academic freedom each university would want to protect at all cost including destruction of property by students through violence when there is less support towards this achievement. Intellectualism seems to be the only most valued result of education of the acquired formal education. This has led to a more educated society than uneducated one to the extent that acclaimed elitism in some essence is measured by the level of class attained and schools attended than behaviour as stated by Kagwanja (1996). In such education system, the type of guidance and counselling offered is only geared towards problem solving than wholeness development. The principles that manifest human orientation has not been fully exploited and neither their importance manifested nor realized in such a system. With such partial counselling services, students will always take advantage of basic university crisis such as, water shortage, poor food, accommodation, power black out, and even water shortage to cause a riot in a university. If this happens, wrong intervention measures are usually put in place, such as police harassment, suspensions, fines, arrests and expulsions that just end up creating misfit school dropouts, drug addiction, illnesses and unnecessary deaths. With effective intervention approaches such as strengthening of guidance and counselling services and other positive intervention measures in the universities, there would probably be an economic growth, job security, positive image of the students and the university and less riots.

To reduce riots in the universities, the government needs to support the universities and students through adequate funding; there should be good role models in the society, good parental upbringing and full support for guidance and counselling services. All these will yield positive achievements failure to which there would be wastage of manpower and retardation in the economic growth, poor image of the universities, poor student image, lack of job security, unnecessary illnesses, drug addiction and unnecessary deaths as illustrated in the above model by the researcher.

1.9 Operational Definitions of Terms

- Action:** This refers to the controlling mechanism put in place by the government or an institution for controlling individual student's militant behaviour expressed during a riot.
- Adolescence:** Is defined as the transition period between childhood and adulthood measured by conflict of identity, experience, vigor and enthusiasm but applied in this study as a stage where an individual is controlled by irrationality, emotionality and immature impulses that drive them into self-destruction and destruction of other people and the society or objects.
- Aggression:** This is an act of violence used in this study as an exerted anger or frustration directed towards the oppressor with

the intention of harming the person or destroying property in expectation that the person or the owner of the property will learn a lesson.

Behaviour: This is defined in this work as a way an individual responds in reference to a crisis, an object or person judged against the set institutional rules and regulations.

Baraza: A Kiswahili word for students' public gathering to present and dialogue with the university authority on issues affecting students' lives on campus.

Counselling: This is used in this study as a process of assisting individual student learn to cope with university crisis or use other alternative positive means of solving such without using violence.

Crisis: The study applied the word to mean university predicament, dysfunction of the system, student reaction and their outcome.

Guidance: This is applied in this study as a process of assisting an individual student to develop his or her full potential and use such a potential positively in healthy directions not though destruction to benefit himself or his or her institution and the country.

- Kamkunji** The word is defined in this study as a student gathering to organize demonstrations or strike on issues affecting their welfare in an institution of learning.
- Mass Action:** This is applied in the study as a collective approach by the participating group as a way of seeking the university to institutionalize or politicize issues affecting their welfare and that of their dependants.
- Militancy:** This is used in this study to mean force or pressure from groups of persons to achieve their goal or objective.
- Riot:** This is defined in this study as a mass action, demonstration and the resultant chaos by the participating group.
- Rastafarian:** This is used in the study to explain a group of student belonging to certain religious sects where drug abuse is allowed such as that of the Jamaican religion whose followers worship the former Ethiopian EMPEROR Haile Selassie as God.
- Student:** The word “student” is referred to in this study as a riotous person whose militant behaviour is becoming a major concern to the university authority.
- University:** This is defined in this work, as the highest level of education institution meant to take care of individual students’ basic and academic needs failure to which students

will riot or demonstrate and cause damage to the institution or other people.

Violence: The study uses this word to mean a destructive force that students express during a riot that causes damage to property and individuals.

Youthfulness: The study defines the word to refer to a mature student who still portrays the behaviour of a young adult under crisis situation to draw people's attention.

CHAPTER TWO: REVIEW OF LITERATURE

2.1 INTRODUCTION

To address the issue of riots in Kenyan universities, related studies on the status of guidance and counselling services in Kenya and other countries in Africa were reviewed first with the aim of establishing whether such services are effective enough to have any impact on student riots. This is followed with literature review on the chronological cases of riots in institutions of learning in Kenya. Cases of riots in universities have become a historical event yet according to Ominde (1964), one objectives of education is to pay special attention to training of the youth in social obligations and responsibility in all that they do.

The traditional African Education according to Bogonko (1992) was moral, progressive, gradual and practical. It was geared towards life experiences and the desired moral expectations of the community in which the youth lived. In this line of thought, Ngalyuka (1985) emphasizes that the main concern of the Kenya government should be to provide moral education for the youth according to the traditional African education, which emphasized wholistic development of the youth.

In the current society, Obor (1996) observes a marked trend of permissiveness in moral attitudes and conduct that manifests itself into an increase in violent crimes, and violent demonstrations. This is an indication of relaxation in

ensorship on the presentation of crimes, violence, sexual activity and drug addiction on the stage and screen, that the youth are exposed to that needs to be addressed.

To see change in the attitude and behaviour of the youth, Gachathi Report (1976), recommends that, discipline in institutions of learning must be reinforced by the institutional authorities, which according to Shaver (1977) can only be done by applying the right disciplinary measures.

The youth according to the Gachathi report should be assisted through education to grow into self-disciplined, self-respecting and law-abiding, mature-minded and creative people as had been said in chapter one of this work. This function of education is given weight by Mackay Report (1981) who states that the function of social justice means that education should promote the practice of socially desirable ethics of society among the youth.

Ananda (1977) on the other hand feels that guidance and counselling should form the basis of learning for that change to occur. Ananda further emphasizes that the youth should not be left in the hands of the teachers and institutions of learning but should be the responsibility of the whole society.

According to Biswalo (1996) educational institutions have a two fold crucial responsibility: to nurture students who have varying abilities, capabilities, interests and unlimited potential and to prepare these individuals to become functioning members of their societies. To Biswalo, nurturance here depends on

appropriate and relevant curriculum, which should provide those experiences and activities to enable individual student to receive maximum self-realization.

Such curriculum according to Biswalo should provide the experience that individual student needs, to which guidance and counselling should form part. For this to happen, Brammer and Shostrom (1982) emphasize that guidance and counselling must begin in the pupil's early developmental stage since manifestations of the student's violent behaviour during riots may be the result of deep-rooted frustrations in which parents played a role.

Psychologists such as Belkin, 1976; Dixon & Glover, 1984; Nay, 1976; and Hansen, et al., 1980 are also in agreement that parental active role in the child's life is very crucial and is what makes the child develop his/her identity and trust the world and others. In the opinion of Sifuna (1990), the current failure of guidance and counselling that used to prevail in many communities through family lineage in Kenya is partly due to the boarding school phenomenon, and excessive parental work commitments and the housemaid care system. This is supported by Bandura (1973), who claims that, boarding school system has taken over the role of the parents and the community. This does not leave out the role of institutions of learning in nurturing the youth through proper establishment of guidance and counselling services in such institutions. With lack of establishment and recognition of guidance and counselling in the education system, there can never be wholistic development of the youth. This therefore prompted this study to establish the status of guidance and counselling

services in the universities if it has to assist transform students' behavior and minimize student riots.

2.2 The Status of Guidance and Counselling Services in the Education System in Kenya

It must be noted that very few studies have been carried out on guidance and counselling services in Kenya and at the university level. This is supported by Eshiwani (1981) who established that; despite the fact that the Department of Educational Psychology was the most active department in graduate studies in 1980s, there were glaring gaps in educational research directly connected to the areas of tests and test construction, guidance and counselling, student behaviour and attitudes at the university and at other levels of education.

Kilonzo (1980), in his study observed that the few studies that have been done have primarily focused on occupational aspirations of the students other than for the overall development of the child. According to Tumuti (1985), the nature of guidance that used to dominate since 1963 to 1980 was mainly career guidance to which the Gachathi Report (1976) and Kamunge Report (1988), stressed that “guidance and counselling must be concerned with the overall development of the child and not just about careers. This encouraged the Ministry of Education to try to expand guidance and counselling services to all schools by requesting teachers to undertake guidance and counselling as part of their duties. The major problem was that such teachers had no background training in guidance and

counselling (G&C). This has retarded the development of guidance and counselling in the entire education system in Kenya. Agancha, (1987) also observes that this loophole together with other factors could be what created leeway to aggressive behavior experienced among the youth in universities in Kenya.

According to Gitonga (1996), no public university was offering full-time professional guidance and counselling training programme to its students even in the early 1990s and 2004 when this study was being conducted. The guidance and counselling related programmes that existed were mainly those targeting specific areas for instance, HIV/AIDS and those commercialized under the self-sponsored programmes that were too expensive for those from poor family backgrounds. It was only in the church where good moral development was emphasized and where students were made to come to realities with the campus lifestyle through 'spiritual guidance'. The church also taught students to be morally upright and behave responsibly. In related institutions where counselling units existed such as Moi University, the related units were not considered as with interesting innovations but as indispensable parts of the administrative structure.

In universities such as Nairobi and Kenyatta, though some guidance and counselling services went on in the Dean of Students' Office according to Gitonga (1996), no study had been carried out to establish the effectiveness of

such services. Gitonga further observed that the government of Kenya regarded guidance and counselling with high respect, as important education guide that should be encouraged in universities. The hope was that, it was the only possible way of reverting militancy among the youth but because of limited studies in this area, it was difficult to know whether such dreams were ever realized.

For instance, one of the few studies carried out in the universities by Stevens and Wedding (2004), realized that the teachings of guidance and counselling in most universities in Kenya were housed in colleges of education in the department of psychology chaired by professors who may not have had training in guidance and counselling.

Stevens and Wedding (2004) further observe that when the Kenya government realized the need for counselling programmes to remedy schools and universities riots, universities such as Egerton started running graduate diploma in counseling with plans to start a certificate course in counselling for social workers. At the same time, Kenyatta University started programmes in counselling in the department of psychology as a way to de-link counselling from the mother Department of Educational Psychology where guidance and counselling formed part of the elective education units. The university started running a masters programme in guidance and counselling in the department of psychology with a few doctoral students in education related doctoral studies. There should have been follow-up studies to establish how far these

programmes were developed and whether they served the purpose for which they were started.

One main gap according to Wedding and Stevens (2004) was that there were no doctoral students in clinical or counselling psychology offered in these universities causing university students to take such programmes in the United States and Europe particularly with the availability of grants and sponsorships while those who are unable to leave the country due to financial constraints competed for the limited opportunities. However, Wedding and Steven (2004) note that a few universities offered undergraduate programmes in guidance and counselling that could enable students to graduate with a bachelor's degree in counselling.

Programmes being academic oriented could not minimize the riots even though that was the purpose for which such programmes were started. Counselling programmes offered through teaching are purely meant to serve academic purposes and not for transforming behaviour.

The only study that was related to riots was the Vice – Chancellors Committee of investigation that was chaired by Standa (2000). This committee investigated riots in universities and came up with a recommendation that since students come from very highly controlled school environment to uncontrolled environment where they are no-longer under the supervision of their parents, guidance and counselling should become a prerequisite in the universities. It

should enable students to cope with university freedom since according to the report such students are encountering a new academic lifestyle at the same time undergoing socio – psychological changes as they approach maturity with some just starting to undergo their adolescence.

The report further emphasized that the exact time when adolescence occurs varies from individual to individual and could be spread out as early as age 9 and as late as age 20, those directly concerned with students need to be briefed on this fact and should know how to identify and handle adolescent behavior in a manner that would assist the students get over the human development crisis without causing irreversible damage to their career prospects. According to the report, adolescence stage is a very critical period of transition in life where in this case the students are moving from late adolescence to early adulthood and should be carefully articulated by university management to avoid provoking them into any acts of violence that might jeopardize their stay in the universities and future careers. With effective guidance and counselling services in the universities, students can be assisted to cope even with their own issues such as financial or even drug abuse as some of such factors can easily influence their participation in riots.

Sikolia and Lutomia further documented that if guidance and counselling is not given adequate support in institutions of learning, some students may likely develop drug and alcohol dependence because of biological, psychological or social predisposing factors such as depression, peer influence and genetic

predisposition. Primary psychological dependence and secondary dependence as a consequence of heavy drug and alcohol consumption usually results in intolerance in behaviour which may manifest into physical dependence ending up into hand shaking. Dependence on drug and alcohol abuse also result in mental and physical state that can cause disorientation and other behavioural problems in the life of a person that should be avoided to enable students to focus on their education. Relationship with families, friends and colleagues and academic performance on the other hand is normally disrupted or affected when students become dependent on drugs and alcohol. Such students may easily become pray to acts of hooliganism under the influence of drugs and be vulnerable to disturbance in the universities. Apart from offering counselling on drug abuse, and other factors, Sikolia and Lutomia (2002) further emphasize that students need to be assisted in knowing even how to generate own income to cater for things their parents cannot provide.

In private universities, Stevens and Wedding, (2004) observe that due to the problems that were experienced in schools and universities, the government entered into negotiations with Methodist University to train students in specific school subjects together in counselling in order to enhance quality education and service in schools. The university then started producing graduates with Bachelor of education degrees as well as a Bachelor's in counselling who were to be eventually employed by the school system. No follow-up study was conducted to establish whether the project yielded any fruit. Daystar University

on the other hand according to Steven and Welding (2004) established a psychology major that was to evolve a masters programme in counselling while at United States International University, there were plans for a much needed doctoral programmes in community counselling. The extent to which such programmes served the purpose for which they were started needed to be established.

2.3 The Status of Mentoring programs in Universities as a Form of Counselling

Apart from the few guidance and counselling programmes realized in universities, literature was reviewed on mentoring programmes in universities to establish whether it is effective enough in universities to complement guidance and counselling services.

As important as mentoring programmes for students in universities is, concerned Standa (2000) observes that academic and advisory services were scantily offered in public universities in Kenya because of the large numbers of students and office space for most lecturers. Most students who needed guidance in their academic work had nobody to go to. A few of these needy students tried to reach their heads of departments, who by virtue of their positions were not easily available at the opportune time when the advice was required. This was supported in the Kenyatta University Students Guide Handbook draft for 2009 where it was reported that mentoring programme was yet to be developed in the various

academic schools or faculties, though some mentoring programmes were already established in the university for assisting the first year students.

Standa (2000) established that, most lecturers could not be reached by their students since they left campus soon after they delivered their lectures. Many of the needy cases ended up at the Dean of Faculty office where they were given partial attention depending on the dean's availability. This pre-conditioned some students to take advantage of such situations to riot against university authorities as a result of their own frustrations.

Work satisfaction and work environment survey report carried out at Kenyatta University in May 2009 revealed that lack of adequate academic advisory services was one of the major problems particularly for the first year students when they reported to the university for the first time. Their adjustment to university academic life was haphazard as they received unverified guidance from their peers. This problem was made worse by the fact that most of this first year students according to Sikolia and Lutomia (2002) come from secondary schools where they had very close contacts with their teachers and institution. Due to this gap in management of first year students, students in deciding which programmes and courses to pursue spent a lot of time in confusion. In the absence of a clear sense of direction in the academic and social life, they become prey to those who incited them to rioting, Standa (2000).

To enable lecturers in public universities develop commitment to student advisory services as in other universities worldwide, with large numbers of students, Johnson (1996) observed that ERMIS Africa launched Joint University Mentoring programme (JUMP), an initiative meant to nurture young professional aspirants in Kenya's universities to discover their unique abilities and groom their careers. The programme offers university students a unique and exciting field based learning opportunities through active participating in ongoing projects, coaching sessions, networking, and training opportunities. In a report by Davis and Mc Clendon (1999), this programme involved each participating student linked to a mentor drawn from relevant professional training settings.

Though such programmes were implemented in some public universities in Kenya, only few students benefited from the programmes according to Wainaina (2009) who reported that at Kenyatta University, only 5200 mentees were benefiting from this programme.

According to Johnson (1996), mentoring as a form of counselling has numerous missions. It is an attempt to maximize student growth and development academically, professionally and socially. As such, it must be viewed as nurturing process in which the faculty member serves as a role model, teacher, sponsor, encourager, counsellor and a friend to the students with the end goal of promoting the latter's professional and personal development. Johnson further emphasizes that each of the above functions must be carried out within a context of continuing, caring relationship between the mentor and the lecturer. The

mission of mentoring requires the faculty member to perform specific roles and exhibit given behaviours. Although the roles and behaviours are varied, they are tripartite modes of mentoring that capture the sum of the requisite activities.

According to Johnson (1996), there are three modes of mentoring that universities in Kenya could apply; these are academic midwifery, role molding and frientoring.

Academic **midwifery** is a way in which faculty should assist their students in producing new ideas and scholarly insights. The mentor who is engaged in academic midwifery must be available when students are having intellectual ‘contractions’. He or she must be encouraging student interests, proactive in his or her mentoring role, and nurturing newly born thoughts or ideas produced by his or her students.

Role molding: Role molding differs in that it shifts from theoretical, abstracts and cognitive with a practical, pragmatic and applied. It is the active engagement of faculty in shaping the lives of students into academic and social shapes or patterns students’ desire. Faculty must therefore, be leery of trying to mold students into what they wish their students to be.

Frientoring: This involves a relationship between a faculty and students where it allows a safe place where students can be free agents in their intellectual pursuits and yet be guided through the presence of a mentor. According to

Kartje (1996), any effective guidance and counselling services in a university should embrace all these aspects of mentoring.

2.4 The Status of Guidance and Counselling Programmes in Other African Countries

Just like universities in Kenya, literature review showed that though the need for guidance and counselling has been recognized worldwide, its establishment has not taken root in many African countries. For instance, in Tanzania, policies pertinent to guidance and counselling are still lacking. The Ministry of Education, somehow tried to institutionalize the services within the education system by appointing untrained career masters and mistresses. The personnel could not perform their responsibility adequately since it lacked training in guidance and counselling. Even after the national October 1984 Arusha conference on the “Strengthening of Education in Tanzania,” where guidance and counselling services were endorsed by the government as integral part of the country’s education system, the services are todate still patchy and ineffective in Tanzania’s educational institutions (Biswalo, 1996).

Biswalo, further observes that the situation in Liberia was no better either despite the country’s long history in guidance and counselling. Thus, although the concept of guidance and counselling was introduced into the Liberian educational system more than three decades ago, it had not grown sufficient roots into a viable programme. The capacity of qualified personnel and the

limited resource base from which the personnel had to operate had affected the development and implementation of the otherwise efficiently conceived guidance and counselling programme in Liberia's educational institutions.

Malawi on the other hand, had a long way to go to effect viable guidance and counselling services in its educational institutions. Career guidance and counselling programmes in Malawi began gathering momentum in the early 1980s. The initial stages were rather rough and slow. Efforts were being made to intensify guidance and counselling services in secondary schools. The government embarked on the training of personnel to man the office of career guidance and counselling at the Ministry of Education and culture headquarters. The government also initiated the training of secondary school teachers on the basic principles of career guidance and counselling; the use of psychological tests in career guidance and counselling; the adapting of some foreign psychological tests for local use and sensitizing the general public of the need for career guidance and counselling services in schools. However, efforts were made to make guidance and counselling an integral part of Malawi's education system (Biswalo, 1996).

In Egypt, only vocational guidance for the youth is emphasized. In pursuance of this goal, vocational guidance units sprung all over the country with the ultimate aim of covering the whole of Egypt. However, educational institutions

were left out in Egypt's effort to popularize guidance and counselling services for the youth (UNECA, 1984).

According to Sisson (1981), Zimbabwe's guidance and counselling programme for schools and other educational institutions had been the best among the sampled African countries. Unlike the pre-independence period when guidance and counselling services were confined to European schools, the post- independence guidance and counselling programme had expanded to embrace all schools in Zimbabwe. The main innovation in the program had been made possible through making guidance and counselling courses compulsory for teacher trainees in their four-year training programme and for in-service teachers during in-service courses they have to take. The guidance counsellors so produced were posted to schools to provide guidance and psychological services in the schools on a nationally organized basis.

Biswalo (1996) note that Ghana recognized the need to institute guidance and counselling services at all levels of its education system. However, more emphasis was given to secondary schools, technical schools and teacher training colleges. In 1973, a systematic guidance and counselling programme was introduced in all these institutions. At the university level, Ghana established a comprehensive counselling programme for students. The service covers, occupational orientation, personal counselling and placement among other things. However, unavailability of information on manpower projections

and labour market tends to give little direction to guidance and counselling. Shortage of qualified personnel, as well as shortage of funds and support services served as formidable impediments to effective guidance and counselling activities in Ghana' educational institutions.

Biswalo (Ibid.) further observes that Togo underwent educational reforms in 1975. The need for guidance and counselling services in schools was emphasized. The Department of Education was vested with the responsibility of developing guidance and counselling services in schools. Problems encountered were inadequacy of staff, the unavailability of appropriate guidance and counselling materials and lack of facilities for the training of personnel. The guidance and counselling services in Togo was still in its infancy.

In Ethiopia, the modern concept of guidance and counselling was quite new. Much of what was done was confined to non-academic institutions such as rehabilitation counselling centres, clinics, hospitals, prisons, industries, child and youth centres, hospitals and the Family Planning Association. Professional counselling was offered to the youth on such matters as unwanted pregnancy, adolescent problems and marriage. The educational institutions were the least privileged to get the little services of what Ethiopia offered as guidance and counselling services. These services were offered to very few schools and other educational institutions (UNECA, 1984).

In Botswana, training teachers in school counselling to provide effective counselling and guidance to the country's youth was a must. In consequence, the University of Botswana had introduced a Post-Graduate Diploma in Counsellor Education (PGDCE) and was planning to have other counsellor education programmes at certificate, diploma, bachelors and masters levels. It was now a requirement that every teacher must have done guidance and counselling at pre-service and, was planning to provide training for all guidance teachers in the field (UNESCO, 1996: 9-10).

In the ten African countries reviewed, the spirit to plan and use guidance and counselling services in the effective development and utilization of their respective young human resources is evidently strong. However, efforts directed towards fulfilling this need were apparently thwarted by several difficulties. It appeared that the total and enlightened commitment on the part of policy and decision-makers was necessary and was to surmount the problems. This would put guidance and counselling services on the right track in African schools, colleges and universities. In America, formalized guidance and counselling developed within education in 1908 by Frank Parsons only aimed at vocational, educational and psychological needs of students in institutions within the American culture. In such continents, the level and approach to matters of student welfare is approached and handled differently by the students not through aggression. This is a sign that guidance and counselling may have had an impact in relation to riots in the universities if strengthened.

2.5 Other Related Studies

2.5.1 The Role of Student Union in addressing Student problems

A student leader is usually supposed to be a link between the university authority and the students for the purpose of harmonious co-existence of the two parties. However, this has not been the case in most universities; student leaders in Kenyan universities have been known to lean too much on the side of the students, some of whose mission is only to prove heroic to others as a way of staying on power or if on the side of the system are usually bribed to support the system as a way of controlling the occurrence of riots in a university according to Omari, (1991). A former attorney general (now a judge of the court of appeal) likened the behaviour of rioting students and the role of student leaders to that of the (ungrateful) donkey. The dictate of this line of argument is that student leaders should work together with the university authority and be uncritical of the university and government policies, which is a far cry of the ideal of democratic education. Kagwanja (1994).

Standa (2000) established that most riots that take place in universities are instigated through student leaders. According to this committee's investigation, there are usually four types of student leadership; the first being **Consultative leadership**: This type of leadership depends on consultation and meetings with the relevant university authority, and informs the student body through various channels of communication. University programs continue normally while such consultations go on as necessary to resolve grievances.

The second type of leadership is **Leadership through mass action**. This type of leadership according to the committee believes that corrective measures can only take place through mass action other than dialogue with university authority. These categories of leaders are very easily taken advantage of by politicians who misuse students to maintain power or status quo. Such leaders identify problem areas of students and mobilize all the students to march to the relevant officer, in demand for spot solution to the problem.

The third type of leadership is **Charismatic leadership**. This type of leadership does not constitute any organization. In this case, characteristic leaders are those individuals who have qualities that attract other students to listen to them whenever they address a gathering. They are also able to convince students to accept their suggestions on line of action to resolve students' problems. Most of them tend to lean towards the radical line of action, which often will involve mass action and any other forms of behaviour that they may have planned. According to Standa (2000) report, such leaders are never elected.

The fourth type of leadership is **Leadership by given agenda**: This type of leadership is that which is heavily influenced by outside forces, such as politicians. In this case, the influential leader consults privately with the external influence and using various ways of gaining influence, mobilizes the student body into rioting over an external or internal issue. This is often done to fulfill the objective of the external originator of the agenda, which is to

create a disturbance based on a particular issue. Money always changes hands. The agenda may also be internal against one of the administrators or lecturers. Such disturbances are very difficult to control since they will always occur regardless of internal efforts in maintaining of good service to students. According to Standa (2000), the university authority should always recognize student leadership and work together with them for the sake of peace in the universities.

2.5.2 The Role of University Authority and the Government in Student Riots

Studies such as that of Nkiyangi 1981, Kagwanja (1994) and Omari (1991) who have chronologically reported cases of riots since the 1960s established that the government contributed a lot to student riots.

In Kagwanja's documentation, the government interference in the university affairs began in 1960 when students demanded that the government to construct pedestrian highway tunnel to enable them to cross heavy motor traffic along Uhuru highway on their way to lectures in which the motorists used to kill a number of students. The second was disagreement over overcrowding accommodation in the halls of residence. Neither of the above issues had political significance. In January 1968, the government intervened for the first time in order to prevent speech by a radical leader of the political opposition, Kenya People's Union (KPU). This led students to boycott lectures forcing the government for the first time to close down the University.

In support of the above report, Kaanagrandson (1987) observed that the government interference intensified in the 1970s with increase in student population. In 1972, the university was closed after the arrest of the student newspaper editors – *University Platform* – that had criticized the *defacto* ruling party - KANU. The paper was subsequently banned. Professor Okumu, the Dean of the Faculty of Arts then outspoken political scientist left his job after he was accused of stealing car tires – a charge that was merely politically fabricated. In 1974, Mr. J. Martin, a lecturer in public law was detained and charged with sedition but was released before serving his sentence. The University of Nairobi was closed again after the students joined a sympathy strike. In subsequent years, students began to tackle more fundamental issues such as corruption, land and government houses grabbing and growing political intolerance within Kenya.

Kaanagrandson (1987) further established that in February 1975, students boycotted lectures after the assassination of J.M. Kariuki and demanded a full and objective inquiry. In January 1978, the country leading novelist, revolutionary and Chairman of the Department of Literature, Njugiwa Thiong'o was arrested. He was detained without charge or trial until December 1978 and was later dismissed from the university. His pro-peasant open-air theatre at Kamiriithu in Limuru was closed down. This created fear among lecturers on writing academic papers and proper teaching in fear that related lectures may be

judged radical teachings that might have been perceived as opposing the government.

According to the report, after the then president's death in August 28, 1978, the then vice-president took over the government. In December, he released all political prisoners but it soon became clear that he expected uncritical loyalty from the university. Criticism of the government on growing poverty, corruption, land and mismanagement became less acceptable. The government increased attack on Marxism and foreign ideologies, and 'bearded' lecturers were often treated with high suspicion. Public lectures at the university even became subjected to more careful scrutiny. Permits were required for speakers and denied to speakers judged to be with radical perspectives. If a permit was approved, informers were among the audience. At the same time, Special Branch (Intelligent Police) began to scrutinize academic papers just like it happened in Ghana in 1964. This climate contributed to self-censorship and affected characters, quality of teaching and the papers that were written and lectures taught thus lowering the education standard of the 1980s. Several textbooks judged as critical to the mainstream regime and country's ideology were banned and removed out of shelves such as Rodney (1972), Fanon (1963), Freire (1970s), and Ngugi (1977). The whole episode made students more militant.

In 1979, the 'bearded' Professor, a political scientist then teaching at the University of Nairobi was briefly detained for giving a report to the press on

opposition to South Africa. In October 1979, only two weeks after the commencement of the 1979/80 academic year, Kenyatta and Nairobi universities students took to the streets protesting against the decision by the ruling party KANU to bar Kenya's former vice-president, and another parliamentary candidate to contest parliamentary elections. Following this, the University Chancellor and Head of the State, President Moi ordered the immediate closure of both the two universities criticizing the students of flagrant disregard of the law and for being immature, irrational, and irresponsible.

On November 4th that year, the university authorities announced the expulsion of 16 student leaders of the Nairobi University Students Organization (NUSO). Among them, were the Chairman of NUSO and the NUSO Secretary General. The university authorities' aim was to clean the campus of radical elements critical to the mainstream regime (Kagwanja, 1994).

On February 5th, 1980 Kenyatta University students took to the streets demanding improvements in the teaching practice particularly higher allowances, review of the teaching period that they wanted to take place after the examinations. They barricaded their Principal and the entire administration until late that evening when the Minister for Higher Education rescued him.

In his comment, the Principal had this to say: "*...I think the students are confused. Previously they wanted teaching practice period to be moved from June to September. That is exactly what I did. I do not know what they want now.*"

However, it seems the Minister understood what the students wanted. Although on his arrival, students shouted: "*We shall never be moved.*" What the Minister did was to ask the students to air their grievances. After that, he promised to look into their grievances soon, which he in fact did. This calmed the students.

Kagwanja (1994) further reports that later that year in 1980, the government banned the officially registered academic staff union, which was established to represent the academic staff. The government stated, "Academics did not need a union." About this time, student organizations came under attack. It became a precondition for student organizations to register and obtain permits to hold campus (*Kamkunjis*) meetings.

In May 1981, riots took place at the University of Nairobi prompted by the deteriorating living conditions in campus such as overcrowding in library and lack of essential textbooks, poor foods and overcrowding in the halls of residence and the barring of outside speakers. As a result of the riots, passports of 12 lecturers, regarded as critical of the government, were seized. System of screening the academics was introduced in order to determine the academicians' loyalty to the government, hardening students further. The majority of them became more militant and even braver. Ngugi (1992) documents that in 1982 a group of university lecturers was arrested after the government accused certain unnamed lecturers of teaching subversive literature aimed at creating disorder in the country. On June 3, 1982, a history lecturer at Kenyatta University College was arrested. He had edited and published a collection of songs from the Mau-Mau period-entitled

Thunder From The Mountains. He was released in 1980 after serving a 6-year prison term. In August the same year, 1982, members of the Kenya Air Force staged fiasco *coup'detat* due to the deteriorating living conditions and growing massive poverty in the country. Students rejoiced on the campus and took to the streets in celebration. Dozens of students were arrested and charged with offences ranging from rioting to sedition. Subsequently, the university was closed and male students forced to report regularly to their village chiefs and local district offices. A number of university students were reportedly whipped in those offices.

According to Nkinyangi (1981), repression continued throughout 1980s. The academic community was subjected to increasing intimidation in an effort to root out dissent and radicals in public universities. For example in February 1985, students protested at the University of Nairobi against the expulsion of student leaders and withdrawal of scholarships - reportedly on political grounds. This forced students to organize a 'week-long-peaceful sit in' which culminated in a prayer meeting on February 10th 1985. Five students were arrested in this prayer meeting after police broke the meeting, injuring 65 students and killing one student. The main campus was closed for several months.

Nkinyangi reports that in March 1986, a number of lecturers were arrested and the reasons for their arrest were not announced, except that they were being held under the Preservation of Public Security Act. In November 1987, seven student leaders were arrested after they addressed a rally and called for more students' involvement in national affairs. In 1989, the government introduced a compulsory

National Youth Service and a new course required for all students called NYAYO Philosophy. In July 1990, there was government crackdown on journalists, human rights lawyers and advocates of multi-party system in Kenya.

In 1972, a law was enacted that all public universities must apply for research permits from the office of the president. However, related permits could only be awarded upon approval by Research Board in which the Special Branch and the relevant ministry are represented. What remained unclear was ‘Why the government became that highly oppressive?’

Nkinyangi (1981) further narrate that, internally, part of the major problems in public universities to date have been accommodation and deteriorating food condition. Owing to the increasing number of student population after the mid-1970s, University of Nairobi started experiencing accommodation crisis. As a result, the government decided to increase in 1979/ 80 academic year its annual intake by 1000. Nine hundred students at Nairobi University and 245 students at Kenyatta could not be accommodated. Consequently, priority for university accommodation was given to first year, final year, foreign, disabled students and women. This left second year students without accommodation. This was the beginning of accommodation crisis in the Kenyan public universities.

At Kenyatta University, the problem was temporarily solved by converting some of the surplus staff houses into student residence. While at Nairobi University, the University Halls of Residence Committee formed to deal with the problems

of student accommodation was challenged to come up with alternatives that consequently recommended placement of students in private homes, boarding houses and homes on a temporary basis until a permanent solution was found. This strategy just accommodated only 500 students, leaving out further 400 students. The latter were booked in hotels within Nairobi ranging from noisy low-class River Road through Duruma Lane to high class hotels like Impala, Safariland and Gaylord Inn.

According to the report that appeared in *Weekly Review*, 1979, this programme could not go on for a long time for the government was only giving Kshs. 21 per day entitled to every student under the loan scheme. This forced the university to embark on a massive scheme on accommodation programme. Under this scheme, Nairobi University added two new wings to Mary Hall for Women's accommodation and another one at Chiromo. Kenyatta University built Nyayo 1 and 2. Despite all these, accommodation crisis was never permanently solved.

The *Weekly Review* further reported that on the 15th June, 2000, the University of Nairobi students invaded parliament amidst chants *Chancellor! Chancellor! Intervene or we storm the prison* and forced their way to talk with the Head of State and the University Chancellor, stopped and asked the students to calm down and choose a representative to air their grievances. One student stood up and asked the President to intervene and have the arrested students released from Kamiti Maximum Prison. After the student finished his presentation, the president said:

“He had listened to their request and asked them to be calm and go back to the campus”.

The following day, students were charged afresh with stealing and maliciously damaging property. The charge on robbery with violence which carried death penalty was dropped and instead charged with lesser counts of stealing one computer, one disk printer, two calculators, one fan and six chairs valued at Kshs. 1 million. Hearing mention that had been initially set for August 24, 2000 was re-scheduled for 15th July, 2000 while bail that had been denied them was allowed and students released on Kshs. 50,000 bond and surety of the same amount or cash of Kshs. 20,000.

On the side of University Management, Standa (2000) report reveals that certain offices at the senior management levels were not clearly defined. This situation resulted in inability and avoidance to take decisions on matters affecting students and staff. Students consequently found it necessary to go directly to the Vice – Chancellors for effective authorization. It reported that the decision-making process was too bureaucratic and cumbersome because of the many steps and meetings involved before a decision could be reached and effected which according to the committee called for decentralization of services within the university herirrachy of authority.

2.5.3 Government Efforts Towards Addressing Riots in Institutions of Learning

Following the wave of violence that has rocked Kenyan universities since the 1960s, and the government's effort to come up with suitable education system for Kenyans in line with the set objectives for education and for disciplining the youth. The government constituted several commissions, the latter being that of Standa (2000). Some of these commissions were to come up with recommendations on suitable education system for Kenyans, and to try and understand the causes of student riots in universities. Guidance and counselling was recommended as a tool for counteracting these riots by almost all the commissions. It seems as if these recommendations were never implemented in universities, since riots still persist in the education system and at the university level. One reason for the persistence of such riots according to Ndani (1995) could be that, the Kenyan education system has all along continued to overemphasize economic goals of education while almost totally ignoring the socio-cultural aspects of it. Due to such neglect, social ills, such as corruption, dishonesty, tribalism, nepotism, sexual immorality, greed, jealousy and deaths are on the increase which according to Kirongo, (1987) and Karugu, (1990) are being reported daily in the press, Obor, (1997).

2.5.4 The Role of the Media and the Politicians

The media is one way through which riots could be controlled in universities in Kenya. However, from the newspaper reports and the media, the media has been on several occasions been blamed for defamation on issues touching on individual universities. For instance, the *Daily Nation* of Monday the 12th, June 2000, came up with an article that: Jomo Kenyatta University of Agriculture and Technology (JKUAT) students were drug addicts. This made 200 students to storm Nation Center at the central business spot of the city of Nairobi on the 13th of June 2000 after commandeering two of their college buses. On 8th March 1998, *Sunday Nation* came up with another article that Kenyatta University was selling 'Blank degree certificates and academic certificates for between Ksh 20.000 and Ksh 50.000. The following day, students were on the street, destroyed their culture village, *Daily Nation*, 12th June (2000).

According to Standa (2000), the Media tends to capitalize more on the negatives to sell. Many students rely on the press to articulate and disseminate their grievances to members of the public. The role of the press according to the commission report should be to inform, educate and entertain, it has been known to exaggerate, take sides with students and dwell on the negative causing heightened tension among the students. This is known to have caused a lot of riots in universities as is supported by (Lutamia & Sikoli 2006) who document that the press demoralizes students who do not participate in riots making them

feel guilty. This forces even the innocent to take part in riots just to be counted among the heroes.

A report by UNESCO (2000) indicated that the press exposes students to scenes of violence, sexual immoralities, drug abuse, indecent dressing styles and strange cultural behaviours that influence or impact negatively on innocent students since the youth tend to copy these negative values. UNESCO (2000) document that students see violence everywhere including parliament, where honourable members resolve their differences through fighting on party line. Such violence even spills over to the youth in the society who are used by politicians for personal gains. The press gives reports on leaders' involvement in all manner of scandals, ranging from sexual escapades to outright theft of public funds and do not project a good image for the young people. This has made students believe that there are no good role models in Kenyan Society. At the same time, such media glamorize behaviour and values of conspicuous models that are incompatible with the standards of many families and imitation of these models result in parental disapproval.

In student leadership training organized at Kenyatta University in 2004, the leaders complained in their presentations that the press does not represent their views whenever they are reporting on issues affecting students' lives in the universities. There is usually an element of sensitization that works to the detriment of the students' image by creating a sense of mistrust. The frequent media reports on student strikes only highlights the observed aspect of the riots

at the seen such as the destruction of property, stone throwing, rape and general indiscipline that have tended to erode public sympathy for the student. They leave out the positive aspect on why they are rioting, Shaver (1977).

On the positive side, student leaders felt that the media brings to light some of the ills in institutions of higher learning that could not have been known. This brings changes in the affected areas. In this regard, students supported the media for exposing things like corruption, lack of seriousness in lecture delivery and mismanagement. However, Standa (2000) reports that, students have always responded to national issues after reading about them through the press. In the absence of any further explanation from the university authority, students seek clarification about the national issues from the government, which always resulted in riots. All these have prompted the need for an intervention measure that can bring all these parties together to create some understanding between them.

Ochwada (1998) in his study notes that apart from the contributions to riots made by the above stakeholders, the increase in student population amidst lack of proper planning, scarce resources and lack of coping mechanisms to the challenges of overcrowding in the universities, also contributed a lot and are some of the reasons for the persistence of riots in universities and as such the origin of student activism, and growth of universities and student population as reported in the sections that follow:

2.6 Development of University Education in Africa

According to the works of Ajayi, Gomer and Johnson, (1996), in Africa generally, higher education had a chequered history to whose roots are notably private. In the Alexandria Museum, the continent had one of the oldest higher education institutions but its influence in the 3rd century BC waned significantly, leading to lack of a credible institution of higher learning perhaps until the establishment of the Fourah Bay College in 1826 by the missionaries in the Eastern and Southern parts of the continent, the pattern was similar, much later than historical missionary initiatives established from evangelism but sometimes converting later into universities, maintaining a religious flavor.

Ajayi, Gomer and Johnson (1996) reports that colonial governments eventually established public institutions that included the university of East Africa, the University College at Fourah Bay and the University of Dakar. Significant differences between the different colonial masters affected and shaped the den of the continent's higher education: They highlighted the British friendliness to private action, mainly by the missionaries, to establish institutions.

Sifuna (2000) notes that the French on the other hand with their strong anti-clericalism and orientation to political centralism, restricted missionary work, and instead encouraged colonies to send students to pursue higher education in France. In contrast, the Portuguese found less reason to invest in African education while the Italians, as late-comers to colonialism did not sustain any clear policy. No colonial power undertook to crease university infrastructure

comparably to what Spain had done in Latin America. But Africa's space of establishing higher education institutions increased rapidly after independence, with the push to train a cadre of higher skilled technocrats to help manage the new nations. Nigeria witnessed the most rapid expansion of university education. Sifuna further documents that by the turn of the current century, every country in the continent would boast of at least one university. However, political conditions permitting Anglophone Africa have displayed British features such as degree of institutional autonomy and system decentralization. Whereas Francophone Africa according to Musisi, Mayega, Shengoma and Otieno, (2004 & 2007) shows more centralized patterns with less overall development in the rest of the African region, the heritage is British. According to above study, there are currently 19 public universities (Kenya 7, Tanzania 7 and Uganda 5) and 50 private universities (Kenya 18, Uganda 13 and Tanzania 19).

Africa is a later entrant in private provision. Only in the far north according to Lery (2003) has Africa had a relatively longer experience with private higher education that are mostly referred to as small American and religious universities.

2.6.1 Development University Education in East Africa and Kenya

As documented by (Bogonko 1992a and Bogonko 1992b), up to 1949, there was no university education in East Africa. Makerere Technical School started in

1921 and was renamed Makerere College in 1922. Makerere became the first university in East Africa in 1949 after the recommendation of the commission led by Sir Cyril Asquith in 1945. By then, the colonial government was only interested in training middle level manpower. Such persons were only trained at Makerere College until 1956. That same year (1956), Royal Technical College of East Africa was started in Nairobi, Kenya. It later became the University of Nairobi in 1961 and, a constituent college of the university of East Africa after the recommendation of Sir Alexander Carr-Saunders and John F. Lockwood commission reports of 1955 and 1958 respectively. According to Bogonko (1992b), like Makerere—Kampala, the Royal Technical College, Nairobi was mainly concerned with training middle level manpower in commerce, engineering and architecture and diploma in related fields for the whole of east Africa.

Bogonko further documents that by 1960s Makerere University had become aura of ‘ivory towerism’ and curved out for itself a high reputation as the apex of higher education for the whole of East Africa and even beyond. The public at large generally held it at high esteem. It was offering degrees in anthropology, humanities, natural and medical sciences. Related jealousy created need for the other East Africa partner states independent universities leading to elevation of the Royal Technical College, Nairobi to Nairobi University and Dar-es-Salaam University in 1961. Up to 1961, Kenyans pursuing university training had to get their degrees only at Makerere.

The two became constituent colleges at the Makerere university- renamed University of East Africa parliament Act passed in 1962. The University of East Africa was inaugurated on the 27th June 1963 with the late Mwalimu Julius Kambarage Nyerere, former president of Tanzania as its first vice-chancellor. Makerere was allocated Medicine and agriculture; Dar-es-Salaam law and Nairobi- engineering, veterinary science and architecture (1963-67). Makerere opposed the idea, and the university almost collapsed. By then, the straggle was only for acquiring a place in a university and competition among East African states to at least have a university of their own and there was less incidence of riot.

2.6.2 Growth of Student Population in East African Universities

According to Otiende (1992) at independence in 1963, the Kenyan government inherited an education system, which was totally inadequate for its needs. The system contained gross inequalities based on racial, social and religious grounds.

The education was designed to provide vocational education in order to equip the African for manual skills. This disadvantaged the African in both quantitative and qualitative terms to the extent that when the colonial and expatriate personnel departed after independence in 1963, very few Africans possessed relevant professional, managerial and technical skills to enable them to occupy vacant and emerging posts in both government and private sectors.

Otiende goes further to state that after independence, Kenya like all other newly independent countries, committed itself to enhancing access to education, social justice and removal of inequalities through an enormous programme of qualitative expansion of education at all levels. The government segregation in education changed and the curriculum reflected the policies and aspirations of the new nation.

Kenya has however, continued to periodically review the philosophy and objectives of its education system in order to ensure that it is relevant to the needs of the nation. The review has resulted into enormous expansion in student enrolment, which has affected the public universities more.

According to Bogonko, (1992b) during the second phase (1967-70), each university was now steering its own course. The faculties of forestry and law were created at Makerere; and medicine and agriculture at both Nairobi and Dar-es-Salaam. From hence on, faculty duplications went on unabated; arts, science and education faculties were developed in each college; and by 1968, University of East Africa was no more. Fig 2.1 shows the enrolment in the University of East Africa between 1961 and 1970 and how the University of East Africa population grew much faster from 1,268 in 1961/1962 to 6,343 in 1969/70. The number of Kenyan and Tanzanian students also grew much faster. For example, the growth rate of students of Makerere was about half that at Nairobi and 1/5 that of Dar-es-Salaam during the existence of the federal university. More money was also spent on both Dar-es-Salaam and Nairobi than Makerere-

creating hostility and politics among the three 'federal states'. This forced the appointment of a Working Party on Higher Education in 1968, which automatically recommended the promotion of each college of the federal university to a full-pledged university status by 1970. Consequently, the universities of Nairobi, Dar-es-Salaam and Makerere were set up by acts of parliament on 1st July 1970 leading to the split of the Federal university which gave Nairobi a full-fledged status of a university.

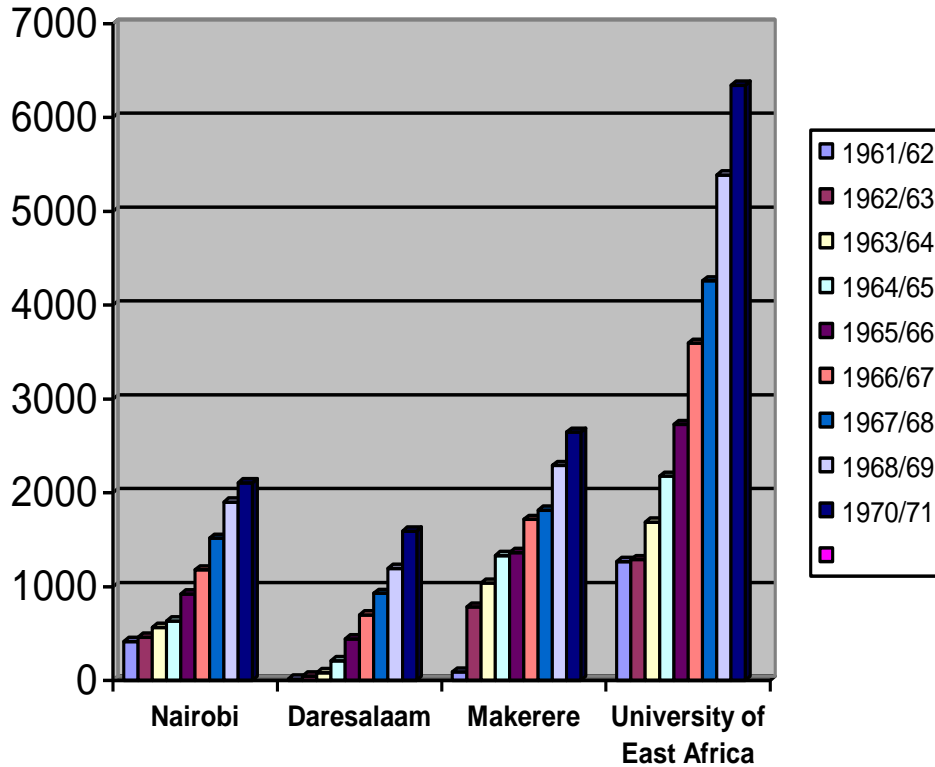
According to the RoK (2000) survey, by starting the University of Nairobi in 1970, Kenya began to enroll more University students locally than was the case during the colonial era or the university of East African era. By 1977, the population of the University of Nairobi and its then constituent Kenyatta University college had surpassed that of Makerere College almost twofold (Figure 2.2). Between 1970 and 1996, the population of public universities in Kenya increased to nearly twenty times from 2786 to 40,065 by 1995/96 academic year. This number of the student population excludes those currently pursuing parallel degree programmes locally and abroad.

A major problem resulting from such a rapid population growth rate in public universities since 1970s according to Bogonko (1992b) has been expenditure on education in Kenya, which in consequence also substantially increased between 1970 and 2000. Apart from tuition costs and government share of the loan, there has been a major problem of accommodation, subsistence, teaching facilities and

other expenses caused by increased number of student population. The biggest burden has been that, the largest part of recurrent expenditure is allocated to hiring lecturers, general administration and planning of the public universities. The high cost of planning universities promoted only marginal university intakes since 1991 ensuring that, the highest percentage of qualified students, are left out in public universities, yielding to yet another university intake crisis. For example, public university intake for 1993/94 was 39,571 but dropped to 39,340 in 1995 due to lack of space. By 1999/2000, public universities were accommodating 59,000 students altogether. The University of Nairobi, Kenyatta and Egerton universities have been among the most rapidly expanding universities.

Problems currently experienced in the light of the above enrolments according to Ananda (1976), are students who are militant amidst less recognition and development of guidance and counselling in schools and colleges to assist students cope with the challenges such as overcrowding in the halls of residence, quality of food served, water and power supply.

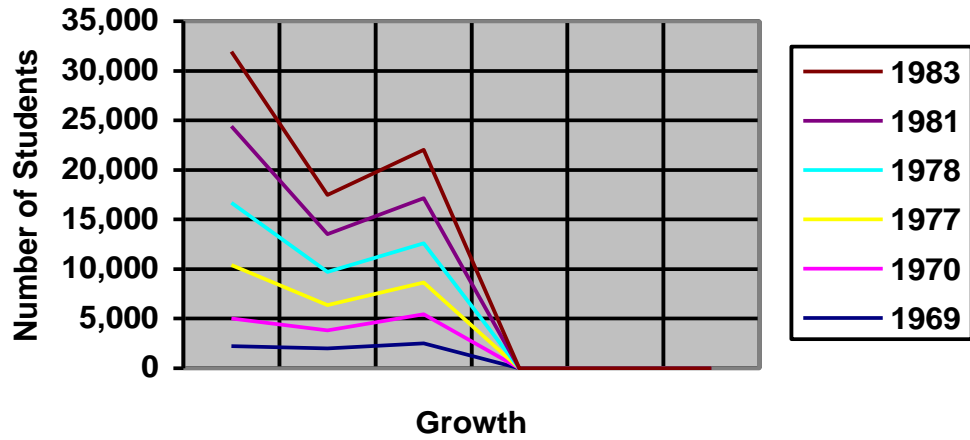
Figure 2.1 Enrolment in the University of East Africa, 1961 – 1970



Source: Bogonko 1999(a)

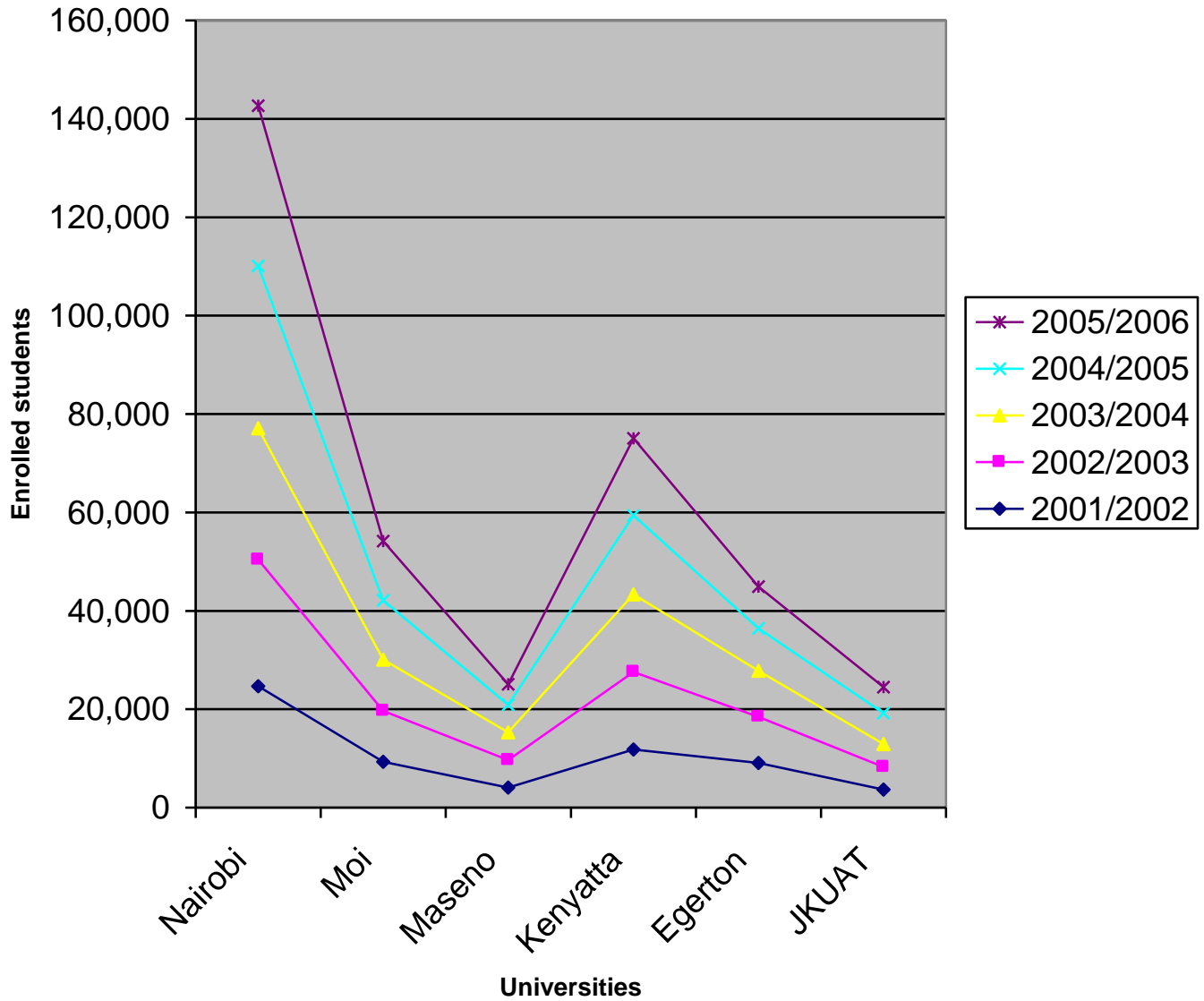
Problems currently experienced in the light of the above enrolments according to (Ananda 1976), are creating psychological problems encouraging the need for students to be assisted to cope with such crises.

Figure 2. 2: Undergraduate Students at Universities in East Africa 1969-83



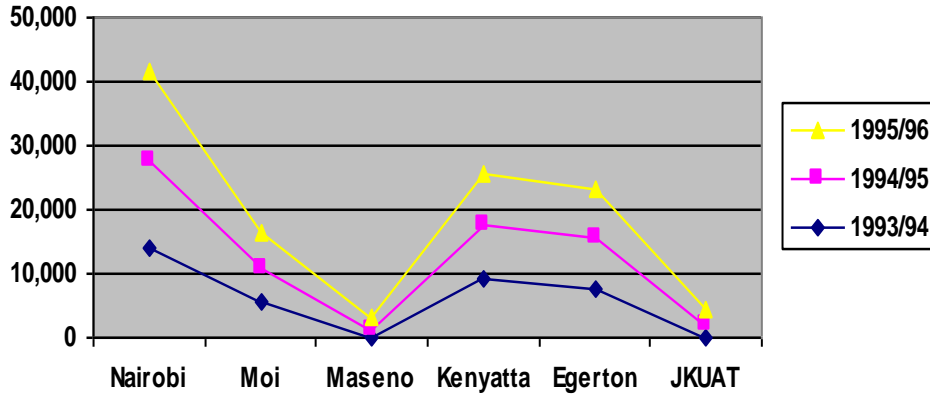
Source: Bogonko, (1992a): A history of modern education in Kenya, 1895- 1991, p.143.

Fig 2. 3: Enrolment in public universities in Kenya, 1986 – 91



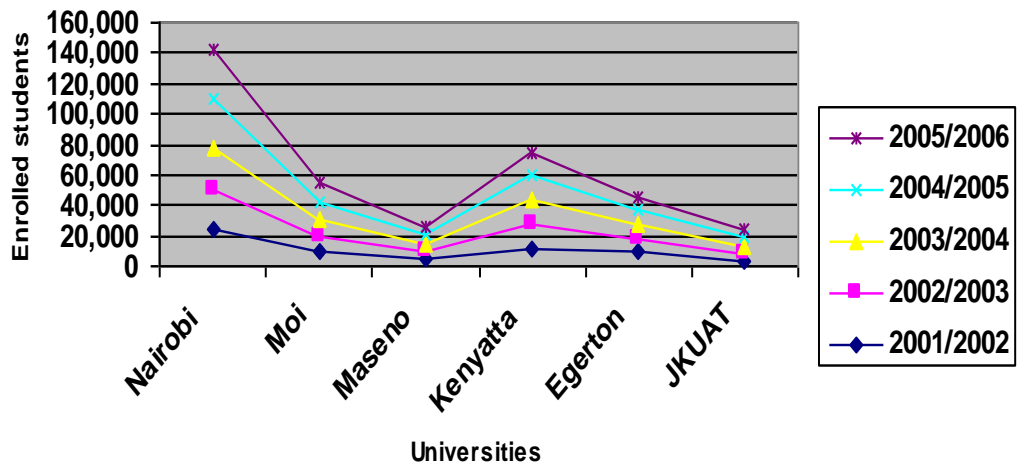
Source: *Statistical Abstract, 1991*, pp. 192-194

Figure 2. 4: Enrolment in Public Universities by Mid-1990



Source: *Economic Survey, 1995, 1996*

Figure 2. 5: Enrolment in Public Universities 2001/2002-2005/2006



Source: *Economic Survey, 2006*

Table 2.1: Student Enrollment in Kenyan Universities, 2006/2007

University Category and Module	Enrolment by Gender		
	Male	Female	Total
Public Universities			
Module I	33,581	17,981	51,562
Module II	12,936	16,839	39,775
Sub-total	56,517	34,820	91,337
Private Universities			
Private Accredited	8,850	6,967	15,817
Private Unaccredited	2,853	2,222	5,075
Sub-total	11,703	9,189	20,892
Total	68,220	44,009	112,229

Source: Ministry of Education.

Private Universities

In Kenya, private universities share subsequently increased in 2006/ 07 to 18.6% from the previous one of 13.2% in 2004. According to Musisi and Mayega; Shengoma, and Otieno, (2004 & 2007), the number of private universities have steadily increased (see table 2.1) with unique or duplication of programmes already being offered in public universities as this attracts those students that are already registered in public universities. This is as a result of the delays and bad names already created in the job market of the public universities students due to frequent riots. At the moment, there are nearly twenty private universities out of which some are church-sponsored. Some examples of such universities include the United States International University (USIU) which specializes in degree programmes such as arts and sciences, international relations, psychology,

journalism, counselling psychology, business administration, hotel and restaurant management, information systems and technology, international business administration and management and organizational development at the Masters degree programme level. Daystar University located in Nairobi with a campus in Athi River offers Bachelor of Arts, science, commerce, education degrees and masters of arts and diploma programs for the undergraduate degree programmes. Catholic university on the other hand offers degrees in arts and social sciences and a two year licentiate Masters programme in Theology. It commenced as a graduate school of theology known as Catholic Institute of East Africa (CHEA) founded in 1984.

Baraton University of Eastern Africa which offers degrees in arts, science and home economics. Daystar (affiliated to Wheaton Graduate College and Messiah College of Grantham Pennsylvania, USA) which offers diplomas and degrees in Baccalaureate;

As per 1994/95 academic year, all private universities in Kenya had enrolled a total of 3,545 students; and by 1995/96, they had enrolled 4,845 students and a total of 5,000 students by 1999/2000. As from 2000 upwards, the enrolment was as follows; 2001/2002, all accredited private universities had enrolled a total of 7,211 students, in 2002/2003, the number increased to 7,639, in 2003/2004 and 8,021 by 2004/2005. In 2005/2006 academic year, the enrolment reached, 8,942.

The above growth of universities particularly in public universities as was reported in Standa (2000) report has been accompanied with overcrowding in campuses, halls of residence, lecture halls and kitchens particularly in public universities, which causes discomfort and stress to students in public universities. This is in the midst of non-provision of adequate learning facilities and resources. This overcrowding has affected all aspects of university life such as lack of tutorials and seminars in most academic programmes in public universities due to lack of adequate space.

The above student enrolment and crises in universities has created student activism, which is a world problem not only isolated to Kenya. According to Ochwada (1998), student activism has been as a result of institutional crisis that is associated with poor governance and lack of adequate support to guidance and counselling services as a copying mechanism.

2.6.3 The Origin of Student Activism

What is student activism? Student activism refers to political activities of students in learning institutions. It can take many forms, from 'active' protests, through militant demonstration, terrorism, and violence to participation in political organizations. It may be independent of relations with broader political movements or it can be influenced by functioning political parties in the country. Activism may as well be as a result of societal politics or concern with internal university environmental issues. From the general experience, student activism is usually motivated by a host of factors from one's social background,

individual specific problems, unattended university internal crises that affect students' lives and social environment through lack of learning materials and teachers to political issues. According Standa (2000), leadership cadres of activist movements constitute a tiny minority of the student population. From the general observation, there are four 'wings' of activist participation during student protest demonstrations and riots. The first category is the core activists. This is a tiny minority, and is often more radical than majority of the participants. The second category consists of active followers, who are aware of the issues against which students are protesting and support the cause of demonstrations.

The third are sympathizers, who after realizing 'why fellow comrades are protesting and demonstrating', join the group. This group is not articulate in what they want. The fourth group comprises those who are highly militant at talks and quiet organizers, but will not want to appear in the forefront and sometimes during the demonstrations. The latter are often referred to by their comrades as, 'traitors'. Outside this 'wing' stands a large group of student observers who are uninvolved, some of whom are against the protest and demonstrations while others are for the demonstrations, Standa (2000).

The rise of 'student power' began in Europe and America in the 1930s. The bone of contention was the preservation of university autonomy in the face of state repression to academic freedom. As intellectual communities, scholars and students wanted to continue with the above medieval tradition, which was not

possible in central Europe in 1930s. In North American universities in the 1950s, a lecturer was afraid to say his thought in class lest some implanted state agents exposed him to the state authority likely to penalize him. These trends spread to other parts of the continent with increasing involvement of students who thought they were exercising the power of critical thinking according to Katana, (2001).

Nkiyangi 1981 reports that in the early 1960, students revolted at Columbia University because of the American permissive education; and, in Hamburg and Frankfurt because of the alleged authoritarian character of the German education system. Students revolted at California University against the affluent society; while in Paris against bad housing condition. Student protests against established authority occurred in almost every country of the world between 1970 and 1980.

Nkinyangi further reported cases of riots in different continents chronologically by starting with France where massive student demonstrations forced the dissolution of the National Assembly and the holding of general elections. In fact, students were largely responsible for the subsequent fall of the General Charles de Gaulle's government. However, the student uprising in France brought no lasting social change.

In Italy according to Ochwada (1998), students rioted against an archaic system of higher education and demanded reforms and a voice in university

administration. In Spain, students fought valiantly against the fascist regime of General Lissimo Francisco, while in Portugal, students carried out uncompromising struggle against unpopular colonial wars in Portuguese Guinea, Angola and Mozambique. In the United States, students held violent demonstrations against the war in Indo-China and protested against social conditions at home.

In many developing countries, the general student unrest and the accompanying instability were directly responsible for the fall of many regimes. Some examples between 1960 and 1980 included Cuba, South Korea, South Vietnam, Indonesia, Bolivia, and Venezuela, Omari (1991).

Omari further documents that “students power” menace escalated to Africa in the early 1960s after independence. For example in Ghana, the first black African nation to become independent—President Kwame Nkrumah set a committee in 1964 under the chairmanship of a university professor. The committee had the powers to inspect publications in bookshops and libraries of schools, colleges and universities to ensure the removal from the country all publications, which did not reflect the national party’s ideology and antagonistic to its ideals.

According to Omari (1991), at Ghana’s University of Science and Technology in Kumasi Cathedral, students gathered at a busy traffic intersection near the university and hurled missiles at passing motorists in 1978. At about the same

time, police were dispatched to the Accra Campus of the University of Ghana after students set three powerful bomb explosions.

At the University of Cape Coast, students fought with the police at a demonstration protesting against living conditions at the university. While at Ahmadu Bello University in the northern part of Nigeria, people were killed following a clash between students and the combined forces of the Army and the Police. At about the same time, the shooting of one student by police at Lagos University led to students' sympathy, strikes and demonstrations at Bayero University.

Omari (1991) further notes that, in Tanzania, the government ordered the immediate dismissal of, at least 350 students at the University of Dar-es-Salaam, the Water Development Institute and the Ardhi (Land) Institute for taking part in protest demonstrations. The students had protested against recruitment into the National Youth Service and, against newly announced privileges for members of parliament, Cabinet Ministers and Chama Cha Mapinduzi.

In Uganda, Makerere University students were victimized by being given low marks in their examination, if they held anti-western views; while African lecturers were suppressed for speaking out their views. In Kenya, a chronological catalogue of striking students and riots had in the past been witnessed starting from primary schools through secondary schools, tertiary colleges to national universities according to Ananda (1977) yet no study has

been conducted to establish the status of guidance and counselling as one tool that could be tested for counteracting the occurrence of riots prompting this study.

2.7 Summary

Student riot is a world phenomenon that cannot be isolated to only Kenyan universities. Literature reviewed in this chapter has shown that riot with violence among the youth is a matter of concern yet guidance and counselling that could assist transform the behaviour of the youth is neglected and left in the hands of the teachers and institutions of learning. Attention given to guidance and counselling in the reviewed literature in other parts of Africa as well as in Kenya has revealed partial attention to this important tool that could assist transform the behaviour of the students with the hope of minimizing student riots.

Literature reviewed also revealed that the growth in the number of universities and in student population are some of the contributive factors to student activism in which the university authority, the government, the politicians, student leaders and the media have all contributed or influenced the riots in one way or the other in universities. From the reviewed literature, there is need for more studies in the area of guidance and counselling to establish what needs to be done to strengthen the existing services if it has to assist with future riots.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the description of the research design, location of study, target population, sampling techniques, sample size, instrumentation, data collection procedure and data analysis.

3.2 Research Design

The present study adopted a descriptive survey approach, which assisted the researcher in investigating and understanding riot trends retrospectively in universities in Kenya. It is a method for collecting information about people's attitudes, opinions, habits or any of the education variety of or social issues that form part of the objectives of this study, Orodho, (2004).

3.2.1 Variables

The study had two levels and therefore three sets of variables. In the first level, the independent variables consisted of seven demographic (subject and contextual variables). The subject variables included, individual respondents age, gender, marital status, religion, area of study, year of study, economic background and past riot experience and level of experience. The contextual variables consisted of student specific factors, internal factors and external factors influencing the riots. The dependent variables at this level were the level of influence and participation in riots by the students.

In the second level, was the level of effectiveness of guidance and counselling services in private and public universities; where the variables were the nature of counselling services offered, area of qualification of the student counsellors, counselling facilities such as the counselling centre, rehabilitation unit, availability of professional and peer counsellors. The dependent variables for this, were students level of benefit from the services and the level of riot in each university.

The third level was the nature of action taken on riot participants, such as suspension, expulsion, fine, warning, counselling, ignored and undiscovered. The variable at this level was the impact of the actions taken on the level of riots experienced in each university.

3.3 Location of the Study

The study was conducted in two public universities and two private universities. The public universities were University of Nairobi and Kenyatta University, while private universities were United States International University all located in Nairobi Province and Daystar University located in Nairobi with a campus in Athi River town in Eastern Province.

The University of Nairobi, which became a full-fledged university in 1970, started offering training leading to the award of diplomas, bachelors, masters and doctorate degrees in (agriculture, engineering, arts, science, veterinary medicine, commerce, education, architecture, law and medicine in 1972). The

university was selected because of its vast disciplines, which assisted this study in establishing the degree of university riots in relation to the area of study. University of Nairobi has also had riots since 1960s and this assisted this study in understanding the causes of the riots chronologically and in establishing which intervention approach would assist in minimizing the riots.

Kenyatta University was made a constituent College of the University of Nairobi after an act of parliament and started offering the Bachelor of Education degree courses in July 1972 with 200 students. It soon added the faculties of arts and science in 1985 when it was established as a full-fledged university. Kenyatta University on the other hand was selected because it has had several and frequent riots since the 1980s to the present. The researcher wanted to establish the causes of such riots and the nature of Guidance and Counselling services offered and their effectiveness. It was also within the reach of the researcher.

Today, there are almost twenty private and church-sponsored universities in Kenya out of which only two private universities were studied. As mentioned earlier in section 3.3.

United States International University (USIU) became a chartered university in 1999 and started offering degree programmes in arts and human behaviour, international relations, sociology and anthropology, business administration, management organizational development, hotel and restaurant management,

tourism and counselling psychology. It was selected because of its Guidance and Counselling background, which the study wanted to establish in relation to riot experience.

Daystar became a chartered university in 1994 and started offering courses in Bachelor of Arts, Bachelor of Science, Commerce, Education Degrees and Master of Arts and Diploma programmes. It is a religious based private university and the researcher wanted to establish whether religion controls riots in the university.

3.4 Target Population

The target groups were the undergraduate and postgraduate students drawn from two public and two private universities in Kenya. The undergraduates were mostly those in their second to fourth years of study and above as this category of students may have at least experienced a riot while at the university compared to the first years that were just joining the universities.

Table 3.1 shows the total number of students sampled through simple random sampling from each university in the 2001/2002 academic year.

Table 3. 1: Target Population

	Chartered/ Authorized Universities	<i>Universities Population(N)</i>			<i>Universities Sample (N)</i>
1	Public	6			2
2	Private	10			2
	Total	16			4
	Universities	<i>Student Population(N)</i>	<i>Students Sample (N)</i>	<i>Counsellors Sample(N)</i>	<i>Total Sample (N)</i>
1	U.O.N	25,000	199	1	200
2	K.U	10,000	99	1	100
3	U.S.I.U	500	28	1	29
4	Daystar	500	28	1	29
	Total	36,000	254	4	358

3.5 Sampling Techniques and Sample size

3.5.1 Sampling Techniques

The respondents were selected using two sampling techniques. These were purposive random sampling for the studied universities. A table of random numbers was used to select the undergraduate respondents from the schools and faculties' nominal rolls. Postgraduate students were randomly sampled from each faculty/campus. For focus group discussion, the Dean of Student Affairs list of students with riot related cases, among these were the 1998 riot participants who were suspended or expelled and reinstated by the NAK government. The sampled students were first categorized in terms of the degree level, faculty, and student leadership and riot experience/participation for the correlation purposes of the independent and the dependent variables. They were

then divided into groups based on the sample size, campus, degree level and the Faculty/ School in each university. Each group was then assigned trained research assistants and given research questionnaires to fill after discussing the questionnaires with the researcher and the research assistants.

For Focus Group Discussions, student leaders and those who had been suspended and reinstated were sampled. A sample size of 32 (8 from each university) respondents out of the 354 respondents, were sampled using a table of random numbers. They were then put into a group of eight members as they were sampled in each university for the focus group discussion. This was to provide in –depth information on causes of riots, action taken on riot participants, availability and adequacy of learning facilities and learning resources in the selected universities. Their perception on the effectiveness of guidance and counselling services in the universities, and suggestions on appropriate services and other intervention measures for university riots were sought.

3.5.2 Sample size

Table 3.2: Sample size (n) 358

Student Categories	Universities				Total
	KU	UON(5 campuses)	USIU	Daystar	
Undergraduate Students	90	180	20	20	310
Masters Students	5	10	5	5	25
Ph.D. candidates	4	9	3	3	19
University Counsellors	1	1	1	1	04
TOTAL N= 358	100	200	29	29	358

A sample size of 358 (0.99%) out of the student population of 36,000 at the time of the research was selected from four purposively sampled universities (Table 3.2). This sample size included 298 undergraduates, 44 postgraduate (Students on PhD and Masters Programmes) and 4 student counsellors who were all included in the study since they were the only student counsellors available at time of data collection. No sampling of the student counsellors was therefore done. For Focus Group Discussion members (FGD) (32) respondents were purposively sampled out of the already sampled 354 student respondents, (8) were sampled from each of the four sampled universities. The sampling of the (32) respondents was carried out after the respondents returned their questionnaires. These universities were considered fairly representative of the other universities in Kenya and were accessible to the researcher.

3.6 Research Instruments

The research instruments consisted of three sets of self-administered Questionnaires, Focus Group Discussion Guide, Observation Checklist, Questionnaires for undergraduate students comprised of questions on the following areas; students' characteristic background and influence on riots, pre- university and university background with respect to riot experiences and participation, causes of the riots and Guidance and Counselling Services and Other Intervention measures. Questionnaire for postgraduate students was administered to Masters Candidates and tutorial fellows on Ph.D. programmes. Their questionnaire comprised questions on; background characteristics, causes of past university riots

and whether they had participated in riots and their opinions on the state and effectiveness of Guidance and Counselling services in universities for minimizing riots.

The third questionnaire was administered to university counsellors. Their questionnaire was based on: The existence and nature of Guidance and Counselling services offered and problems faced in strengthening of Guidance and Counselling services in their universities.

Guide for Focus Group Discussions (FGD) concentrated on causes of riots, Guidance and Counselling services and other intervention measures. The use of Observation Checklist was applied to establish the availability and adequacy of learning facilities and resources.

3.7 Validity of Instruments

Validity is the extent to which a test measures what it is meant to measure in the description of Kodhari (1990). The study sought to establish the content validity of the Questionnaire for the undergraduate on the causes of students' riots and effectiveness of guidance and counselling services in universities. Postgraduate students Questionnaire on past riot experience, participation and effectiveness of guidance and counselling services in universities. Student counsellors Questionnaire was on the nature, effectiveness and support to guidance and counselling services in the selected universities. The Observation checklist was

used to ensure that the items included in the checklist represent the concept of support given to guidance and counselling services in the universities for effectiveness. For establishing the content validity of the four instruments, the researcher employed the face validity method. As such, the expertise of lecturers in the department of Educational Psychology who were familiar with the area of study was sought. They were requested to check and establish whether the instruments were viable to collect the intended data to test the research study questions. Their suggestions were applied to modify the instruments accordingly, “Since there is no numerical way to express it”. Kothari,(1990, p.74). The researcher therefore concluded all the information gathered and recorded from the Focus Group Discussions and the Observation checklist personally in order to ensure systematic validity.

3.7.1 Reliability of Instruments

To ensure reliability of the research instruments, the works of (Orodho, 2004; Mugenda and Mugenda 1999; Kothari, 1990; Malim and Birch 1997; Gatumu, 2008) who defined reliability as the measure of the degree to which a research instrument yields consistent results after repeated trials were looked at. To check for internal consistence in the content of the study instruments, a split half test of reliability was carried out. The relevant instruments analyzed for this purpose was administered to 14 undergraduate students, 9 postgraduates and 2 university counsellors. Scores of even numbers items were correlated against those of odd numbered items. Correlation coefficient of the two sets of scores was calculated

using Spearman's rank order correlation. The calculated value of r_s for the undergraduate, and postgraduate and university counsellors was 0.768. The split half figure was then corrected for the full test using Spearman-Brown prophecy formula. The reliability of the total test yielded a correlation coefficient value of 0.869. This correlation is close to 1 and therefore, very strong. This meant that the undergraduates, postgraduates, university counsellors Questionnaires were reliable. For the focus group discussions and observation checklist, the calculated value of r_s was correlated for the full test using Spearman-Brown prophecy formula. Using the formula, the internal consistency of the instruments was 0.813. This value was also correlated for the full test using the formula; the internal consistency value was 0.896. The internal consistency of the instrument was, therefore almost perfect. The observation checklist was also reliable.

3.7.2 Pilot Study

Piloting of instruments was done at Jomo Kenyatta University of Technology (JKUAT) and Catholic universities respectively. Total sample size comprised 25 respondents; that were, 14 undergraduates, 9 post-graduates and 2 university student counsellors.

Of the 14 undergraduate respondents interviewed, 4 were males and 3 females from Jomo Kenyatta University of Agriculture and Technology (JKUAT), while 5 females and 2 males were from Catholic University respectively. The total number of undergraduate respondents from each university was seven and seven

respectively. The variation in terms of age was falling between age 20 and 30 years with majority aged between 20 to 25years. These age category was decided upon because most of these students were in year two, three and four respectively.

The researcher first introduced herself to the respondents then explained to them the nature and purpose of the research. The respondents were assured of confidentiality. Care was taken not to influence the subjects' opinions on what was expected of their responses. Items that the students found unclear or not able to answer were improved or rephrased.

The qualitative and quantitative data collected through piloting was analyzed to test their validity. Analysis of quantitative data was done using Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies and means were used to organize and summarize the data. Other analysis techniques included cross tabulation of selected variables, (Kerlinger, 1967).

Qualitative data from the Focus Group Discussions was analyzed through Thematic Analysis. This involved data reconstruction where all interview questionnaires were reconstructed and written to notes in line with the study objectives. Huberman & Miles' (1994).

3.8 Data Collection Procedures

The fieldwork was done following a systematic procedure to ensure that rich and relevant data were collected within the specified time from the following categories of respondents; undergraduate and postgraduate students, and university counsellors; A research authority was sought from the Ministry of Education to be granted permission to access the field.

Actual fieldwork began in two public Universities thus the university of Nairobi and Kenyatta then two private universities; the United States International University and Daystar lasting three months. For the quantitative approach, the respondents were given self-administered questionnaires, which they were expected to fill and return after one week. The distribution and collection of the questionnaires were done with the help of four research assistants through the assistance of the Deans of Student's Affairs in each university for a period of three months.

A prolonged interaction with the study group provided a rounded picture of what their problems are 'really' like, Greenwood (1986). This is why a period of three months was preferred. Nevertheless, respondents were interviewed sometimes more than once and even followed to their residential halls, and classrooms, workshops and conferences.

3.9 Data Analysis

Two types of data were collected, i.e. qualitative and quantitative from the field. Analysis of quantitative data was done using Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies and means were used to organize and summarize the data. Other analysis techniques included cross tabulation of selected variables, (Kerlinger 1967).

Qualitative data from the Focus Group Discussions were analyzed through Thematic Analysis. This involved data reconstruction where all interview guide information were reconstructed and written to notes in line with the study objectives. This analysis enabled the researcher to reduce large amounts of data where unnecessary load was deleted, (Kerlinger 1967; Huberman & Miles' 1994).

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents data results and discussions. The study was conducted with the aim of establishing student perspective on the causes of riots in universities in Kenya and the status of guidance and counselling in studied universities. This was thought would assist minimize riots for students who are always affected by the frequent disruption of their degree programmes. The data for the undergraduates, postgraduates (Masters and Ph.D candidates) and university counsellors in some cases was analyzed together or independently depending on the variable under investigation.

Quantitative data were analyzed using statistical package for Social Sciences (SPSS). Descriptive statistics such as percentages and frequencies were used to organize and summarize the data while Tables were presented using Ms Excel.

The researcher started by investigating students' perceptions on specific factors influencing their participation into riots. The study findings are presented in line with the study objectives.

4.2 Students' Perception on Factors Causing Riots in Universities

Information in this section established the demographic characteristics of the respondents and their influence on riots. These factors are referred to in study as student specific factors influence riots in the universities. The demographic characteristics of students include; age, marital status, sex, religion, course and year of study.

Student Specific Factors

4.2.1 Demographic Characteristics and Influence on Riots

The distribution of the respondents' age is presented in Table 4.1;

Table 4.1: Distribution of the Respondents by Age

Age (in years)	Public universities		Private universities		Total	
	F	%	F	%	F	%
19 –20	36	10.1	17	4.7	53	14.8
21-23	182	50.8	28	7.8	210	58.7
24 and above	62	17.3	11	3.2	73	20.4
No response	20	5.6	2	0.5	22	6.1
Total	300	83.8	58	16.2	358	100

The results presented in Table 4.1 show that 53(14.8%) of the 358 respondents in the study were aged between 19 to 20 years out of whom 36(10.1%) were from public universities and 17(4.7%) from private universities. Those aged between 21 to 23 years accounted for 210(58.7%) out of whom 182(50.8%)

were from public universities and 28(7.8%) from private universities. Those aged between 24 and above accounted for 73(20.4%) of whom 62(17.3%) were in public and 11(3.2%) were in private universities. The latter age group included the university student counsellors.

The above findings of 19 and 20 year-olds were possible given that most students in the universities get direct admission to the university from secondary schools (Economic Survey 2006). The study concentrated more on second year students and above as students in these levels in the university were considered to have at least experienced a riot in their respective universities compared to those that are just joining.

4.2.2 Age of the respondents and Participation in Riots

The study established the respondents' age from both public and private universities in order to know at what age many participated in riots. The distribution is presented in Table 4.2 and 4.3;

Table 4.2: Age of Respondents and Participation in Riots in Public Universities

Age (Years)	Participated in riots		Not Participated in riots		Total	
	F	%	F	%	F	%
19	-	-	9	3.0	9	3.0
20	12	3.4	15	4.2	27	9.0
21	29	8.1	10	2.8	39	13.1
22	63	17.8	07	1.9	70	23.5
23	60	16.9	13	3.6	73	24.5
24	20	5.6	11	3.1	31	14.4
25 and above	-	-	28	7.9	28	9.4
No response	-	-	21	5.9	21	7.0
Total					298	100

The results in Table 4.2 indicate that the 19 years accounted for 9(3.0%) out of the 298 respondents in public universities and none participated in riots, while 20 year-old respondents accounted for 27(9.0%) out of 298 respondents of whom 2(0.6%) participated in riots and 25(8.4%) did not. The 21 years olds were 39(13.1%) of 298 respondents of whom 25(8.4%) participated in riots and 63(4.7%) did not. The 22 year-olds accounted for 70(23.5%) out of 298 respondents of whom 63(21.1%) participated in riots and 7(2.3%) did not, the 23 year-olds were 73(24.5%) out of 298 of whom 50(16.8%) participated in riots and 23(7.7%) did not. The 24 year-olds accounted for 28(10.4%) out of 298 of whom 20(6.7%) participated and 11(3.6%) refrained from riots in private universities. From these data, it can be seen that students participated

more in riots in their middle ages and such participation reduced as they matured in age. Maturity in age is likely linked to the level of responsibility and level of awareness that may prevent one from participating into riots. At the same time, the 2(0.6%) who participated may have been influenced into riots as at that age, some may still be undergoing adolescence and may want to prove heroic according to Collins and Kuczaj (1991).

Table 4.3: Age of Respondents and Participation in Riots in Private Universities

Age (in years)	Participated in riots		Not Participated in riots		Totals	
	F	%	F	%	F	%
19	-	-	5	8.9	5	8.9
20	-	-	12	21.4	12	21.4
21	4	7.1	10	17.8	14	25.0
22	3	5.4	5	8.9	8	14.3
23	3	5.4	3	5.4	6	10.7
24	-	-	7	12.5	7	12.5
25 and above	-	-	4	7.1	4	7.1
No response	-	-	-	-	-	-
Total					56	100

In private universities, none of the 19 and 20 year olds participated in riots out of the 56 respondents compared to those in other ages. Those who participated in riots accounted for 4(7.1%) of the 21 year olds, while the 22 year olds accounted for 8(14.3%) and 3(5.4%) participated in riots. The 23 accounted for 6(10.7%) of the 56 respondents and 3(5.4%) participated while an equivalent percentage of 3(5.4%) did not. None of the 25 years and above participated in

riots. The results of the data indicate that the highest percentage of those who participated in riots were within the age range of 21 – 23 years similar to those in public universities while none of those below 20 years and 25 years and above participated in riots. From these data it can be seen that that age is not a factor influencing riots in private universities as only 10(17.8%) of the 56 respondents participated in riots.

4.2.3 Marital Status of the Respondents

Marital status of the respondents was another background characteristic that was examined. The results are presented in Table 4.4;

Table 4.4: Distribution of the Respondents by Marital Status

Marital Status	F	%
Single	313	87.4
Married	30	8.4
Separated/divorced	1	0.3
No response	14	3.9
Total	358	100

Results in Table 4.4 indicate that 313(87.4%) of the 358 respondents were single while 30(8.4%) were married. The results further show that 1(0.3%) were separated or divorced. The distribution of the data on marital status indicates that the majority 313(87.4%) of the 358 respondents were single, followed by 30(8.4%) who were married and could be some of the postgraduate students (Ph.Ds and Masters) who accounted for 44(12.3%) of the 358 respondents and some of the student counsellors who were 4(1.1%). The high (87.4%)

percentage of the single respondents is a representation of the number of the students who join the universities when still single because of direct admission into the universities from high school supported by, Eshiwani (1993).

4.2.4 Distribution of the Respondents' Marital Status and Participation in Riots

The study further analyzed the undergraduate and the postgraduate student's marital status and participation in riots. The results are presented in Table 4.5;

Table 4.5: Distribution of the Respondents by Marital Status and Riots

Marital Status	Participated in riots		Did not participate in riots		Total	
	F	%	F	%	F	%
Single	182	51.4	131	37.0	313	88.4
Married	2	0.5	29	8.2	31	8.8
Separated/Divorced	-	-	1	0.3	1	0.3
No responses	-	-	9	2.5	9	2.5
Total	184	51.9	170	48.0	354	100

The results in Table 4.5 show that 313(87.4%) of the 354 respondents were single out of whom 182 (88.4%) participated in riots while 131 (37.0%) did not. Married respondents accounted for 31(8.8%) of 354 respondents of whom only 2(0.5%) participated and 29(8.2%) did not. None of the separated or divorced respondents who accounted for 1(0.3%) participated in riots. The data show that the percentage of the single respondents who participated in riots was more than that of other status. The justification is that most of those who join universities are still single with less responsibilities and this can easily influence their participation in riots.

4.2.5 Sex of the Respondents

The sex of the respondents was also examined in order to establish the percentage of each category in the two types of the universities studied. The results are presented in Table 4.6.

Table 4.6: Distribution of Respondents by Sex and type of university

Sex	Male		Female		No response		Total	
University	F	%	F	%	F	%	F	%
Public	174	48.6	120	33.5	6	1.7	300	83.8
Private	34	9.5	24	6.7	-	-	58	16.2
Total	208	58.1	144	40.2	6	1.7	358	100

The results in Table 4.6 show that the largest proportion of the respondents were males who accounted for 174(48.6%) of the 358 respondents in public universities and 34(9.5%) in private universities, while 120(33.5%) were females in public and 24(6.7%) in private universities respectively. This finding was expected since more males than females join universities in Kenya. At the same time, there are certain communities that still do not support the education of girls, though at the university level this difference was found to be minimal, Karugu (1987).

4.2.6 Sex of the Respondents and Participation in Riots

It was also interesting to establish the relationship between sex and participation in riots. The results are presented in Table 4.7.

Table: 4.7: Respondents by Sex and participation in riots

Sex	Participated in riots				Did not participate in riots					
	Male		Female		Male		Female		Total	
University	F	%	F	%	F	%	F	%	F	%
Public	126	35.6	48	13.5	50	14.1	74	20.9	29	84.1
Private	6	1.7	4	1.1	28	7.9	18	5.1	56	15.8
Total	132	37.3	52	14.7	78	22.0	92	26.0	354	100

The results in Table 4.7 include data for the undergraduate and postgraduate respondents, and exclude data from the university student counsellors. The analysis of the data on gender indicate that males in public universities who participated in riots were more and accounted for 126(35.6%) of the 354 respondents compared to only 50(14.1%) who did not participate. Female respondents who participated accounted for 48(13.5%) and 74(20.9%) did not. In private universities, only 6(1.7%) males out of 354 respondents participated in riots while females who participated accounted for 4(1.1%). From the data, 46(13.0%) of the respondents in private universities did not participate in riots. The data show that private universities had less riots compared to public universities. But on gender more males than females participated in riots in the two types of universities.

4.2.7 Respondents by Religion

The researcher sought the respondents' religion as another student specific factor. The results are presented in Table 4.8.

Table 4.8: Distribution of Respondents by Religion

Religion	Protestants		Catholics		SDA		Others		Total	
	F	%	F	%	F	%	F	%	F	%
Public	200	55.8	73	20.4	16	4.5	11	3.1	300	83.8
Private	11	3.1	24	6.7	9	2.5	14	3.9	58	16.2
Total	211	58.9	97	27.1	25	7.0	25	7.0	358	100

Results in Table 4.8 indicate that 200 (55.8%) in public universities of 358 respondents were Protestants followed by Catholics 73 (20.4%), SDA 16(4.5%), and others 11(3.1%). In private universities, Protestants accounted for 11(3.1%) of the 358 respondents followed by Catholics 24(6.7%). It should be noted that the above distribution though insignificant, is a representation that is consistent with national surveys and census reports such as that reported by the Republic of Kenya in the Economic Survey of 1995 that puts 90 per cent of Kenyan population as Protestants with about one fifth being Catholics.

4.2.8 Respondents by Religion and Riot Participation

The study examined the respondents' religion and their participation in riots.

The results are presented in Table 4.9.

Table: 4.9: Participation in Riots by Religion

Religion	Universities									
	Public					Private				
	Participated		Did not participate		Participated		Did not participate		Total	
	F	%	F	%	F	%	F	%	F	%
Protestants	134	37.9	66	18.6	7	2.0	3	0.8	210	59.3
Catholics	34	9.6	39	11.0	3	0.8	20	5.6	96	27.1
SDA	6	1.7	10	2.8	-	-	8	2.3	24	6.8
Others	-	-	11	3.1	-	-	13	3.6	24	6.8
Total	174	49.2	126	35.5	10	2.8	44	12.4	298	100

The results presented in Table 4.9 show the percentage of student Protestants in public and private universities were 210(59.3% of 354 respondents out of whom 134 (37.9%) participated in riots in public universities and 66(18.6%) refrained from participation. Catholics accounted for 96(27.1% of 354 of whom 34(9.6%) participated in riots from public universities and 39(11.0%) did not participate. Seventh Day Adventists and those in other denominations accounted for 48(13.6%) of 354 out of whom none participated in riots. In private universities Protestants who participated in the riots were only 7(2.0%) of 354 respondents, 3(0.8%) from Catholics and none from SDA or those in the other denominations. The results of the data show Protestants and Catholics participated in riots more than the Seventh Day Adventists and those in other denominations. Participation in riots in private universities is still much lower than in public universities. Though one would have expected religion to play a major role in controlling participating in riots since most universities in Africa were developed on the basis

of religion according to (Ajayi, 1996), this is not the case even though these figures are very insignificant.

A documentation by Were, (2003) also revealed that some religious groups have certain characteristics that instead of correcting one's behaviour, drive them into behaviours that do not conform to the set cultural norms of the society. Were, reported that some of the youth take drugs to imitate leaders of some religious movements such as the Rastafarians. It is a requirement in such religious sects that adherents of the movement smoke a 'holy herb, called' 'ganya', in order to reach their god, Jah. This group smokes bhang freely. Such are the students who would participate in riots very actively instead of refraining from it.

4.2.9 Respondents Area of Study

Area of study was also examined to determine which discipline had the majority of students out of the sampled 354 respondents. The results of the findings are presented in Table 4.10.

Table 4.10: Distribution of Respondents by Area of Study

Universities	Public		Private		Total	
	F	%	F	%	F	%
Degree Course						
Faculty of science	40	11.3	-	-	40	11.3
Faculty of education	122	34.5	5	1.4	127	35.9
Faculty of arts	58	16.4	29	8.2	87	24.6
Faculty of fine art	15	4.2	-	-	15	4.2
Faculty of law	16	4.5	-	-	16	4.5
Faculty of commerce/ business studies	19	5.4	6	1.7	25	7.1
Faculty of Tourism and Restaurant management	27	7.6	16	4.5	43	12.2
No response	1	0.2	-	-	1	0.2
Total	298	84.1	56	15.8	354	100

The data in Table 4.10 on undergraduates and post-graduate students indicate that 127(35.9%)% of the 354 respondents were registered in the Faculty of Education followed by Faculty of Arts 87(24.6%), Faculty of Tourism and Restaurant Management 43(12.2%), Faculty of Science 40(11.3%), Faculty of Law 16(4.5%), Faculty of Commerce and Business Studies 25(7.1%), respectively. The higher percentage of those in education and arts gives a clear picture of the enrolment in the two subject areas in Kenyan universities according to the Economic Survey of 2000.

4.2.10 Respondents by Year of Study

Year of study was examined in this study on the assumption that those in their first year of study have not experienced many cases of riots at the university level. The results of the findings are presented in Table 4.11.

Table 4.11: Distribution of respondents by Year of Study

Universities	Public		Private		Total		
Year	F	%	Year	F	%	F	%
Two	123	34.7	Two	15	4.2	138	39.0
Three	128	36.2	Three	21	6.0	149	42.1
Four and above	40	11.3	Four and above	20	5.6	60	16.9
No response	07	1.9	No response	-	-	07	2.0
Total	298	84.1		56	15.8	354	100

Findings in Table 4.11 indicate that 128(36.2%) of the 354 respondents in public universities were in their third year of study followed by 123(34.7%) in their second year while those in their fourth and above years accounted for 40(11.3%).

In private universities, 21(6.0%) of 354 that was the highest percentage were also in their third year of study followed by 20(5.6%) in their fourth year and above and 15(4.2%) in their second year respectively. Respondents in second, third and fourth years of study were preferred to give the study a better picture of the riot situation in the universities. This group was also considered to have at least experienced several riots at the university compared to those in their first year who had not been at the university longer.

4.2.11 Year of Study and Participation in Riots

The study further investigated those who participated in riots by year of study. The results are presented in Table 4.12.

Table 4.12: Year of Study and Participation in Riots in Public Universities

Year of study	Participated in riots		Did not participate in riots		Total	
	F	%	F	%	F	%
Two	90	30.2	23	7.7	113	37.9
Three	69	23.1	71	23.8	140	47.0
Four and above	15	5.0	23	7.7	38	12.8
No response	-	-	07	2.3	07	2.3
Total	174	58.3	124	41.5	298	100

The results in Table 4.11 and 4.12 indicate that those in their second year in public universities accounted for 113(37.9%) of the 298 respondents of whom 90(30.2%) that was the highest percentage participated in riots while only 23(7.7%) did not participate. Those in third year were 140(47.0%) of the 298 respondents of whom 69(23.1%) participated in riots and 71(23.8%) did not

participate. Those in their fourth year and above accounted for 38(12.8%) of whom 15(5.0%) participated and 23(7.7%) did not. Those who did not respond to this question accounted for 7(2.3%). The results of the data show that there is a correlation between age and year of study at the university. Those who participated more in riots were within age range of 21 to 23, the age at which students are in their second and third year respectively.

Table 4.13: Year of Study and Participation in Riots in private Universities

Year of study	Participated in riots		Did not participate in riots		Total	
	F	%	F	%	F	%
Two	5	8.9	10	17.8	15	26.8
Three	4	7.1	17	30.4	21	37.5
Four and above	1	1.8	19	33.9	20	35.7
No response	-	-	-	-	-	-
Total	10	17.8	46	82.1	6	100

The results in Table 4.11 and 4.13 indicate that those in their second year of study accounted for 15(26.8%) of the 56 respondents in private universities of whom 5(8.9%) participated in riots while 10(17.8%) did not participate. Those in third year were 31(37.5%) of the 56 respondents of whom only 4(7.1%) participated and 17(30.4%) did not participate. Those in their fourth year and above accounted for 20(35.7%) of whom only 1(1.8%) participated and 19(33.9%) did not. Only 10(17.8%) of the respondents in private universities participated in riots as, compared to those in public universities. The data also show that those in their second and third year of study are the ones who participated more in riots. These data confirm that year of study-influenced riots

at the university since in both the universities, those in year two and three participated more than those in other years of study.

4.2.12 Level of Schooling and Past Riot Experience

The study sought the respondents' perspective on riot experience in the schools previously attended before joining the university. The results are presented in Table 4.14.

Table 4.14: The level of Schooling and Riot Experience

Universities	Public		Private		Total	
	F	%	F	%	F	%
Primary	8	2.3	3	0.8	11	3.1
Secondary	154	43.5	7	2.0	161	45.5
College	46	12.9	2	0.6	48	13.6
No riot experience	90	25.4	44	12.4	134	37.8
Total	298	84.1	56	15.8	354	100

Analysis in Table 4.14 indicates that 8(2.3%) of the 298 respondents in public universities had experienced riots at primary school level, 154(43.5%) at secondary school level, and 46(12.9%) at college level, for those who joined the university through tertiary college. In private universities, those who had experienced riots at primary school level accounted for 3(0.8%), at secondary school level 7(2.0%) and at college level 2(0.6%).

4.2.13 Past Riot Experience and Participation in Riots at the University

To establish whether riots at other levels of education influence riots at the university level, the researcher established the relationship between the

respondents' past riot experience and participation in riots at the university level.

The results are presented in Table 4.15.

Table 4.15: Past riot experience and riot participation at the university

Universities Previous riot experience	Public				Private				Total	
	Participated in Riots		Did not participate		Participated		Did not participate			
Level	F	%	F	%	F	%	F	%	F	%
Primary	3	0.8	5	1.4	1	0.3	2	0.6	11	3.1
Secondary	123	34.7	31	8.7	6	1.7	1	0.3	161	45.5
College	09	2.5	37	10.5	2	0.6	-	-	48	13.6
Participants with no riot experience	39	11.1	51	14.4	1	0.3	43	12.1	134	37.8
	174	49.1	124	35.0	10	2.8	56	15.8	354	100

From the data, the results presented in Table 4.15 indicate that 8(0.3%) of 354 respondents who had experienced riots at primary school level all participated in riots at the university level, while out of the 154 who had experienced riots at secondary school level 123(34.7%) participated at the university level and out of the 46 who participated at college level 9(2.5%) participated in riots at the university level. In private universities, the percentages of those who participated in riots from previous schools attended were not very high, those who experienced riots primary level accounted for 3(0.8%) and only 1(0.3%) participated in riots at the university level, while out of the 7 who had experienced riots at secondary school level, 6(1.7 %) participated in riots at the university level. At college level, 2(0.6%) experienced riots at college level and participated in riots at the university level. From the analysis of these data, riot experienced at other levels had strong influence on riots at the university level,

much more by those who experienced riots at secondary school level This is supported by the Standa (2000) Commission report and the National Council of Churches in Kenya, NCKK (1992) and Lutomia and Sikolia, (1999, 2002) on riots in secondary schools.

Studies such as that of Collins and Kuczaj II (1991) have proved that students at secondary school participate more in riots due to the fact that some of them may still be undergoing adolescence by the time they join the university. As they mature in age and become exposed to freedom and new knowledge in new environments, they become aware of many new things that may make them want to explore more and as a result, may react to situations that are not favourable to them.

Lutomia & Sikolia 2006) in their documentation emphasized that students joining universities need guidance and counselling to assist them learn to cope with the freedom they acquire when they reach the university. Such assistance would definitely assure the universities of admitting students who are mature and disciplined.

4.2.14 Students' Economic Background

The study examined the undergraduate students' economic background to establish the level of the respondents' family economic status and whether such

backgrounds influence riots at the university. The results of the findings are presented in Table 4.16.

Table 4. 16: Family’s Economic Status

University	Public		Economic status of the family	Private		Total	
	F	%		F	%	F	%
Extremely poor	46	14.8	Extremely poor	-	-	46	14.8
Poor	140	45.2	Poor	2	0.6	142	45.8
Average	70	22.6	Average	29	9.4	99	31.9
Rich	9	2.9	Rich	7	2.3	16	5.2
Extremely rich	5	1.6	Extremely rich	2	0.6	7	2.3
Total	270	87.1		40	12.9	310	100

The results in Table 4.16 established that 70(22.6%) of the respondents in public universities out of the 310 undergraduate respondents came from average economic family backgrounds while 140(45.2%) came from poor economic background. Those from rich economic background accounted for 9(2.9%) and 5(1.6%) from extremely rich family background. Those from extremely poor economic backgrounds accounted for 46(14.8%) respectively.

In private universities, the results show that 2(0.6%) came from poor family backgrounds, 29(9.4%) were from average economic family backgrounds while 7(2.3%) came from rich and 2(0.6%) were from extremely rich family backgrounds. None came from extremely poor family background.

4.2.15 Respondents by Family's Economic Status and Riots

Individual student's family background economic status was sought to establish whether the respondents' economic backgrounds influences their participation in riots. The results are presented in Table 4.17.

Table 4.17: Economic Status of the Respondents and University Riots

University	Public				Private				Total	
	Participated in riots		Did not Participate		Participated in riots		Did not participate		F	%
Economic status	F	%	F	%	F	%	F	%	F	%
Extremely poor	32	10.3	14	4.5	-	-	-	-	46	14.8
Poor	72	23.2	40	12.9	-	-	2	0.6	114	36.8
Average	65	21.0	33	10.6	5	1.6	34	1.0	127	41.0
Rich	2	0.6	7	2.3	3	1.0	4	1.3	16	5.2
Extremely rich	3	1.0	2	0.6	2	0.6	-	-	7	2.2
Total	174	56.1	96	30.9	10	3.2	40	2.9	310	100

The results in Table 4.17 indicate that out of the 310 undergraduate respondents, 46 (14.8%) in public universities were extremely poor out of whom 32(10.3%) participated in riots and 14(4.5%) refrained. Those from poor family backgrounds accounted for 114(36.8%) of 310 and 72(23.2%) participated in riots in public universities while 40(12.9%) refrained. Those who were from average economic backgrounds accounted for 127(41.0%) of 310 of whom 65(21.0%) in public universities participated and 33(10.6%) did not. Those from rich economic backgrounds were 16(5.2%) of whom 2(0.6%) participated in riots from public universities and 7(2.3%) did not. The respondents from extremely rich economic backgrounds accounted for 7(1.4%) the 310

respondents of whom 3(1.0%) participated in riots and 2(0.6%) refrained from participation.

Data in public universities show that those who participated in riots at the university came from extremely poor family economic backgrounds, poor and average economic family backgrounds accounted for (62.6%) of the 270 undergraduate respondents in public universities. Those who came from rich and extremely rich economic backgrounds accounted for only 5(1.8%) of 270 respondents who participated in riots.

In private universities, those from averagely rich economic backgrounds accounted for 29(9.4%) of the 310 respondents of whom 5(1.6%) participated in riots and 24(7.7%) did not. The respondents from rich economic backgrounds accounted for 7(2.3%) of whom 3(1.0%) participated in riots and 4(1.3%) refrained from participation. Finally, 2(0.6%) were from extremely rich economic backgrounds and both participated in riots. Those who came from averagely rich and extremely rich are the ones who participated in riots. There was none from extremely poor economic backgrounds who participated in the riots.

The results show that there was no relationship between family background and participation in riots. Whether one was from poor or average family backgrounds both still participated in riots. It means family's economic

background does not prevent one from participating in riots, but to those from average and extremely rich economic backgrounds participating in riots had other implications. Parental upbringing could be one such implication when it comes to individual student's behaviour. Money and wealth could be the driving force for other desires as documented on guidance for parents by Gitau and Kiura (1999). Students from rich and extremely rich economic backgrounds could not tolerate deplorable conditions in universities. They will always want to influence those from poor backgrounds to cause chaos for their own ulterior motives including inciting their parents to criticize the system, and to withdraw them from such pathetic situations for abroad.

A study by Miller (1982) states that; 'violence is a response to perceived insults' and that aggression is a source of group cohesion, and an affirmation of group values, rather than springboard for hostility against society. The extremely poor and the poor participating in riots could be understood from the government's financial support to individual student under the joint admissions board through the Higher Education Loans Board) (HELB). Odada and Ayako (1988), the Government of Kenya (GoK) (1998); UNICEF (1992 &1998) documented that with the increasing level of poverty where those living below the poverty line in rural areas were as high as 75.0% and urban 30.0%, the majority of those students who joined public universities had parents who could not even afford the Ksh. 8000 required under cost sharing to meet the cost of education after the governments contribution of 70.0% and full loan of Ksh. 55,000 to every needy

student. According to the information gathered from the Office of the Dean of Students' Affairs, Kenyatta University. Such students after admission would sneak into campus with friends and attend lectures without pay. The latter will influence others into riot since they are aware they are on campus illegally.

4.2.16 Respondents by Adequacy of HELB Loan

The study sought perspectives of the undergraduate students who received HELB Loan to establish whether the loan they received was adequate and whether the inadequate funding influenced their participation in riots. The results presented in Table 4.18.

Table 4.18: HELB Loan and Influence on Riots

Adequacy of HELB loan		F	%			F	%
Was it adequate?	Adequate	22	8.1	Did no loan or Less influence you into riots?	Influenced	159	58.9
	Not adequate	70	26.0		Not influenced	10	3.7
	None Beneficiaries	178	65.9		No response	101	37.4
TOTAL		270	100	Total		270	100

The results in Table 4.18 indicate that those who accepted that the loan awarded was adequate were only 22(8.1%) out of the 270 respondents in public universities while 70(26.0%) reported that it was not adequate. Those who said they were influenced into riots for not receiving or for receiving less accounted for 159(58.9%) of the 270 respondents. Only 10(3.7%) of the respondents

reported that they were not influenced into riots. However, 101 (37.4%) of the respondents did not respond to this question mostly those who did not apply for the loan. From these data, students who received less and those who did not receive were influenced into participation into riots.

The amount of loan given to needy students in 2002 and 2004 when this study was conducted was Ksh. 42,000 and a bursary of Ksh.8000 according to the information gathered from the Dean of Students Affairs offices. The HELB Loan beneficiaries felt this was inadequate and demanded for more and it was increased to Ksh. 55,000 and full bursary of Ksh. 8,000 which was according to the beneficiaries still not enough as reported by Ayoo, 2000.

Table 4.19: HELB Loan and the Financial Constraints

How do you spend the HELB Loan?		F	%
Preparation of own food	Prepares	238	88.1
Eating in the cafeteria	Eats in cafeteria	32	11.9
Total		270	100
Financial support to family members	Supports	108	40.0
	No support	162	60.0
Total		270	100
The form of support		F	%
School fees to siblings	Pays fees	47	17.4
Clothing	Clothing	25	9.3
Food	Food	100	37.0
Others	Other support	98	36.3
Total		270	100
The level of school for the support		Frequency	Percentage
Primary	Supports	16	5.9
	No support	254	94.1
Total		270	100
Secondary	Fee payment	131	48.5
	Do not pay fees	139	51.5
Total		270	100

The results in Table 4.19 targeted only the respondents in public universities who benefited from HELB Loan by the time this study was being conducted. HELB loan in line with the government policy was only meant to benefit needy students, (RoK, 1976). The above data show that those who prepared their own foods from HELB Loan comprised 238%) of the 270 respondents in public universities, when interviewed, these categories of students reported that they came from poor family backgrounds and eating in the students' cafeteria was to them expensive. Those who offered financial support to their family members out of the HELB loan accounted for 108(40.0%). The support in the form of

payment of school fees to siblings comprised 47(17.4%) of the respondents, while 25(9.3%) offered clothing support and 100(37.0%) offered support in the form of food. The levels at which the support was offered were, primary by 16(5.9%) of the respondents and secondary by 131(48.5). These data show that respondents were financially constrained since (90.7%) of the beneficiaries shared their HELB loan with their family members in the form of food, fees, clothing and in other ways.

According to the information gathered through the Dean of Students Affairs offices, several of such students ended up asking for more bursaries from the government due to such financial constraints failure to which they called off the semester to go and look for fees and other basic requirements that were hard to come by. This caused students stress that compelled them to aggression that when triggered by anything small, caused chaos, that ended up into riots.

4.2.17 Distribution of the Respondents by University and Education Financier

Those responsible for financing the respondents education was sought by type of university as part of the student specific factors that may be influencing riots in some universities. The results are presented in Table 4.20.

Table 4.20: Financing of Students Education and Riots

	UNIVERSITIES									
	U.O.N		K.U		USIU		Daystar		Total	
Financier	F	%	F	%	F	%	F	%	F	%
Father	55	27.6	41	41.4	11	39.3	14	50.0	121	34.2
Self	15	7.5	13	13.1	6	21.4	7	25.0	41	11.6
Mother	27	13.6	8	8.1	4	14.3	3	10.8	42	11.9
Guardian	16	8.0	9	9.1	-	-	-	-	25	7.1
Both										
Parents	27	13.6	14	14.1	5	17.9	2	7.1	48	13.5
HELB										
Loan	50	25.2	11	11.1	-	-	-	-	61	17.2
Sponsor	9	4.5	3	3.1	2	7.1	2	7.1	16	4.5
Total	199	100	99	100	28	100	28	100	354	100

The study data in Table 4.20 show that those whose education was funded by their fathers accounted for 121(34.2%) of the 354 respondents in the four universities. Fifty-five (27.6%) out of the 199 respondents were from the University of Nairobi, 41(41.4%) out of 99 respondents were from Kenyatta University, 11(39.3%) out of 40 respondents were from USIU and 14(50.0%) out of 40 respondents were from Daystar universities respectively. The percentage of those funding their own education accounted for 41(11.6%) of the 354 out of whom 10(2.8%) of 199 were from the University of Nairobi, 7(1.9%) out of 99 respondents from Kenyatta, while 6(21.4%) out of 40 respondents were from USIU and 7(25.0%) out of 40 were from Daystar universities respectively. Those who benefited from HELB loan were 61(17.2%) of 354 of whom 50(14.1% were from the University of Nairobi, 11(3.1%) from Kenyatta and none from private universities. Those who were educated by their mothers accounted for 49(13.8%) out of whom 27(7.6%) were from the University of Nairobi, 8(2.3%) from Kenyatta, 8(2.3%) from USIU and 6(1.7%) from Daystar

universities. Those whose education was funded by their guardians accounted for 31(8.8%) of 354 of who 16(4.5%) were from the University of Nairobi, 9(2.5%) from Kenyatta, 2(0.6%) from USIU and 4(1.1%) from Daystar universities. Those who were educated by both their parents accounted for 52(14.7%) of 354 of whom 27(7.6%) were from the University of Nairobi, 14(4.0%) from Kenyatta, 7(1.9%) from USIU and 4(1.1%) from Daystar Universities. From the data, it shows that in public universities, father, both parents, mother, guardian and HELB loan, funded the respondents' education while private university students education was mainly funded by their father, mother and both parents. None benefited from HELB loan and or benefited from a guardian. The conclusion from this data is that those registered in private universities seem to be from rich family backgrounds as compared to those from public universities. The government's inadequate financial assistance to students and poverty of public institutions could have been a factor that influenced the persistence of riots in public universities particularly at the time this study was conducted. This is supported in studies carried out by Odada & Odhiambo (1987) on structural adjustment policies on the well being of vulnerable groups in Kenya, and a study by Riechi (1998) on financing of Kenyan public universities in Kenya.

Internal Factors and University Riots

4.2.18 Perceptions of the Respondents on type of University and Occurrence of Riots

The study investigated causes of riots in line with the university background

(Type). For private universities, it was to determine the association between the type of university (whether private non religious, private religious) compared to public universities, and the occurrence of riots. The assumption would be that there is no relationship/association between the type of university and occurrence of riots. The results of the data are presented in Table 4.21;

Table 4.21: Cross Tabulation of Respondents by Riot and Type of University

			CE9A have you ever experienced strike at the university?		
			Yes	no	
UNI2	Public Universities	Count	174	124	298
University		% within UNI2			
Category	Category	University % of total	58.4%	41.6%	100.0%
	Private universities		49.2%	35.0%	84.2
	Private religious	Count	10	18	28
		% within UNI2			
		University Category % of Total	35.7%	64.3%	100%
	Private Non religious	Count	2.8%	5.1%	7.9
	% within UNI2		-	28	28
			-	100%	100.0%
	University category % of Total		-	7.9%	7.9%
Total		Count	184	170	354
		% within UNI2			
		University Category % of Total	52.0%	48.0%	100.0%
			52.0%	48.0%	100.0%

A closer look at Table 4.21 reveal the following; ⇒ 174(49.2%) of the students in public universities out of the 354 respondents, experienced a strike as compared to their counterparts in private, where only 10(2.8%) of the 354 respondents in private religious university participated in riots.

Analysis of this finding indicated that the strike in the private religious university was an isolated case in the history of the Daystar University and was attributed to the disenchantment with the administrators of Daystar Institution. On universities that experience fewer riots or no riots, the reasons given were good management, freedom of expression and dialogue. The occurrence of riots in private religious university (Daystar) was a surprise finding to the researcher based on the religious background of Daystar University. The only justification for this finding is given by Were (2003) who documents that in certain religious sects, the youth venture into drug abuse as a requirement by those religious sects, as such it would be very easy for such students at the university to be influenced into riots.

4.2.19 Riots and Private Universities

The study sought students' perceptions on why there were riots in private university and the results are presented in Table 4.22.

Table 4.22: Reasons for Riots in Private Universities

Reasons for Private Universities riots	F	%
▪ Misunderstanding with university authority	33	10.6
▪ Support with other universities	7	2.3
▪ No opinions	-	-
Total	40	12.9

Results in Table 4.22 indicate that what caused riot in private universities was misunderstanding between the students and university authority as reported by 33(10.6%) of the 40 undergraduate respondents followed by support with other universities that scored 7(2.3%) of the 40 respondents. The researcher went further to establish the reasons for fewer riots in private universities and the results are presented in Table 4.23.

Table 4.23: Reasons for Fewer Riots in Private Universities

Reasons for Private universities Fewer riots	F	%
▪ Good management and discipline among students	14	4.5
▪ Freedom of expression and dialogue	16	5.2
▪ Faith in God	3	0.9
▪ Adequate learning facilities	7	2.3
▪ Other reasons	-	-
Total	40	12.9

The results in Table 4.23 indicate that students in private universities that did not experience riots was as a result of good management and discipline among students that accounted for 14(4.5%) out of the 310 undergraduate respondents followed by room for freedom of expression and dialogue whose data show 16(5.2%) of the respondents, Faith in God by 3(0.9%) and finally, those who said adequate learning facilities accounted for 7(2.3%). The justification with the highest percentage on reasons for less riots in private universities was due to

freedom of expression and dialogue followed by good management. The findings supported by the finding of Ngome, Ouma and Wawire (2004) who also observed good management and adequate dialogue in some private universities.

4.2.20 Factors Influencing Riots in Public Universities

The study sought the respondents' perception on factors influencing riots in public universities and the results are presented in Table 4.24.

Table 4.24: Factors Influencing Riots in Public Universities

Factors influencing riots in public universities	Yes		No		TOTAL	
	F	%	F	%	F	%
Power black out & water shortage	18	6.7	5	1.9	23	7.4
Accommodation crisis,	46	17.0	11	4.0	57	18.4
Misunderstanding between students & administration	158	58.5	20	7.4	178	57.4
Tribalism & Ethnicity	12	4.4	-	-	12	4.4
Total	234	86.6	36	13.3	270	87.1

The results in Table 4.24 indicate that 18(6.7%) out of the 310 undergraduate respondents in public universities felt that power blackout influences riots, while those who felt accommodation crisis is what influences riots were 46(17.0%), ethnicity and tribalism accounted for only 12(4.4%) and 158(58.8%) highest percentage of the respondents felt misunderstanding between students and the administration was the main cause of riots. The finding on misunderstanding between the students and the administration also had the highest number of

respondents in private universities forcing the universities to start thinking of how to handle these misunderstandings.

4.2.21 Peer Pressure and Influence on Riots

The undergraduate students' perception was sought on whether they think peer pressure influences riots at the university. The results are presented in the Table 4.25.

Table 4.25: Peer Pressure and Influence on Riots

Peer pressure	Public Universities		Private Universities		Total			
	F	%	F	%	F	%		
Does Peer pressure influence riots?	It does	63	23.3	It does	17	42.5	80	25.8
	Does not	16	6.0	Does not	13	32.5	29	9.4
	No response	191	70.7	No response	10	25.0	201	64.8
		270	100	40	100	310	100	

Results in Table 4.25 on whether peer pressure influences a student into rioting show that 63(23.3%) of the 270 respondents in public universities believe peer pressure influences riots while 16(6.0%) said it does not; 191(70.7%) did not give their opinions. In private universities, 17(42.5%) of the 40 respondents believe it can influence riots while 13(32.5%) said it does not.

The data show that 201(64.8%) of 310 respondents did not give their opinions on this question. This makes it difficult to judge whether peer pressure

influences riots at the university level even though this was established as one of the factors influencing riots as was established in the Standa Commission report of (2000) and Lukolia & Sikolia, (2006), a documentation on counselling in schools and colleges.

4.2.22 Drug Abuse and Influence on Riots

The study then sought students' perception on whether drug abuse at the university influences university riots and the results are presented in Table 4.26.

Table 4.26: Drug Abuse and University Riots

Drug Abuse	Public Universities		Private Universities		Total			
	F	%	F	%	F	%		
Does drug Abuse influence riots?	It does	251	70.9	It does	50	14.2	301	85.0
	Does not	7	1.9	Does not	5	1.3	12	3.4
	No response	40	1.3	No response	1	0.3	1	11.6
		298	84.1		56	15.8	354	100

The results in Table 4.26 show that 251(70.9%) of the 354 respondents in public universities agreed that drug abuse influences riots in universities, while only 7(1.9%) did not agree and 40(11.3%) did not give their opinions. In private universities, 50(14.2%) supported drug abuse while 5(1.3%) said it does not. From the data, it can be seen that drug abuse is a major contributive factor to riots in universities. This is supported by studies carried out like that of the Attorney General of (1994), Pride International Report of (1998) quoted in

Wasike (2000), that put 15 percent of every Kenyan student taking or having access to illicit drugs and the Survey Report of the National Campaign Against Drug Abuse ((NACADA, 2004), United Nations Development Programme (UNDP) (1993).

4.2.23 Examination Stress and Influence on Riots

The study sought students' perception on whether stress before examinations influences riots. The results are presented in Table 4.27.

Table 4.27: Stress Before Examinations and University Riots

Examination stress	Public Universities		Private Universities		Total			
	F	%	F	%	F	%		
Does examination stress influence riots?	It does	240	88.9	It does	35	87.5	275	88.7
	Does not	14	5.2	Does not	2	5.0	16	5.2
	No response	16	5.9	No response	3	7.5	19	6.1
		270	100	40	100	310	100	

The results presented in Table 4.27 show that, 240(88.9%) of the 270 undergraduates in public universities of the 310 respondents agreed that examination stress influences them into riots while only 14(5.2%) disagreed. In private universities, stress before examination sitting influences riots was reported by 35(87.5%) of 40 respondents and only 2(5.0%) said no. Examination stress was therefore, confirmed in both types of universities as a contributing factor to riots.

According to Kenyatta University Newsletter (27th April 2009), riot that occurred in Kenyatta University in March 2009 occurred during examination period. Studies that have been carried out on riots both in schools and colleges such as, Brown (1992), Obor (1997), Standa (2000) and Lutomia & Sikolia (1999), (2006) have supported this finding.

According to the above studies, examination stress comes as a result of lack of preparedness, payment of fees, wrong examinations set, inadequate coverage of the syllabus as well as peer influence. The importance of this finding is that it may create awareness to the university authorities on the consequences of the above factors in order to put appropriate measures in place for controlling riots that occur due to factors such as examination stress.

4.2.24 Perceptions of Postgraduate Students on University riots

The researcher sought the perception of postgraduate students on university riots and their role in it. The results are presented in Table 4.28.

Table 4. 28: Perception of Postgraduate Students on Students' Riots

	Public Universities		Private Universities		Total		
	F	%	F	%	F	%	
Do you think participation in riots by undergraduate students is justified?							
It is justified	24	54.5	It is justified	10	22.7	34	77.3
It is not justified	4	9.1	It is not justified	6	13.6	10	22.7
No response	-	-	No response	-	-	-	-
	28	63.6		16	36.4	44	100

Data on postgraduate students' opinions on the justification of undergraduate participation in riots show that respondents in both public and private universities have agreed that the undergraduate riots are justified.

Table 4. 29: Postgraduate Students Participation in Riots

	Public Universities		Private Universities		Total		
	F	%	F	%	F	%	
Have you participated or supported any riots at the university?							
Participated	2	7.1	Participated	-	-	2	4.5
Not participated	26	92.9	Not participated	16	100	42	95.5
	28	100		16	100	44	100

The results in Table 4.29 show that 2(7.1%) in public universities participated in riots in public universities while none participated in private universities.

4.2.25 Perception of Postgraduate Students on ways of Participation

The study went further to seek the perceptions of postgraduate students to establish ways through which they participate in riots. The results are presented in Table 4.30.

Table 4. 30: Postgraduate ways of Support to Students' Riots

In which way do you participate?	Public Universities		Private Universities		Total		
	F	%	F	%	F	%	
Incitement	1	3.6	Incitement	-	-	1	2.3
Moral support	1	3.6	Moral support	-	-	1	2.3
Participation by funding	-	-	Participation by funding	-	-	-	-
None participants	26	92.8	None participant	16	100	42	95.4
	28	63.6		16	100	44	100

From data in Table 4.30, it can be seen that 1(3.6%) of the 28 postgraduate respondents in public universities participated through incitement while another (3.6%) participated by giving moral support. However, 26(92.8%) of the respondents did not participate in any riots. None of the postgraduate respondents in private universities participated. From these data though the percentage of those who participated is insignificant, it can be observed that riot is not only left to the undergraduates even though no study has ever investigated the postgraduates' role in university riots.

External Influences

Apart from student specific and internal factors influencing university riots, the researcher decided to examine external factors that the respondents felt influenced riots in their universities. The data analysis included data from focus group discussions and the results are presented in Table 4.31.

Table 4.31: Respondents' Perception of external factors Influencing Riots in Universities

Universities	Public				Private				Total	
Factors	Agrees		Disagrees		Agrees		Disagrees			
	F	%	F	%	F	%	F	%	F	%
Student harassment by police in peaceful demonstrations	80	22.6	12	3.4	20	5.6	6	1.8	118	33.3
The Media (Defaming news) on specific universities	37	10.5	15	4.2	10	2.8	4	1.1	66	18.6
Influence by Politicians (Incitement)	48	13.5	10	2.8	7	2.0	3	0.8	68	19.2
Influence by political movements (political parties)	29	8.2	3	0.8	2	0.6	4	1.1	38	10.7
	247	69.7	51	14.4	39	11.0	17	4.8	354	100

The results in Table 4.31 outline some of the external factors perceived by students as influencing riots in universities in Kenya. The respondents interviewed were 354. Harassment of students by the police even in peaceful demonstrations scored 80(22.6%) in public universities and 20(5.6%) in private universities. The media through wrong reports on specific universities scored 37(10.5%) in public universities and 10(2.8%) in private universities, politicians

through incitement was reported by 48(13.5%) in public universities and 7(2.0%), in private universities and finally, incitement by political movements which accounted for 29(8.2%) in public and by 2(0.6%) in private universities. From the data in Table 4.31, it can be seen that the respondents in both public and private universities felt that harassment by the police is one factor escalating riots in the universities. The report on police harassment is a major factor influencing riots in universities as supported in a study by Omari, (1991) on the roots of student unrest in African universities.

4.3 Students Perception on the nature of action taken on Riot Participants

The study further sought views of the respondents on their perception on the nature of action taken on those who participated in riots. This was to establish whether such action had any positive effect on riot participants. Data were only on the perception of those who participated in riots and the impact of action taken on them after the riots.. The results are presented in Table 4.32 that includes data from Focus Group Discussions.

Table 4.32: Nature of action taken on riot participants

Nature of Action taken on riot participants	F	%
Suspended	44	23.9
Ignored	36	19.6
Counselled	5	2.7
Expelled from halls of residents	8	4.3
Fined	50	27..2
Undiscovered	28	15..3
Arrest	08	4.3
No response	05	2.7
Total	184	100

In Table 4.32 data indicate that only 5(2.7%) out of the 184 respondents who participated in riots received counselling. Those who participated in riots and went undiscovered were 28(15.3 %,) while 36(19.6%) went unpunished. Five (2.7%) of the respondents did not respond to this question. The data show that 44(23.9%) of those who participated were suspended while 50(27.2%) were fined.

4.3.1 The Impact of Action Taken

It was interesting to establish whether the nature of action taken on riot participants changed their behaviour and attitude. Data analyzed include those from the focus group discussions as presented in Table 4.33..

Table 4.33: The Impact of the Nature of Punishment Given to Riot Participants

The impact of punishment			Changed		Did not change		Total	
			F	%	F	%	F	%
Change in attitude			13	7.1	42	22.8	55	29.9
Change in behavior			11	5.9	49	26.6	60	32.6
Total			24	13.0	91	49.4	115	62.5
Others	Undiscovered		Ignored		No response		Total	
	F	%	F	%	F	%	F	%
	28	15.2	36	19.6	5	2.7	69	37.5
Total	52	28.3	127	69.0	5	2.7	184	100

The data in Table 4.33 show that out of the 184 respondents who participated in riots, 115(62.5%) received punishments, 36(19.6%) were ignored, 28(15.2%) were undiscovered and 5(2.7%) did not respond to the question. Among those who received punishment, those whose attitude towards riot changed after the

punishment accounted for 13(7.1%) with 42 (22.8%) saying they had no change in attitude. Those who reported that their behaviour changed after the punishment only accounted for 11(5.7%) while those who had no change in behaviour accounting for 49(26.6%), they said they become much more militant when they participated in other riots.

The data show students still participated in riots even after the punishment. This is an indication that the intervention approach used was not effective enough. This calls for improving on the current intervention measures taken or testing of other alternative intervention measures to establish which ones can minimize riots. An example of a case where wrong punishment does not help reduce cases of riots is quoted in Lutomia and Sikolia (2006) in their documentation on guidance and counselling in secondary schools;

This was a case where the head of an institution introduced a new rule to the students in the institution. The students rejected the rule and pleaded for dialogue with the head of the institution on some clarification on the new rule. The head of the institution perceived this as a challenge to the authority and refused to have a meeting with the students. The students called for a '*Kamkunji*' where radical resolutions were passed. They had no other safe way to forward their resolution to the administration for fear of victimization. Instead, they decided to stage a riot and boycotted classes as a way of getting some attention. The administration ordered them back to class. The students

refused and the administration called the police. The situation degenerated into running battle with the police who freely used batons and teargas on them. Some windows were broken, doors smashed, property damaged by fire and rocks. After sometimes students got letters asking them to apply for admission or pay Ksh. 5,000 each for repairing the damaged property. In the process of re-admission, bad guys were weeded out. Calm returned and learning resumed. Lutomia and Sikolia (2006:46).

The question remains; for how long will this calm last if students are not listened to and their grievances addressed? Probably dialogue could have solved the students' grievances instead of waiting to go through all the stages of crises causing unnecessary damages and probably loss of life. Another intervention approach established by Tunner and Gidio, (1990) is that in most of universities they studied, student services are left in the hands of the registrar academic. The office of the Dean of students is not empowered or recognized enough to deal with student issues and is only called upon when there is crisis. The vice-chancellors on their part only meet students at a time of crisis.

4.4 Students Perception on the Existence, Nature and Effectiveness of Guidance and Counselling in Universities

The study sought perception of the undergraduate respondents on the existence of guidance and counselling services in their universities. The results of their responses are presented in Table 4.34;

Table 4.34: Existence of Guidance and Counselling Services in Studied Universities

Universities	F	%
Those with G& Counselling Services in their universities	278	89.7
No idea	26	8.4
No response	6	1.9
Total	310	100

The results of the data in Table 4.34 indicate that 278(89.7%) out of the 310 undergraduate respondents reported that guidance and counselling services existed in their universities while only 26(8.4%) said they had no such services. Those who said they had no idea accounted for only 6(1.9%). This implies that some counselling went on in all the universities studied. However, since some of universities still experienced riots, the question remains, how effective were these services?

Ananda (1977) established the services in the universities are neither well-established nor given adequate support. This was also confirmed by Stevens and Wedding (2004) who documented that even in the area of teaching, departments that housed guidance and counselling like educational psychology some professors who chaired such departments had no training background in guidance and counselling.

4.4.1: The nature of Guidance and Counselling Services in the studied Universities

The study perception of the undergraduate respondents on the nature of guidance and counselling services offered are based on the type of university.

The results for public universities are presented in Table 4.35;

Table 4.35: Nature of Counselling Services offered in Public and Private Universities

Nature of Counselling	UNIVERSITIES										
	U.O.N		K.U		USIU		DAYSTAR		Total		
	F	%	F	%	F	%	F	%	F	%	
Career guidance	51	16.5	20	6.5	6	1.9	7	2.3	84	27.1	
Individual therapy	22	7.1	24	7.7	5	1.6	5	1.6	56	18.1	
Group therapy	31	10.0	15	4.9	3	0.9	2	0.6	51	16.6	
Pastoral Counselling	61	19.7	28	9.0	4	1.3	6	1.9	99	32.0	
Family life education	1	0.3	1	0.3	2	0.6	-	-	4	1.2	
Social guidance	1	0.3	2	0.6	-	-	-	-	3	0.9	
No response	13	4.2	-	-	-	-	-	-	13	4.1	
Total	180	58.1	90	29.0	20	.5	20	6.5	310	100	

The results in Table 4.35 give an overview of the nature of guidance and counselling services offered in the selected public and private universities. The University of Nairobi offered more of pastoral counselling as reported by 61(19.7%) of the 310 undergraduate respondents followed by career guidance by 51(16.5%) than any other type of counselling followed by group therapy by 31(10.0%) and finally individual therapy by 22(7.1%). Kenyatta University like Nairobi, offered more of pastoral counselling 28(9.0%) of the 310 undergraduate

respondents, followed by individual therapy by 24(7.7%) and career guidance by 20(6.5%) and group therapy by 15(4.9%).

Data on private universities show that USIU offered more of career guidance as reported by 6(1.9%) of the 310 respondents followed by individual therapy by 5(1.6%), pastoral 2(0.6%), group therapy by 3(0.9%) and family life education by 2(0.6%) respectively. Daystar University on the other hand offered more of pastoral counselling followed by career guidance as reported by 7(2.3%) respondents, individual counselling was reported by 5(1.6%) of the respondents like in USIU. There was no family life education and social guidance services in Daystar University.

The above data show that university of Nairobi offered more of pastoral counselling and career guidance and group therapy than other types of counselling, Kenyatta offered more of career, individual and pastoral counselling while USIU offered more of career guidance and individual therapy as Daystar offered more of pastoral counselling and career guidance and individual counselling than other types of counselling services. Pastoral counselling was cutting across the three universities. Standa, (2000) recommends that universities offering counselling services should combine pastoral counselling with other types of counselling for the students to assist in their holistic development.

UNESCO (2000) recommends that university counsellors together with university authority should develop counselling programmes in their universities that are meant to assist students cope with the world crises and develop into responsible citizens.

4.4.2: The Utilization and Effectiveness of Guidance and Counselling in Universities

The existing counselling services in the universities were examined to establish whether they were being utilized and whether they were effective. Data analyzed did not include those of the student counsellors. The results are presented in Table 4.36.

Table 4.36: Utilization and Effectiveness of G&C services in universities

University	Utilization		Effectiveness		
	F	%		F	%
Nairobi	Utilized G&C	32(16.1)	Above average	20	10.1
	Did not utilize	67(83.9)	Average	99	49.7
			Below average	80	40.2
Total	199	100		199	100
Kenyatta	Utilized G& C	37(37.4)	Above average	14	14.1
	Did not utilize	62(62.6)	Average	52	52.6
			Below average	33	33.3
Total	99	100		99	100
USIU	Utilized G& C	14(50.0)	Above average	20	71.5
	Did not utilize	14(50.0)	Average	6	21.4
			Below average	2	7.1
		100		28	100
Daystar	Utilized G& C	16(57.1)	Above average	15	53.6
	Did not utilize	12(42.9)	Average	13	46.4
			Below average	-	-
Total		100		28	100

The results of data in Table 4.36 show that 32(16.1%) of the 199 respondents

utilized guidance and counselling services in University of Nairobi while 37(37.4%) out of the 99 respondents in Kenyatta also reported they utilized the services. In private universities, those who utilized the services at United States International University accounted for 14(50.0%) of the 28 respondents while at Daystar, 16(57.1%) utilized the services.

On effectiveness, University of Nairobi, 20(10.1%) of 199 respondents reported the effectiveness as above average, at Kenyatta by 14(14.1%) of the 99 respondents, at Daystar University by 15(56.3%) of the 28 respondents while at United States International University, 20(71.5%). In comparison, the United States International University had the highest percentage of respondents who reported effectiveness in the services while Daystar had the highest percentage of respondents who utilized the services. From these data the results show that even though the percentage 37(37.1%) on the utilization of the services at Kenyatta University is slightly better, the utilization and effectiveness of the services in private universities was much better than in public universities, supported by Standa (2000).

4.4.3 The Support for Guidance and Counselling as an Intervention Measure to University Riots

This section sought students' perception on whether guidance and counselling can assist in minimizing riots in universities. The views analyzed excluded that of the university student counselors. The results are presented in Table 4.37.

Table 4.37: Guidance and Counselling for Minimizing Riots

Would guidance and counselling minimize riots?	F	%
Agrees if improved	240	68.0
Disagrees	114	32.0
Total	354	100.0

Data in Table 4.37 indicate that 240(68.0%) of the 354 respondents supported guidance and counselling as probably one way through which riots can be minimized in universities in Kenya. Those who did not support accounted for 114(32.0%) of the respondents.

The above data indicate strong support for guidance and counselling as one possible way through which riots can be minimized in universities. This need for guidance and counselling was also established by Okech, Ngumba and Wanjiru (1991) as well as in the recommendation of the Standa Commission of (2000).

4.5 Public University respondents' suggestions on desirable counselling and other Intervention measures to Riots

The researcher sought perception of the respondents from both public and private universities on the nature of guidance and counselling and other alternative measures to riots. The data analyzed were for only the undergraduate respondents from both public and private universities. The results for public universities are presented in Tables 4.38.

Table 4.38: Public University respondents suggested Counselling Services and Support for Universities

Intervention measures and G & C services suggested	F	%
Counselling should be practiced in a counselling centre	30	11.1
Strengthening dialogue	23	8.5
Financial and moral counselling services	17	6.3
Peer counselling strengthened.	19	7.1
Professional counsellors to be recruited.	20	7.4
Counselling before examination sitting	19	7.1
Adequate and appropriate facilities for Guidance and Counselling	13	4.8
Guidance and Counselling as a common unit	15	5.6
Student “Barazas” be introduced and strengthened	16	5.9
Family life education counselling be introduced in universities	04	1.4
Libraries be equipped with reading materials on HIV/AIDS	16	5.9
Awareness on guidance and counselling through student news letters	14	5.2
Mentoring be strengthened in universities	16	5.9
Counselling in halls of residence	10	3.7
Counsellors to work with academic depts.	21	7.8
Counselling before suspension	17	6.3
Total	270	100

The results in Table 4.38 show that guidance and counselling services and other intervention measures suggested as appropriate for universities by public university respondents were; peer counselling supported by 19(7.1%) of the 270 respondents. This they argued would assist those who fear visiting the counselling centres, strengthening of dialogue supported by 23(8.5%) of the respondents as a way of creating understanding between the students and the university authority for preventing unnecessary riots, reading materials on HIV/AIDS (16(5.9%)) as this they said would create awareness on the disease and make students take the best preventive measures; counselling before suspension by 17(6.3%) to assist them understand and cope with the nature of the punishment given, counsellors to work closely with the academic departments by 21(7.8%) as this would assist them understand and cope with the

academic stress, counselling before examination sitting by 19(7.1%) as this would ease the examination tension, strengthening of mentoring programmes by 16(5.9%) as this they said would assist them choose the right degree courses and their mentors to share their grievances, counselling in a centre by 30(11.1%) for privacy and confidentiality of the clients, introduction of student “Barazas” by 16(5.9%) to assist them share their grievances by the university authority, and financial and moral counselling to assist them know how to generate and spend money and assist transform their moral behaviours.

4.5.1 Private Universities respondents on Possible Guidance and Counselling Services for Universities

Private university undergraduate respondents suggested services and support for strengthening guidance and counselling services in universities. The results are presented in Table 4.39.

Table 4.39: Strengthening of counselling services by Private Universities Respondents

Private university students opinion)	F	%
Integration of guidance and counselling in to the university curriculum	4	10.0
Encouraging voluntarily Counselling	2	5.0
Encouraging views through suggestion boxes for counselling	3	7.5
Purposeful counselling for radical students	3	7.5
Mentoring programmes strengthened	6	15.0
Support group counselling	4	10.0
Introduction of student 'Barazas'	5	12.5
Workshops seminars and conferences on Guidance and Counselling.	3	7.5
Ccounselling through clubs	2	5.0
Library with reading materials on Guidance and Counselling	3	7.5
Encouraging dialogue as a form of counselling	5	12.5
Total	40	100

As presented in the Table 4.39, data in the table show that for effective counselling to take place in universities, the respondents in private universities suggested that there should be suggestion boxes placed in strategic positions in the university for those who fear visiting a counselling centre as suggested by 3(7.5%) of the 40 undergraduate respondents from private universities. This will assist the university student counselors address common problems affecting the general students' welfare. This could be done through organized talks and issues raised could be presented to the university authority for action before they cause unnecessary riots. Purposeful counselling for radical students was suggested by 3(7.5 %) of the 40 respondents for assisting those who had faced disciplinary measures cope with post-riot traumas such as name calling or labeling by fellow students.

Students with similar problems to be identified for group counselling was reported by 4(10.0%) of the 40 respondents for sharing problems in order to know how others are coping while 5(12.5%) felt that student 'barazas' should be introduced in universities to instill proper understanding between students and the University administration and finally strengthening mentoring programmes in universities was supported by 6(15.0%) to assist those joining the universities choose the correct degree courses and familiarize themselves with the new academic environment. Dialogue with the university authority by the students was accorded 5(12.5%) as they said this will assist them understand and sort out minor grievances that cause unnecessary riots. This was supported by Sikolia and Lutomia, (2002) in their study on guidance and counselling in secondary schools and by Standa (2000) Commission report. The respondents also suggested workshops and seminars on guidance and counselling supported by 3(7.5%) of the respondents to create awareness on the existence and benefits of guidance and counselling services in the universities while 4(10.0%) suggested that guidance and counselling services should be integrated into the university curriculum for all to benefit and finally that libraries should be equipped with reading materials on guidance and counselling.

4.5.2 Other Intervention Measures for Minimizing Riots in Universities

The study sought perception of students on other intervention measures for minimizing riots in universities. Data on suggested measures include those from focus group discussions and are presented in Table 4.40.

Table 4.40: Other Intervention measures to riots

Other Intervention measures for riots)	F	%
Introduction of suggestion boxes	13	4.8
Privatization of accommodation	18	6.7
Listening to student views on issues affecting their lives	12	4.4
Instilling democracy in every activity	07	2.6
Adequate and appropriate learning facilities and resources	14	5.2
Guidance and Counselling offices in halls of residence	16	5.9
Problem solution to be sort immediately.	29	10.7
Student leaders be trained on conflict management skills	09	3.3
Student Leaders to be integrated in decision-making forums.	17	6.3
Proper coordination between students and university authorities in Universities	13	4.8
Talks between students, University authorities and policy makers	12	4.4
University rules to go with times	34	12.6
Students to participate in sports and games	38	14.2
HELB Loan to benefit all	30	11.1
No response	08	3.0
Total	270	100

The results in Table 4.40 show intervention measures that were suggested by the majority of the respondents as; the introduction of suggestion boxes in the universities by 13(4.8%) of the 270 undergraduate respondents for students to give suggestions or forward their grievances as a way of communicating with the university authority. Privatization of accommodation services was suggested by 18(6.7%) of the respondents to ease congestion in the halls of residence and

overcrowding in the universities where students can gather quickly to cause commotion. Adequate learning facilities and resources was suggested by 14(5.2%) of the respondents to make learning conducive to all students. Guidance and counselling offices to be established in the halls of residence for quick accessibility by the students as suggested by 16(5.9%). Problems affecting students to be sorted out immediately was suggested by 29 (10.7%). This is to reduce unnecessary riots while scholarship awards to well-behaved and academic performing students to encourage hard work and good behaviour. Proper channels of coordination in the universities was suggested by 13(4.8%) of the respondents to reduce on time wastage by the students between offices, organized talks between the university authority, government policy makers and the students was suggested by 34(12.6%) of the respondents to create understanding between different parties and finally strengthening of sports and games was supported by 38(14.2%) of the respondents as a way of reducing tension and boredom in the academic environment.

4.6 University Student Counsellors' Perception on Status of Guidance and Counselling services in universities

The researcher sort university counsellors' perception on the status of guidance and counselling services and support given to the services in their universities as presented in sections 4.6.1 and 4.6.2.

4.6.1 Perceptions of Public University Student Counsellors' on Status of Guidance and Counselling services in their universities

It was also interesting to establish university student counsellors' perception on the status of guidance and counselling services in public universities. The results are presented in Table 4.41.

Table 4.41. Public University Counsellors' Perception on Counselling Services

Public universities		NRB		KU		Total	
Are you trained in any of these areas?		F	%	F	%	F	%
Counselling psychology?		-	-	-	-	-	-
Pastoral Counselling?		-	-	1	50	1	50
Both Counseling Psychology & Pastoral		1	50	-	-	-	50
Crisis counselling?		-	-	-	-	-	-
Total		1	50	1	50	1	100
How do you rate the success of the services?		F	%	F	%	F	%
University of Nairobi	Above average	-	-	-	-	-	-
	Average	1	50	-	-	-	50
	Below average	-	-	-	-	-	-
Kenyatta University	Above average	-	-	-	-	-	-
	Average	1	50	-	-	-	50
	Below average	-	-	-	-	-	-
Total		2	100		100	-	100
How many times do you meet students per semester?	Once a week per semester	-	-	-	-	-	-
	Twice	-	-	-	-	-	-
	Thrice a week	1	50	-	50	1	50
University of Nairobi	Daily	-	-	-	-	-	-
Kenyatta University	Once a week per semester	-	-	-	-	-	-
	Twice	1	50	-	50	1	50
	Thrice a week	-	-	-	-	-	-
	Daily	-	-	-	-	-	-
Total		2	100		100	2	100
Do you offer your services in a counselling centre?	Agrees			Disagrees		Total	
	Total	-	-	2	100	2	100
Do you get adequate support and /facilities?	-	-	2	100	F	100	
When students have a problem do they seek counselling freely?	F	%	F	%	F	%	
	-	-	2	100	2	100	

The results presented in Table 4.41 indicate that one student counsellor in university of Nairobi 1(50%) was trained in both pastoral and counselling psychology while the one in Kenyatta University 1(50%) was only trained

pastoral counselling. None of the counsellors was trained in crisis counselling in the period of this study. The 2(100%) counsellors in both Nairobi and Kenyatta rated the effectiveness of their services as average. None rated their services as above or below average. Student counsellor 1(50%) in the University of Nairobi met her students thrice a week per semester, while the one at Kenyatta met her students twice in a semester. No student sought counselling services willingly in both universities as reported by the two student counsellors 2(100%). The two counsellors representing 100% of the respondents in public universities reported they did not counsel their students in a counselling nor got adequate counselling support in their universities. The results revealed that there was no adequate support given to guidance and counselling in public universities. This could be one reason as to why guidance and counselling could not reduce the frequency of riots in public universities. The importance of the findings is that it may create awareness to the university authorities in public universities on the need to strengthen counselling services in their universities. It may also make them employ more professional counsellors and establish a counselling centre for offering counselling services. The need for strengthening guidance and counselling services in the universities was also supported by Kilonzo (1990), Angancha (1987), NCKK (1992) and Standa (2000) in their recommendations.

4.6.2 Private University Student Counsellors' Perception on the Status of Guidance and Counselling Services in Private Universities

The researcher further established private university student counsellors' perception on the status of guidance and counselling in their universities. The results are presented in Table 4.42.

Table 4.42. Private university student counsellors' perception on Guidance and Counselling services in their universities

Private Universities						
Are you trained in any of these areas?	USIU		DAYSTAR			
	F	%	F	%		
Student counselors						
Counselling psychology?	1	50	1	50	100	
Pastoral Counselling?	-	-	-	-		
Both Counselling & Pastoral	-	-	-	-		
Crisis counselling?	-	-	-	-		
Total	1	50	1	50	100	
How do you rate the effectiveness of services you offer?	Rating		Yes		No	
			F	%	F	%
USIU	Above average		1	50	1	50
	Average		-	-	-	-1
	Below average		-	-	-	-
DAYSTAR	Above average		-	-	-	-
	Average		1	50	1	50
	Below average		-	-	-	-
Total			2	100	2	100
How many times do you meet students per semester?	Once in a week per semester		-	-	-	-
	Twice		-	-	-	-
	Thrice a week		-	-	-	-
	Daily		2	100	-	100
	Total		2	100	2	100
	Agrees		Disagrees		Total	
Do you offer your services in a counseling centre?	F	%	F	%	F	%
Total	2	100	-	-	2	100
Do you get adequate support and /facilities?	2	100	-	-	2	100
	Agrees		Disagrees		Total	
When students have a problem do they seek counseling freely?	F	%	F	%	F	%
Total	2	100	-	-	2	100

The results in Table 4.42 indicate that 2 (100%) student counsellors in the two private universities specialized in counselling psychology while the 2 had neither pastoral nor clinical counselling training background at the period of this study. The rating of the counselling services in the universities as above average was reported by 1 (50%) student counsellor at USIU while the other, 1(50%) at Daystar reported her services as average. Counselling services was reported by the 2(100%) student counsellors as being offered on a daily basis and in a counselling centre. And, the support given to guidance and counselling services in private universities scored 2(100%). This high rating could have been as a result of the high number of students utilizing the services as reported in Table 4.19c and the provision of adequate counselling facilities by their universities as reported by the two student counsellors 2(100%). Public universities may need to share their experiences with private universities even though one would argue that the student ratio in private universities is small compared to that of public universities.

4.7 Focus Group Discussions

4.7.1 Public University Respondents' Ratings on Possible factors for Effective Guidance and Counselling Services for universities

The focus group members from public universities' ratings on possible factors for effective guidance and counselling services for universities. The results are presented in Table 4.43.

Table 4.43: Public University Ratings on Possible Factors for Effective Guidance and Counselling Services.

Universities	Public Universities								Total	
	Excellent/ Relevant	Good		Satisfactory		Poor /Irrelevant				
Factors	F	%	F	%	F	%	F	%	F	%
Counsellors with relevant training background	2	12.5	3	18.7	10	62.5	1	6.3	16	100
Staff and students public relations	1	6.3	3	18.7	6	37.5	6	37.5	16	100
Establishment of mentoring programs	-	-	1	6.3	13	81.2	2	12.5	16	100
The position of dialogue	2	12.5	4	25.0	5	31.2	5	31.2	16	100
Establishment of counselling venue and quality	1	6.3	3	18.7	8	50.0	4	25.0	16	100
Government policies on Guidance and Counselling services for universities	-	-	-	-	1	6.3	15	93.7	16	100

Table 4.43 data show that members from the focus groups rated factors contributing to the effectiveness of guidance and counselling services in public universities as follows; the training background of student counsellors was rated as excellent and relevant by only 1(6.3%) of the 16 focus group discussion members, as good by 3(18.7%) as satisfactory by 6(37.5%) and as poor by an equal percentage of 6(37.5%) which was the highest rating. The implication of the results is that the respondents were not satisfied with the training background

of the student counsellors in their universities. The establishment of mentoring programmes was rated as excellent by none of the respondents, as good by 1(6.3%) of the respondents, as satisfactory by 13(81.2%) and as poor by 2(12.5%). There is need for mentoring programmes in public universities as is reflected in the high rating by the respondents. The rating of the relationship between staff and students as excellent was accorded 1(6.3%), as good by 3(18.7%) of the respondents, as satisfactory by 6(37.5%) and as poor by another 6(37.5%). There is need for improvement according to the finding on the relationship between students and university staff members. The establishment of the counselling venue and quality was rated as excellent by 1(6.3%) of the respondents, as good by 3(18.7%) of the respondents, as satisfactory by 8(50.0%) and as poor by 4(25.0%). The data show that the respondents were not satisfied with the counselling services venue and quality. Government policies on guidance and counselling were rated as excellent by none of the respondents as good, by 1(6.3%) as satisfactory and by the highest percentage of 15(93.7%) of the respondents as poor. The data show the need for clear policies on guidance and counselling services by the government.

4.7.2 Private University Respondents Ratings on Possible Factors for Effective Guidance and Counselling Services for Universities

The focus group members rated factors contributing to the effectiveness of guidance and counselling in private universities. The results are presented in Table 4.44.

Table 4.44: Private University Ratings on Possible factors for Effective Guidance and Counselling Services

Universities	Private Universities								Total	
	Excellent/relevant		Good/slightly relevant		Satisfactory		Poor/irrelevant			
Perception on effectiveness	F	%	F	%	F	%	F	%	F	%
Counsellors with relevant training background	6	37.5	5	31.2	4	25.0	1	6.3	16	100
Staff and students public relations	8	50.0	3	18.7	3	18.7	2	12.5	16	100
Establishment of mentoring programs	7	43.8	6	37.5	3	18.7	-	-	16	100
The position of dialogue	9	56.3	5	31.2	2	12.5	-	-	16	100
Establishment of counselling venue and quality	8	50.0	7	43.7	1	6.3	-	-	16	100
Government policies on Guidance and Counselling services for universities	-	-	-	-	14	87.5	2	12.5	16	100

Table 4.44 data show the rating on the training background of student counsellors in private universities as excellent and relevant by 6(37.5%) of the 16 focus group discussion members, the training background as good by 5(31.2%) as satisfactory by 4(25.0%) and as poor by 1(6.3%). The data show that the group was satisfied with the training background of student counsellors in private universities. The relationship between staff and students was rated as

excellent by 8(50.0%) of the respondents, as good by 3(18.7%), as satisfactory by a similar 3(18.7%) and as poor by 2(12.5%). The data also show that the respondents were satisfied with the relationship between the staff and students in their universities. The establishment of mentoring programmes was rated as excellent by 7(43.8%) of the 16 respondents, as good by 6(37.5%) of the respondents, as satisfactory by 3(18.7%) and as poor by none. Mentoring programmes in private universities was excellent according to the rating of the respondents. The establishment of the counselling centre and quality was rated as excellent by 8(50.0%) of the respondents, as good by 7(43.7%) of the respondents, as satisfactory by 1(6.3%) and as poor by none of the respondents. The data show the respondents from private universities were as well satisfied with their counselling services venue and quality. Government policies on guidance and counselling were rated as excellent and as good by none of the respondents, as satisfactory and by 14(87.5%) as poor, which was the lowest rating by the respondents. Finally, the data show the need for clear policies on guidance and counselling as supported by both types of universities.

4.7.3 Public University Focus Group Members Ratings on Possible Factors that might Influence Riots

The researcher sought the perception of members of the focus group on factors that might influence riots in their universities if not taken care of. The results are presented in Table 4.45.

Table 4.45: Public University Ratings on Possible Factors Influencing Riots

Universities	Public Universities									
	Excellent		Good		Satisfactory		Poor		Total	
Perceptions	F	%	F	%	F	%	F	%	F	%
What is your perception on the following issues in your university?										
Organized talks on student welfare issues	-	-	2	6.3	4	12.5	10	31.3	16	100
Public image of public university students	-	-	1	3.1	7	21.8	08	25.0	16	100
Intervention approaches to crisis situations in your university	1	3.1	1	3.1	4	12.5	11	34.4	16	100
Counselling services in the universities	-	-	1	3.1	10	31.3	5	15.6	16	100
Learning resources and teaching facilities in the universities	2	6.3	5	15.6	5	15.6	4	12.5	16	100
Student welfare facilities	2	6.3	6	18.8	4	12.5	4	12.5	16	100
Government loan to students	1	3.1	1	3.1	9	28.1	5	12.5	16	100

The results in Table 4.45 indicate that out of the 16 group respondents from public universities, those who rated the organization of talks on issues affecting their welfare by their university as excellent were none, image of private universities in relation to riots as excellent were also none, intervention measures to crises by their universities by 1(3.1%), counselling services in their universities as excellent were none, learning resources and teaching facilities by 2(6.3%), student welfare facilities as excellent by an equivalent 2(6.3%), and government loaning system to students as excellent by 2(6.3%). Out of the 16

group respondents, from public universities, those who reported the organization of talks on issues affecting students welfare by their university as poor were 10(31.3%), public image of public universities in relation to riots as poor were 8(25.0%), intervention measures to crises by their universities as poor by 11(34.4%). The counselling services in their universities as poor by 4(12.5%), learning resources and teaching facilities as poor by a similar 4(12.5%), student welfare facilities as poor by an equivalent 4(12.5%), and government loaning system to students as poor by 4(12.5%). The results therefore show the need for improvement on factors that can easily influence riots in public universities.

4.7.4 Private University Focus Group members Ratings on Possible Factors that might Influence Riots

The focus group members from private universities ratings on factors that might influence riots if not taken care of in universities. The results are presented in Table 4.46.

Table 4.46: Private University Ratings on Possible Factors Influencing Riots

Universities	Private Universities									
	Excellent		Good/slightly relevant		Satisfactory		Poor/irrelevant		Total	
Perceptions	F	%	F	%	F	%	F	%	F	%
What is your perception on the following issues in your university?										
Organized talks on student welfare issues	5	31.3	8	50.0	3	18.7	-	-	16	100
Public image of private university students in relation to riots	6	37.5	7	43.7	2	12.5	1	6.3	16	100
Intervention approaches to crises situations in your university	5	31.3	8	50.0	3	18.7	-	-	16	100
Counselling services in the universities	7	43.7	5	31.3	2	12.5	2	12.5	16	100
Learning resources and teaching facilities in the universities	5	31.3	7	43.7	4	25.0	-	-	16	100
Student welfare facilities	5	31.3	8	50.0	3	18.7	-	-	16	100
Government loaning system to students	2	12.5	-	-	-	-	14	87.5	16	100

The results in Table 4.46 show that out of the 16 group respondents from private universities those who rated organization of talks on issues affecting students' welfare by private universities as excellent were 5(31.3%), the image of private universities in relation to riots as excellent by 6(37.5%), intervention measures to crises by their universities by 5(31.3%), counselling services in their universities as excellent by 7(43.7%), learning resources and teaching facilities by 5(31.3%), Student welfare facilities as excellent by an equivalent 5(31.3%),

and government loaning system to students as excellent by 2(12.5%). None of the respondents rated the services as poor apart from 2(12.5%) who said counselling services in their university was poor and 1(6.3%) of the 16 respondents reported that the image of private universities compared to public in relation to riots is better.

4.8 Undergraduates Respondents Perception on the availability of Guidance and Counselling Facilities and Resources in Public Universities

The researcher used observation checklist to measure the support given to guidance and counselling services in each university for establishing the effectiveness of the services in specific universities. The availability and quality of guidance and counselling facilities and resources in each university was established. The results are presented in Table 4.47 to Table 4.57.

Table 4.47: Availability of a well Equipped Counselling Centre.

Universities Facilities and Resources	University of Nairobi				Kenyatta University				Total	
	Available		Not available		Available		Not available			
Availability	F	%	F	%	F	%	F	%	F	%
A well equipped counselling centre	-	-	172	57.7	-	-	83	27.9	255	85.6
No idea	27	9.1			16	5.4			43	14.4
Total	27	9.1	172	57.7	16	5.4	83	27.9	298	100

The results in Table 4.47 show that 27(9.1%) reported that there was a counselling in University of Nairobi. The centre being referred to by the respondents was the

health centre while 172(57.7%) of the respondents reported there was no centre. For Kenyatta University, the data show that there was no centre, on probing the respondents from both the universities on where counselling was being conducted; they said in the Dean of Students Affairs offices.

Table 4.48: Rehabilitation Unit with Qualified Personnel

Universities	University of Nairobi				Kenyatta University				Total	
	Available		Not available		Available		Not available			
Facilities and Resources	F	%	F	%	F	%	F	%	F	%
Availability										
Rehabilitation unit with qualified personnel	13	4.4	169	56.7	5	1.7	80	26.8	267	89.6
No idea	17	5.7			14	4.7			31	10.4
Total	30	10.1	169	56.7	19	6.4	80	26.8	298	100

The results in Table 4.48 indicate that out of the 298 respondents in public universities, 13(4.4%) from the University of Nairobi reported the availability of rehabilitation unit in their university. However, the data show that 169(56.7%) disagreed while 30(10.1%) had no idea. The data from Kenyatta University show that 5(1.7%) reported the availability of a rehabilitation unit, 80(26.8%) disagreed while 19(6.4%) had no idea. The 18(6.1%) of the 298 respondents who reported the availability of the unit in both the universities on probing referred to the health unit as such a unit. Those who had no idea who were 49(16.5%) on interview reported that they had never benefited from counselling services since they did not know it existed.

Table 4.49: Library with Counselling Materials

Universities	University of Nairobi				Kenyatta University				Total	
	Available		Not available		Available		Not available			
Facilities and Resources	F	%	F	%	F	%	F	%	F	%
Library with counselling reading materials	107	35.9	50	16.8	71	23.8	13	4.4	24	80.9
No idea	42	14.1			15	5.0			57	19.1
Total	149	50.0	50	16.8	86	28.9	13	4.4	29	100

Results in Table 4.49 indicate that there is a library with reading materials as reported by 107(35.9%) from the University of Nairobi out of the 298 respondents in public universities while 71(23.8%) at Kenyatta reported the availability of a library with reading materials on guidance and counselling.

Table 4.50: Professional Counsellors

Universities	University of Nairobi				Kenyatta University				Total	
	Available		Not available		Available		Not available			
Facilities and Resources	F	%	F	%	F	%	F	%	F	%
Professional Counsellors	176	59.1	9	3.0	10	3.4	67	22.5	262	87.9
No idea	14	4.7			22	7.4			36	12.1
Total	190	63.8	9	3.0	32	10.7	67	22.5	298	100

The results of data in Table 4.50 show that 176(59.1%) indicated the availability of professional counsellors in the University of Nairobi. Only 10(3.4%) from Kenyatta said they had professional counsellors. Those who had no idea accounted for 14(4.7%) from the University of Nairobi and 67(22.5%) from

Kenyatta University. From the data, it can be seen that professional counsellors were available in university of Nairobi with 10(3.4%) reporting availability at Kenyatta University.

Table 4.51: Peer Counsellors

Universities Facilities and Resources Availability	University of Nairobi				Kenyatta University				Total	
	Available		Not available		Available		Not available		F	%
	F	%	F	%	F	%	F	%	F	%
Peer Counsellors	119	39.9	54	18.1	78	26.2	12	4.0	263	88.3
No idea	26	8.7	-	-	9	3.0	-	-	35	11.7
Total	145	48.6	54	18.1	87	29.2	12	4.0	298	100

The results in Table 4.51 indicate that 119(39.9%) from the University of Nairobi out of the 298 respondents in public universities reported the availability of peer counsellors in their university while 78(26.2%) out of 298 respondents from Kenyatta reported peer counsellors were available in their university. From the data, it can be seen that peer counsellors were available in both universities. This leaves the question on the utilization of the available student professional and peer counsellors in the universities as shown in Tables 4.19d and Table 4.19e. The answer to this question is shown in the data in Table 4.52.

4.8.1 Availability of Guidance and Counselling Facilities and Resources in Private Universities

Table 4.52: Guidance and Counselling in Private Universities

Universities	USIU				Daystar University				Total	
	Available		Not available		Available		Not available			
Facilities and Resources	F	%	F	%	F	%	F	%	F	%
A well equipped counseling centre.	22	39.3	-	-	23	7.7	2	3.6	47	83.9
No idea	6	10.7			3	5.4			9	16.1
Total	28	50.0	-	-	26	46.4	2	3.6	56	100

The results in Table 4.52 show that 22(39.3%) out of the 28 respondents in the United States International University reported that they had a counselling while 6(10.7%) had no idea. At Daystar University, data show that 23(7.7%) almost a similar percentage to that of USIU indicated that they had a counselling at Daystar University. On interview with those who said no, the response was that they never sought counselling services so they had no idea it existed.

Table 4.52: Rehabilitation Unit with Qualified Personnel

Universities	USIU				Daystar University				Total	
	Available		Not available		Available		Not available			
Facilities and Resources	F	%	F	%	F	%	F	%	F	%
Rehabilitation unit with qualified personnel	15	26.8	12	21.4	7	12.5	11	19.6	45	80.4
No idea	1	1.8			10	17.9			11	19.6
Total	16	28.6	12	21.4	17	30.4	11	19.6	56	100

The results in Table 4.52 indicate that out of the 56 respondents in private universities, 15(26.8%) from the United States International University reported the availability of rehabilitation unit in their university while 12(21.4%) disagreed. In Daystar, data show that 7(12.5%) reported the availability of the unit while 11(19.6%) disagreed. The 33(59.0%) who said the unit existed were referring to the health centre where they assumed such services were being offered.

Table 4.53: Library with Counselling Materials

Universities	USIU				Daystar				Total	
	Available		Not available		Available		Not available			
Facilities and Resources	F	%	F	%	F	%	F	%	F	%
Availability										
Library with counselling materials	24	42.8	4	7.1	20	35.7	4	7.1	52	92.9
No idea	-	-			4	7.1			4	7.1
Total	24	42.8	4	7.1	24	42.8	4	7.1	56	100

Results in Table 4.53 indicate that there is a library with reading materials as reported by 24(42.8%) from United States International University out of the 56 respondents in private universities while 20(35.7%) at Daystar University reported the availability of a library with reading materials on guidance and counselling in their university which raises the question on the utilization that is answered in Table 4.36.

Table 4.54: Professional Counsellors

Universities	USIU				Daystar University				Total	
Facilities and Resources	Available		Not available		Available		Not available			
Availability	F	%	F	%	F	%	F	%	F	%
Professional Counsellors	25	44.6	-	-	23	41.1	3	5.4	51	91.1
No idea	3	5.4			2	3.6			5	8.9
Total	28	50.0	-	-	25	44.6	3	5.4	56	100

The results of data in Table 4.54 show that 25(44.6%) indicated the availability of Professional counsellors in the United States International University out of the 56 respondents in private universities. At Daystar, the availability of professional counsellors was reported by 23(41.1%) of the respondents. From the data, it can be seen that professional counsellors were available in private universities.

Table 4.55: Peer Counsellors

Universities	USIU				Daystar University				Total	
Facilities and Resources	Available		Not available		Available		Not available			
Availability	F	%	F	%	F	%	F	%	F	%
Peer Counsellors	19	26.8	6	10.7	15	26.8	8	14.3	48	85.7
No idea	3	5.3			5	8.9			8	14.3
Total	22	39.3	6	10.7	20	35.7	8	14.3	56	100

The results in Table 4.55 indicate that 19(26.8%) from the United States University out of the 56 respondents in private universities reported the availability of peer counsellors in their university while 15(26.8%) of the 56 respondents reported they were available in Daystar University. From the data, it

can be seen that peer counsellors were available in both universities. In comparison, data show better support in terms of counselling facilities and resources in private universities than in public universities.

4.8.2 Adequacy of Counselling Facilities and Resources in the Universities

The researcher sought the perception on the adequacy of counselling facilities and resources in universities to establish the support given to guidance and counselling services for effectiveness in public and private universities. The results are presented in Table 4.56 for public and Table 4.57 for private universities.

Table 4.56: Adequacy of the Facilities and Resources in Public Universities

Universities Facilities and Resources	Nairobi				Kenyatta			
	Adequate		Not adequate		Adequate		Not adequate	
Adequacy	F	%	F	%	F	%	F	%
Professional Counsellors	21	10.6	168	84.4	10	10.1	84	84.8
No idea	10	5.0			5	5.0		
Total	31	15.6	31	15.6	15	15.2	15	15.2
Peer Counsellors	22	11.0	162	81.4	64	64.6	13	13.1
No idea	15	7.5			22	22.2		
Total	37	18.6	37	18.6	86	86.9		86.9
				100				100
Counselling Centre	-	-	199	100	-	-	99	100
No idea	-	-						
Total	-	-	199	100	-	-	-	100
				100				
Counselling Reading materials	20	10.1	173	86.9	11	11.1	68	68.7
No idea	6	3.0			20	20.2		
Total	26	13.1	26	13.1	31	31.3	31	31.3
				100				100
Counselling Rehabilitation Unit	17	8.5	180	90.5	2	2.0	84	84.8
No idea	2	1.5			13	13.1		
Total	19	9.5	19	9.5	15	15.2	15	15.2
				100				100

The results in Table 4.56 show that 168(84.8%) out of 199 respondents in Nairobi university reported that the number of professional counsellors in their university were inadequate while at Kenyatta, 84(84.8%) out of the 99 respondents reported they were not adequate. The number of peer counsellors was reported as inadequate by 162(81.4%) of the respondents as inadequate out of the 199 respondents. Counselling centre was reported as not available by 199(100%) of the respondents at Nairobi and by the same 99(100%) of the respondents at Kenyatta University. Reading materials for counselling were reported as inadequate by 173(86.9%) at Nairobi and by 68(68.7%) at Kenyatta University as inadequate. From the data, it can be seen that counselling facilities and resources were not adequate to support the counselling services in public universities.

Table 4.57: Adequacy of the Facilities and Resources in Private Universities

Universities	USIU				Daystar			
	Adequate		Not adequate		Adequate		Not adequate	
Adequacy	F	%	F	%	F	%	F	%
Professional Counsellors	5	17.8	21	75.0	3	10.7	24	85.7
No idea	2	7.1			1	3.6		
Total	7	25.0	7	25.0	4	14.3	4	14.3
				100				100
Peer Counsellors	17	60.7	7	25.0	13	46.4	8	28.6
No Idea	4	14.3			7			
Total	21	75.0	21	75.0	20	71.4	20	71.4
				100		100		100
Counselling Centre	26	92.9	1	3.6	24	85.7	2	7.1
No Idea	1	3.6			2			
Total	27	96.4	27	96.4	26	92.9	26	92.9
				100				100
Counselling Reading materials	23	82.1	2	7.1	20	71.4	5	17.9
No idea	3	10.7			3	10.7		
Total	26	92.9	26	92.9	23	82.1	23	82.1
				100				100
Counselling Rehabilitation Unit	2	7.1	24	85.7	1	3.6	23	82.1
No idea	2	7.1			4	14.3		
Total	4	14.2	4	14.2	5	17.9	5	17.9
				100				100

The results in Table 4.57 show that out of the 28 respondents in private universities, 21(75.0%) of the respondents in United States International University and 24(85.7%) in Daystar University were not contented with the number of professional counsellors in their universities. The results also show that 17(60.7%) in United States International University and 13(46.4%) in Daystar were contented with the number of peer counsellors in their universities. Those who were contented with their counselling centre accounted for 26(92.9%) in United States International University and 24(85.7%) in Daystar. Data on adequacy of reading materials in the library on counselling accounted for 23(82.1%) in United States International University and 20(71.4%) in Daystar. On counselling rehabilitation center the data show that 24(85.7%) from United States International University and 23(82.1%) in Daystar University were not contented and reported that such a unit does not exist. The data therefore show that the two private universities needed more Professional counsellors and a rehabilitation counselling centre for those having critical problems like drug addiction.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study Findings

The following chapter gives a summary of the study findings, conclusions, recommendations and suggestions for further research.

The main purpose of this study was to establish students' perceptions on the status of Guidance and Counselling services in selected universities to play a role in minimizing riots in universities in Kenya. The specific objectives were to;

i) Establish students perception on the causes of student riots; ii) students perception on the nature and effectiveness of guidance and counselling in the universities iii) the desirable guidance and counselling services and other interventional measures to dealing with riots in universities; and, iv) the availability and adequacy of guidance and counselling facilities, learning facilities and resources in universities.

The study summary is therefore based on the objectives under the following subheadings.

5.1.2 Students' Perceptions on the Causes of Riots

The study established that the causes of student riots were as a result of student specific, internal and external factors: Specific factors examined the demographic characteristics in relation to student riots; internal factors examined university factors and their influence on riots while external factors were also looked at in relation to student riots in each type of university. The study examined demographic characteristics of students as student specific factors to establish their influence on student riots as shown below:

5.1.3 Distribution of Respondents by Age

The study examined age of the students and established that some students join the university at an early age of below 20 years and that the 20 year olds participated in riots. This finding raised the researchers concern on what could have influenced their participation in riots. Studies such as those by (UNESCO 1991, Standa 2000 and Lutomia & Sikolia 2006) established that students who join the university at tender ages like the 20 year olds and below may still be experiencing the crisis of adolescence. Such students may need assistance to enable them to go through developmental crises to prevent them from interrupting their education and future careers.

The other finding was that the majority of students joining the university are still single and a high percentage of such students participated in riots compared to those who were married. (Snell 1986, and Kirwen 1979) established that when

people are still single, they lack responsibility and commitment and can easily be influenced into situations of violence compared to those who are married.

5.1.4 Distribution of Respondents by Sex

The other finding was that 174(48.6%) and 120(58.7%) in public universities and 34(9.5%) males and 24(6.7%) females in private universities out of the total sample size of 358. This distribution was expected since more males than females join universities in Kenya. This could be contributed to the fact that there are certain cultures that still do not value the education of girls, though the difference between the two genders was a bit insignificant at the university level.

The results on riot participation by gender also revealed that more males than females participated in riots though one would have expected girls to refrain from participating in riots, which was not the case. Female student participation in riots still scored quite high in this study.

5.1.5 Distribution of Respondents by Religion

Another finding indicated that there were more Protestants followed by Catholics in this study. This distribution is consistent with the (Republic of Kenya, Economic survey (1995) which puts 90 per cent of Kenyan population as Christians with about one fifth being Catholics. However, the study revealed that more Protestants participated in riots followed by Catholics than those from

other denominations. In private universities, none from the SDA religious group participated in riots while 6(1.7%) of the SDA participated in riots in public universities.

5.1.6 Distribution of Respondents by Area of Study

Area of study was examined to determine which discipline constituted the majority of the respondents sampled in the studied universities. The study established that those in the Faculty of Education were the majority followed by those in the Faculty of Arts. The above finding is in agreement with the trends of enrolment in the Kenyan public universities like Kenyatta University who absorbs most students in education courses and Bachelor of Arts degree courses according to the Kenyan Economic Survey of (2000).

5.1.7 Distribution of Respondents by level of education

Those who participated more in riots were within the age range of 22 to 23. This is a period when most students are still explorative and energetic. Most of these students were in their second and third years of study.

5.1.8 Distribution of Respondents by Family's Economic level

The study further established that most of those who participated in riots in public universities were from poor economic backgrounds as reported by 140(45.2%) of the 298 respondents while only 2(0.6%) of 56 respondents in private universities were from poor economic backgrounds. Those who

participated in riots from private universities on the other hand were from average, rich and extremely rich economic backgrounds.

5.1.9 Students' Perception on University Internal Factors influencing Riots

This study examined factors within the studied universities to establish which factors contributed to riots in universities that experienced riots.

The revealed that 70(26.0%) benefited from HELB loan out of the 270 undergraduate respondents, however, the beneficiaries reported that the amount awarded to them was not adequate and that 159(16.7%) were influenced into riots due to less loan awarded as well as for not being awarded the loan.

The study also realized that loan beneficiaries share HELB loan with their family members putting them into financial crisis as 100% out of these students give food support to their family members while 139(51.5%) paid fees to their siblings at secondary school level.

5.1.10 Students' Perception on Type of university and Riot Experience

In comparison, public university respondents participated more in riots than those in private universities. This study also established that the 10(17.9%) of the 56 respondents who participated in riots were in a private religious university. Though this percentage is insignificant, one would have expected riots to be experienced in a private non-religious university and not the vice -

versa. The above finding was established as an isolated case and the first of its kind in the history of the university and was attributed to the disenchantment with the administrators of the institution.

5.1.11 Distribution of Respondents by past riot experience and its Influence at the University level

The study also established that those who experienced riots at secondary school level accounted for 154(43.5%) of the 298 respondents in public universities. Out of this percentage, 123(34.7%) participated in riots at the university level. In private universities, those who experienced riots at secondary school level accounted for 7(2.0%) of whom 6(1.7%) participated in riots at the university level.

5.1.12 Distribution of Respondents by Perception on Drug Abuse and its Influence on Riots

The influence of drug abuse on university riots was reported by 251(70.9% of the 298 respondents in public universities and 50(14.2%) of 56 respondents in private universities also supported by the Standa (2000).

5.1.13 Distribution of Respondents on Perception on Examination stress and Influence of Riots

The study established stress before examination sitting as another factor influencing riots. This was reported by 240(88.9%) of the 298 respondents in public universities and 50(14.2%) of the 56 respondents in private universities.

5.1.14 Postgraduate Respondents and Influence of Riots

It was also realized that postgraduate students support the occurrence of riots in universities and that, their participation in riots is through incitement and moral support as 2(7.1%) of the 44 postgraduate students participated in riots.

5.1.15 External Factors and Influence on Riots

The other finding in this study is that external factors influenced student riots in studied universities. Such factors include; harassment by the police as reported by 80(22.6%) of the 298 respondents in public universities and 20(5.6%) of the respondents in private universities. This was followed by influence by the politicians that was reported by 48(13.5%) in public and 7(2.0%) of 56 respondents in private universities. The media was reported by 37(10.5%) in public and by 10(2.8%) in private universities. Political movements (parties) as another factor as reported by 29(8.2%) in public out of 298 respondents and 2(10.6%) in private universities out of 56 respondents.

5.1.16 Factors Influencing Riots in Private Universities

The study also established that misunderstanding between the students and the university authority and support for other universities is what caused riots in the religious private university.

5.1.17 Reasons for Fewer Riots in Private Universities

On reasons for fewer riots in private universities were given as good management reported by 14(4.5%) of the 270 respondents followed by freedom of expression by 16(5.2%) of the respondents.

5.1.18 Factors Influencing Riots in Public Universities

The study established that some of the main contributive factors to riots in public universities were; misunderstanding between the students and the university authority that was reported by 158(58.5%) of the 270 undergraduate respondents followed by accommodation crisis reported by 46(17.0%) of the respondents, inadequate learning facilities, poor management, wrong intervention measures taken on riot participants and lack of effective guidance and counselling services.

5.1.19 Action Taken by University Authority and Change in Students' Behaviour

The study also revealed that out of 184(100%) of the respondents who participated in riots, 55(29.9%) of those who were punished said that the nature of punishment given to them did not help change their attitude while 49(26.6%) of the respondents said their militant behaviour towards riot did not change even after the punishment instead, they became extremely militant when they participated in other riots. This is explained in behaviouristic theory of

reinforcement and Shaver's theory of Attribution and Social behaviour which stated that negative reinforcement promotes negative behaviour.

This finding is supported in studies such as NCKK (1992), Ochwada (1998); Lutomia and Sikolia (2006) who recommend intervention measures such as guidance and counselling for change. This finding should assist the government and university authorities realize that old approaches to solving riots have failed and they should adopt new student-friendly approaches to handling university riots.

5.1.20 The Existence, Nature and Effectiveness of Guidance and Counselling Services in Kenyan Universities

The study found that guidance and counselling services existed in studied universities as reported by 278(89.7%) of the 310 undergraduate respondents. However, the study further established that even though the services existed, some universities still experienced riots.

The study further established that such counselling services were not effective. This finding is supported by (Stevens & Wedding 2004) who established that guidance and counselling services in universities are not well-established nor given priority. Stevens and Wedding's observed that even in the area of teaching, departments that house guidance and counselling in some universities like educational psychology, such departments are chaired by professors some of who holds no training in guidance and counselling. This observation is also

supported by Montsi (1980), Gitonga (1996), Standa (2000) and Lutomia & Sikolia (2006). The study further established that public universities offered more of pastoral counselling followed by career guidance and individual counselling than any other type of counselling. The above finding was also confirmed in the Standa, (2000) Commission report and studies by UNESCO (2000) and NCKK (1992) who felt that pastoral counselling should be combined with other types of counselling to offer holistic development to the student.

Private universities like USIU and Daystar offered more of career guidance followed by individual therapy. However, one would have expected pastoral counselling to be given top priority among the counselling services offered at Daystar University being a university with strong religious background. It was the only university offering family life education during this study period.

5.1.21 The Utilization and Effectiveness of Guidance and Counselling Services in Kenyan Universities

The study further established that only 32(16.1%) of the 199 respondents utilized guidance and counselling services at the University of Nairobi, while 80(40.2%) of the 199 respondents ranked guidance and counselling services offered in the university as below average. In Kenyatta University, 62(62.6%) utilized the services out of the 99 respondents that would have put the effectiveness of the services as above average. However, only 14(14.1%) of the 99 respondents ranked the services as above average. The university with the

highest ranking on effectiveness was USIU where 20(71.5%) of the 28 respondents ranked the services as effective while those who utilized the services were 14(50.0%) of the 28 respondents. The effectiveness in Daystar was ranked as above average by 14(50.0%) of the 28 respondents while its being effective was ranked by 15(53.6%) of the respondents). None of the respondents ranked the effectiveness of guidance and counselling at Daystar as below average.

The study further established that not so many students sought counselling services in public universities. One reason established in this study is the issue of the stigma attached to counselling venues which according to Were (2003), Lutomia & Sikolia (2006), students referred to as rooms for 'Panel beating' while others called them 'Mathare'. At the same time, students in public universities were not satisfied with the services offered in their universities as they ranked the effectiveness of such services as below average.

5.1.22 The General Perception of Respondents on Guidance and Counselling as an Intervention for Student Riots

The study also established that the highest percentage 240(68.0%) of the 354 respondents supported the idea of guidance as one possible way of minimizing riots in universities.

The finding is supported by several studies and commission reports that have been carried out that recommended the implementation of guidance and

counselling in universities to assist minimize riots. Such studies and reports include, Okech and Ngumba and Wanjiru, (1991), (1992), Gitonga, (1996), Manana, (2001) and Standa, (2000) and Lutomia & Sikolia, (2006).

The study further established that guidance and counselling services were effective and was more appreciated in private universities than in public universities. Most students in public universities did not seem to be aware of the existence of guidance and counselling services in their universities or if they were aware did not care to benefit from the services.

5.1.23 Public University Respondents' on Possible Support and Services For Guidance and Counselling Services for Kenyan Universities

The study went further to establish counselling services and support that would work in universities for minimizing student riots. This was investigated in line with the type of university and students' perspectives. Students in public universities felt there was need for a counselling centre in each university and not counselling offices as suggested by 30(11.0%) of the 270 undergraduate respondents in public universities. The only concern could be the number of those who would want to visit such counsellings considering the stigma attached to the counselling offices. However, importance of this finding is that such counselling could assist create awareness to those who are unaware of the existence of guidance and counselling services in their universities.

The study also established that 23(8.5%) of the 270 respondents suggested dialogue as an approach to counselling. Peer counselling was supported by 19(7.1%) of the respondents, recruiting more professional counselors was suggested and supported by 20(7.4%), the idea of counsellors to work closely with academic departments was supported by 21(7.8%) of the 270 respondents, counselling before suspension was supported by 17(6.3%), strengthening of mentoring programs was suggested and supported by 16(5.9%) of the respondents, counselling before examination sitting by 19(7.1%), student 'Barazas' by 16(5.9%) of the 270 undergraduate respondents and relevant materials on HIV/AIDS by 16(5.9%) of the respondents.

Private universities suggestions on counselling services and support for universities were; the introduction of guidance and counselling services in the university curriculum as suggested by 4(10.0%) out of the 40 undergraduate respondents, strengthening of student 'Barazas' by 5(12.5%), dialogue by a similar 5(12.5%) and support group counselling by 4(10.0%) of the 40 respondents.

5.1.24 Other Intervention Measures suggested by the Undergraduates Respondents in Public Universities

The respondents further came up with other preferred intervention measures to riots such as; the privatization of accommodation facilities that was supported by 18(6.7%) of the 270 undergraduate respondents, the introduction of

suggestion boxes in universities, the sorting out of problems affecting students welfare immediately, regular talks between the university authority, policy makers and the students that was supported by 12(4.4%) of the 270 undergraduate respondents. The study further suggested that HELB loan should benefit all the students irrespective of their economic background as this influenced riots, there should be adequate and appropriate learning and counselling facilities and resources in public universities. There was also the need to strengthen sports and games, counselling in the halls of residence, student leaders to be integrated into the universities decision-making forums. There was also the need for proper coordination between the students and the university authority and finally there was the need to change the university rules to go with the current needs of the society.

The importance of the above findings is that those on authority may realize that students in public universities need guidance and counselling though their approach may not be the same as those of their student counsellors. This calls for guidance and counselling to be made student-friendly.

The findings differ from those of other studies like Standa, (2000) as it relied entirely on students' views in investigating the appropriate guidance and counselling services for universities.

Private university respondents suggested the use of suggestion boxes for collecting student views as this would assist those who fear visiting counseling centres air their grievances, purposeful counselling was suggested for radical students while pastoral counselling for those who need spiritual nourishment. The respondents suggested that students with similar problems should be identified for group counselling while student ‘barazas’ to be introduced in universities to instill proper understanding between students and university administration; libraries to be equipped with adequate and relevant reading materials on guidance and counselling and students encouraged to read them. Finally, accommodation facilities to be privatized as this would ease crowding of students in one area where students gathers easily and quickly to cause chaos and that all students should benefit from HELB loan irrespective of their family’s economic background.

The importance of the above findings is that committed universities particularly those responsible for guidance and counselling services in their universities would integrate students’ perceptions on the nature of services and support suggested by the respondents as a way to minimize student riots.

5.1.25 University Student Counsellors’ and Focus Group Perception on the Status of Guidance and Counselling Services in Universities

The researcher was interested in seeking views of university student counsellors and those gathered through focus group discussions on the state of guidance and

counselling services in their universities. The results of the findings revealed that guidance and counselling services in private universities were more effective than in public universities. Student counsellors in private universities received more support in offering their services and had adequate counselling facilities and resources. They offered their services in a counseling centre, which was not the case in public universities as reported by (100%) of the respondents in private universities. The findings also revealed that more counsellors in public universities had pastoral counselling training background than in other areas of specialization in counselling. There was also inadequacy in the number of student counsellors in both two types of universities creating the need for more professional counsellors to ration the number of students.

5.2 Implications of the Study Findings

The implication of the above findings of 20 years and below was possible given that most students in the universities got direct admission from secondary schools with very few enrolling in the continuing education programmes (Economic Survey, 2006).

The finding where 27(9.0%) out of the 298 respondents of the 20 year-olds participated in riots imply that age is a factor when it comes to influences riot participation at the university. This finding should help the university authority plan to assist students who join universities while young cope with crises at the university as recommended by Lutomia and Sikolia (2002).

The implication of the finding on participation of riots at the university level by those who had experienced riots in secondary school implies that riot experienced at secondary school level influences riots at the university level, which could be attributed to the level of maturity and a commensurate increase in the level of awareness. The finding also implies that behaviour of students at other levels of education influences their behaviour as grown-ups and may as well jeopardize their future career and education if not controlled.

Lutomia and Sikolia, in their documentation on guidance and counselling in secondary schools recommended that, it is a prerequisite to assist those students in secondary schools intending to join universities to cope with the freedom they will acquire when they reach the university. With adequate help in secondary schools, the universities may be assured of admitting students who are mature and disciplined Lutomia and Sikolia (2002). The implication of the finding on both the rich and the poor participating in riots implies that it is not only money that influences students into rioting but a combination of other factors as well.

The implication of the finding on students who use HELB loan to support their siblings is that such students may be among the orphans or those with jobless parents, single or very old or needy parents whose income cannot support their children's education through fee payment. More so, some parents may have left their responsibility to children particularly to those students who get fees from other sources without knowing that HELB loan is not a bursary fund but would

require repayment after the students complete their education and are on employment. This finding will create awareness to those charged with the responsibility of distributing HELB loans that such loans do not only benefit the needy students but their relatives as well.

The finding on those who prepared their own food implied that the amount given to students by HELB to needy students is inadequate otherwise it would enable them eat in the university cafeteria as many said they prepared their own food because food in the student cafeteria was too expensive and they could not afford. The government might consider giving more loans to needy students as financial constraint influences riots as established in this study.

The finding on drug abuse as a major contributive factor to riots in schools and colleges implies that riots will be a permanent occurrence in Kenyan institutions of learning unless the government and the university authorities come up with strong policies or strong intervention strategies for controlling drug sale and abuse in and around institutions of learning in Kenya. The importance of this finding is that it may make the government realize the urgent need for sorting out issues of drug abuse among the youth. The Economic Survey of 2004 on the National Campaign against Drug Abuse, realized an already population decrease among the youth, possibly due to drug abuse.

Examination stress is another factor established in this study as the main cause of most riots in schools and colleges. The government and the university authority will be made aware of the consequences of the above factors in order to put appropriate measures in place and when to schedule examinations for controlling unnecessary riots.

The implication of the post-graduate students participating in riots may make the university authority realize that postgraduate students also support riots and should be investigated whenever there are riots as this could be a factor that contributes to the persistence of riots in certain universities. The finding on private religious universities participating in riots was unique and disqualifies one of the study assumptions that religion can control riots in institution by making students refrain from participating in riots.

The finding on misunderstanding between the students and the university authority has made certain universities like Kenyatta implement a lot of infrastructural changes in their universities with the hope that this would control riots (Kenyatta Newsletter, February 2009). The university has tried very much to transform its physical image and taken care of issues that have always affected the general welfare of students like water shortage and frequent power blackout yet riots still persists in such universities. The implication of this finding is that there may be more to such riots that are not being tackled that need further investigations.

The finding on state suppression of rioting students in 1970s and 1980s is still an issue even with the current riots, (Mbae, 1995) contributing to the persistence of riots in certain universities. This finding may create awareness to the government and the university authority on the need for dialogue in universities between the students and the various university stakeholders as a way of reducing the use of violence to solve crises. This was supported by the report of the vice –chancellors committee on riots in universities chaired by Prof. Standa (2000).

The finding on the nature of action taken on riot participants indicated that students still participated in riots even after receiving such punishments which implied that probably the intervention methods used could be the ones that lead to the persistence of riots as explained in the two theories applied in this study. This finding is, therefore, important in that it may assist the government and the university authorities realize that old approaches to solving riots have failed and that they should adopt new student-friendly approaches to handling university riots.

The finding on the existence of Guidance and Counselling in universities implies that some counselling went on in the universities studied. However, since some of these universities still experience riots, the implication is that such counselling services may not have been effective. The other implication is that the counselling services may not have benefited many students as only few

students sought these services in the universities. This finding may assist the university authorities investigate the reasons why students do not willingly seek counseling services and probable think of ways of making the services student friendly.

The finding on pastoral counselling given priority in some universities may imply that universities are not employing professional counsellors with relevant training background and instead relied on the university chaplaincies not knowing that pastoral counseling is mainly for spiritual nourishment and different from other types of counselling. Standa (2000) report on university riots recommends the combination of pastoral counselling with other types of counselling. This is to give holistic development to students who are currently growing up to cope with the world crises and develop into responsible citizens.

The implication of the finding from university counsellors on the support they are given on Guidance and Counselling facilities may make universities provide adequate support for strengthening counselling services in their universities. This finding was also established in a study carried out by Angacha (1987) and Kilonzo (1990) who realized similar weaknesses in their studies in the establishment of Guidance and Counselling in institutions of learning in Kenya.

The finding on the ineffectiveness of Guidance and Counselling in universities may create room for realizing that efforts are needed to strengthen Guidance and

Counselling services in universities. This finding may also create awareness to relevant university authorities that the existence of Guidance and Counselling services in their universities does not mean effective utilization of the services. The universities need to establish what contributes to the ineffectiveness of the services in public universities with the intention of improving on the weak areas. This may make them strengthen Guidance and Counselling with the purpose of establishing whether with the improvement and support to the services, such services would minimize riots.

The finding that Guidance and Counselling is appreciated and utilized more in private universities than in public universities is an indication that public universities may need to borrow ideas on counselling services offered in universities that do not experience riots.

5.3 Conclusions

Riot is a historical event that is not only unique to universities in Kenya. It has been happening in America, in Europe and in other continents world over as documented by Nkinyangi (1991).

- 1). This study realized that the causes of riots are as a result of student specific, internal and external factors that needs to be looked into by the university authorities if riots have to be minimized in universities. The Government, the University authorities, the Media and the Politicians all influence riots in universities.

2). The study established that the nature of guidance and counselling services in public the universities and their underutilization have all contributed to the ineffective of the services in universities for minimizing the riots.

3.) In comparison, the support given to private universities in terms of counselling facilities and resources could be what is assisting in reducing the level of riots in private universities. The number of professional counsellors in the studied universities was also a matter of concern. With increase in student population, there is need for more professional counselors. Counselling services also needs to be offered in a counselling centre for confidentiality. All these combined have contributed to the ineffectiveness of guidance and counselling services in public universities and probably the persistence of riots in such universities.

4). There are no clear government policies for guidance and counselling in educational institution in Kenya. This could also be considered as one factor contributing to laxity in strengthening the services by the institutional authorities.

5). The nature of action taken on those who participate in riots do not also seem to be appropriate calling for other alternative measures to be tested since riots have persisted with the current intervention measures.

5.4 Recommendations

From the findings of this study, the following recommendations were made in line with the study objectives:

- 1) The study established that the major causes of riots are internal, external and student specific. These are in line with the findings of Standa (2000), however there is need to deal with specific issues affecting individual students that may influence their participation into riots. The study established that some students join the university establish at a very tender age of 20 years and below. Such students may still be experiencing the crisis of adolescence and needs to be assisted to go through such crisis to protect them from interrupt their education and future careers.
- 2) The study established the need for strengthening guidance and counselling in secondary schools and at the university level since guidance and counselling services at such levels do not seem to be effective.

Students' opinions also need to be integrated when designing guidance and counselling programs for universities for specific universities. This is because this study realized that students have a lot of ideas to offer on causes of riots and can come up with the best intervention measures to riots compared to those ideas from outsiders. According to (Levy 2003) riots seem to be taking a new turn in universities in Kenya creating challenges to the various universities. This study therefore recommends new intervention

measures for testing and new studies on the causes of the current riots.

- 3) The study also realized that 90 percent of the respondents were Christians and with Christianity, one would expect religion to play a major role in modeling individual student's behavior in order for them to refrain from participating in riots. This is not the case as this study established through studies like (Were 2003) who documented that some religious groups have certain characteristics that may drive students into participating in riots instead of refraining from it. The study therefore recommends further studies to establish other factors surrounding religion in universities with strong religious background to establish other factors that may be covered by religion in such universities that may influence riots.
- 4) The study recommends the combination of pastoral counselling together with other types of to students. The university authority should also invest in counselling through offering further training to those entrusted with counselling in their universities. The universities counsellors together with university authority should integrate students' perception and develop counselling programs that are student friendly as this will assist students who are currently growing up in a complex world cope with the world crises and develop into responsible citizens.
- 5) The study also established that most of the pre-university level riot

experiences were at secondary schools level and that students' who experienced riots in secondary schools attended also participated in riots at the university level. This study therefore recommends Guidance and Counselling through strengthening of mentoring programs to assist those joining the university cope with university crises and freedom such students experience when they join the university.

- 6) The study recommends guidance and counselling on financial expenditure and ways of generating own money as well as counselling before examination sitting. This is because the study realized that financial stress and examination stress are some of the major contributing factors to riots in universities. For instance there are those who prepare their own food instead of eating in the university cafeteria as they consider this a cheap way of eating. There are also those who support their family members financially and educate their siblings in secondary schools with loan acquired through HELB in the pretence that they are needy. At the same time, most riots that have been experienced usually occur during examination periods.
- 7) Drug abuse is another key factor, established in several studies on riots both at secondary school and at university level. The study recommends that the government and the university authority should come up with strong policies or strong intervention strategies of controlling drug sale

and abuse in institutions of learning in Kenya.

- 8) There is also need for proper understanding between the student leaders and the University Authority which the respondents argued can only be realized through the establishment of effective guidance and counselling that emphasizes dialogue to replace aggression as supported by (Levy (2003) as this would assist students desist from riots through violence.
- 9) The university authority and the government also need to come up with alternative approaches to solving university riots different from the current approaches referred to in this study as traditional approaches of handling crises in universities. Such approaches have failed considering that the wave of violence in universities have also changed making handling riots in universities more complex than before. The study therefore recommends dialogue to avert minor grievances that might cause unnecessary riots and those who participate in riots to be counseled before they are suspended.
- 10) Guidance and Counselling should be made compulsory at all levels of the education system in Kenya as this would enable all those graduating from universities and even secondary schools to have some basic Guidance and Counselling skills to enable them to understand and handle problems maturely and appropriately as supported by Lutomia and Sikolia (1999).

11) Shortage of qualified personnel as well as shortage of funds and support services have also served as formidable impediments to effective Guidance and Counselling as reported by the university counsellors. For effective Guidance and Counselling services in universities to be felt, this area needs to be looked into.

12) The nature of Guidance and Counselling services in universities should also focus on the complexities of the current trend of riots that could be resulting from their exposition to violence in the society.

13) In students' perspective, the government should come up with clear policies on Guidance and Counselling as at present, no policy exists to guide and strengthen guidance and counselling services in the education system.

14) If riots are to be minimized in universities, the respondents felt that the following programmes should be strengthened and tested for implementation;

- Those that emphasize dialogue to replace violence.
- Peer mediation and education on riots and conflict resolution counselling programmes.
- Semester seminars and conferences organized by the university

authorities addressing issues affecting students' welfare.

- Strengthening of sports and games for releasing academic tension.
- Student 'Barazas' to give students a chance to air their grievances and preempt issues that might influence their participation into riots in a university.
- Strengthening of mentoring programmes to assist students cope with academic environments and choose the right degree programmes.

15) The police have been seen as oppressive tool by students in the institutions of higher learning. The study recommends organized forums between the police and the students to come to consensus on the role of the police as using violence is not the best approach to solving problems.

16) Forums with student employers, or football matches should be organized to enable students to get to understand what employers or the police feel about them. This can also remove tension and ignorance that has always existed between the students and the police over the years.

17) The media should also be involved in open forums to advocate to the society the students initiative towards change than dwelling on the negative, even though Standa (2000) brought out this negativity of the media reports on various universities whenever there is a crisis, the above concern still came from the students in this study.

5.5 Suggestions for Further Research

- 1). A study is needed to establish how student-driven intervention measures suggested can be implemented in public universities in Kenya.
- 2). A comparative analysis between rural-based universities and urban-based universities to establish the need for management-driven programme for riot control.
- 3). There is also need for an independent study to investigate whether the reported low level of effectiveness in the delivery of guidance and counselling services in the University of Nairobi and Kenyatta University have anything to do with the persistence of riots in those universities.
- 4). A new study is required to establish the current causes of riots and the of trend of violence in students' behaviour during riots since this study was carried out between 2002 and 2004.

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Appendices

APPENDIX I

MAIN SURVEY QUESTIONNAIRE I

(for-self Administering under classroom setting)

(FOR PRIVATE AND PUBLIC UNDERGRADUATE STUDENTS)

QUESTIONNAIRE NO. _____

UNIVERSITY _____

FACULTY _____

DEPARTMENT _____

RESIDENT: HOSTEL _____

NON –RESIDENT _____

ROOM NO. _____

DATE _____

A. DEMOGRAPHIC INFORMATION (*Student Specific factors*)

1. Sex Male [] Female []

Age(in years) _____

Marital status Single [] Married [] Separated/divorced [] Widow []

Religion (record exact denomination) _____

Area of Study at university level _____

Year of study One [] Two [] Three [] Four [] Five []

3. State your family's economic status if your parents are alive? 1=

Extremely poor [] Poor [] 3=Average [] 4= Rich [] 5= extremely rich []

4. If your parents are dead who finances your education?

Father_____

Mother_____

Both parents_____

Guardian_____

Self_____

B. PREVIOUS SCHOOL BACKGROUND AND RIOT EXPERIENCE

5. State whether you experienced riots in your previous schools?

1=Experienced [] 2= Did not Experience []

6. If 'Experienced put a tick (\checkmark) at the level at which you experienced the riot?

i) Primary []

ii) Secondary []

iii) Tertiary College []

C. INFORMATION ON UNIVERSITIES AND RIOTS (*Internal factors*)

7. Have you ever experienced a riot at your university? 1= Experienced []
2= Not experienced []

8. If 'Experienced', what caused the riot ?

i) _____

ii) _____

iii) _____

iv) _____

9. Have you ever participated in any of the riots in your university?

(Only if applicable) 1= Participated [] 2= Not participated []

10. Have you benefited from HELB Loan at the university? 1='Benefited []

2='Not benefited[]

11. For those who benefited, was it adequate? 1=Agrees [] 2=Disagrees []

12. Explain your reaction when you received less than what you expected or no HELB loan and in which way? _____

13. Do you use HELB loan in supporting any of your family members? _____

If you do, in which form do you give the support? School fees []

Clothing [] Food [] Other (Specify) _____

14. Put a (✓) against the level at which you give the support?

i). Primary []

ii). Secondary []

iii). College []

15. Give your perception on the experience of riots in your university since you joined? _____

16. If you have experienced riots in your university, what caused the riots?

i) _____

ii) _____

iii) _____

iv) _____

17. If you have not experience any riots in your university, what controls the riots?

i) _____

ii) _____

iii) _____

18. What is your perception on the following factors in relation to riots?

i) Peer pressure _____

ii) Drug Abuse _____

iii) Examination stress _____

19. In your perception, which other factors do you think influences riots in universities?

i) _____

ii) _____

20. Do you think postgraduates also participate in student riots? 1= Participate

[] 2= Do not participate []

21. If they participate, in which ways?

i) _____

ii) _____

E: EXTERNAL FACTORS IN RELATION TO RIOTS

22. What do you think are some of the external factors influencing riots in the universities?

i) _____

ii) _____

F: INTERVENTION MEASURES

23. If you participated in any of the riots, which disciplinary action did the university take on you? _____

24. Did action taken change your militant behaviour or attitude towards future riots? 1= Agrees [] 2= Disagrees []

25. If it did not change your behaviour or attitude, what nature of action would you recommend to the university for future riots? _____

G: GUIDANCE AND COUNSELLING AS AN INTERVENTION MEASURE

26. Are guidance and counselling services offered in your university? 1= Agrees [] 2= Disagrees []

27. If you agrees, what are the nature of services offered in your university?

i) _____

ii) _____

28. Have you ever benefited from the services? 1= Agrees [] 2= Disagrees []

29. How would you rank the level of effectiveness of the services in your

university? 1=above average [] 2=average[] below average []

30. What would be some of your suggestions for the improvement of guidance and counselling services for the universities?_____

Thank you very much for your cooperation.

APPENDIX II

II. MAIN SURVEY QUESTIONNAIRE 2

(FOR POSTGRADUATE STUDENTS)

QUESTIONNAIRE NO. _____

UNIVERSITY _____

DEPARTMENT _____

DESIGNATION/STATUS _____

DATE _____

A. BACKGROUND INFORMATION

1. Sex Male Female
2. Age (record exact age in years) _____
3. Marital status Single Married Separated/divorced Widow
Other specify) _____
4. Religion _____
5. State your teaching faculty? (*skip non lecturer*) _____

B) UNDER UNIVERSITY ENVIRONMENT

6. Have you ever supported a riot in your current university? Agrees
Disagrees
7. If you agree, in which way did you give the support? _____
8. What do you think aggravates militancy among the current undergraduate students in public universities _____
9. Do you think such riots are justifiable? 1=Agrees 2= Disagrees

10. If you 'Agree' Explain _____
11. What is your perception on the existence of Guidance and counselling services in your university? _____
12. If such services exist, what are the nature of the services offered? _____
13. Give your perception on whether such services are assisting in controlling riots in your university? _____
14. If 'they are, explain? _____
15. If no, suggest the nature of Guidance and Counselling services which you would recommend, that can assist minimize riots in your universities?
- i. _____
- ii. _____
- iii. _____
16. Do you support the nature of action taken on riot participants 1=support []
2=Do not support [], If you do not support, which disciplinary actions would you recommend for minimizing the riots? _____

Thank you very much for your cooperation.

APPENDIX III

III. MAIN SURVEY QUESTIONNAIRE 3

(FOR ONLY UNIVERSITY COUNSELLORS)

QUESTIONNAIRE NO _____

UNIVERSITY _____

DEPARTMENT _____

DESIGNATION/STATUS _____

DATE _____

BACKGROUND INFORMATION

Sex: Male [] Female []

Age: (Record the exact age in years) _____

Marital status: Single [] Married [] Separated/divorced [] Widow(er) [] Other

(specify) _____

Religion _____

State your area of G &C specialization _____

UNDER CAMPUS ENVIRONMENT

1. Do you get adequate counselling support in your university 1= Agree [] 2= Disagree? [], if 'Agree' Explain ways you get the support? _____

2. List types of Guidance and Counselling services you offer in your

- university? (i) _____
- (ii) _____
3. How do you rate the success of the listed services in relation to riot? Above average [] Average [] Below average []
 4. Are the services offered in a counselling centre? 1=Agree [] 2= Disagree[]
 5. Give your perception on whether you think the services assist students in coping with crisis in your university? _____
 6. How often do you meet students for counselling? Once a week per semester [] twice a week in a semester [] Thrice [] Daily [] Any other (specify) _____
 7. What problems do you sometimes encounter as a university counsellor?
 - i) _____
 - ii) _____
 8. When students have a problem, do they come to you freely for counselling? Agree [] Disagree [] If 'they don't' Why? _____
 9. Do you have adequate counselling facilities in your university? 1=Agrees [] 2= Disagrees []
 10. What do you think aggravates militancy among the current undergraduate students in public universities? _____
 11. If Guidance and Counselling were to be integrated into the university system, suggest the nature of programmes that could minimize riots? _____
 12. What suggestions would you make for improving Guidance and

Counselling services in your university? _____

Thank you very much for your cooperation.

APPENDIX IV

(Focus Group Discussion Guide)

INSTRUCTIONS

Discuss each of these questions as comprehensively as possible with the aim of suggesting possible solutions to each case.

1. In your opinion, what causes riots in the universities?*(To probe)*
2. What would you recommend for minimizing such riots?
3. What is your perception on the support given to guidance and counselling services in the universities for minimizing the riots? *(To probe)*
4. What would be some of your recommendations to the government and university authority on how to improve guidance and counselling services in the universities?*(To probe for ideas)*
5. What would you recommend as a student leader on your link between the students and the university authority for creating calm in the universities? *(To probe for ideas)*
6. How do you perceive intervention actions taken on those who participate in riots?*(To probe)*
7. What future actions would you recommend to the university for transforming student behaviour? *(To probe)*
8. Discuss and recommend intervention measures for minimizing riots in the universities? *(To probe for ideas)*

APPENDIX V

Observation Checklist

Guidance and counselling teaching resources and facilities checklist

Name of the University _____

Location _____

Availability and adequacy of guidance and counselling facilities and resources in your university.

Instructions

Put a tick (√) or an (X) in the appropriate column that indicates the availability and adequacy or unavailability or inadequacy of the facilities and resources as described in the statement.

1. Availability of Facilities and Resources

Universities	Counselling Centre	Rehabilitation unit	Professional Counsellors	Peer Counsellors	Library with counselling reading materials
UON	(√)	(×)			
K.U					
USIU					
DAYSTAR					

2. Adequacy of Facilities and Resources

Universities	Counselling Centre	Rehabilitation unit	Professional Counsellors	Peer Counsellors	Library with counselling reading materials
UON	(√)	(×)			
K.U					
USIU					
DAYSTAR					

Thank you for your cooperation