

Full Length Research Paper

Teachers' and students' perceptions of psycho-physiological factors contributing to violent behaviour among public secondary school students in western province, Kenya

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Violence is not a new phenomenon in the modern educational system. It is manifested in the form of rioting, sexual violence, fighting and bullying. The purpose of the study was to establish teachers' and students' perceptions of psycho-physiological factors contributing to violent behavior among public secondary school students in Western Province, Kenya. The study was based on the Social learning theory by Albert Bandura. A descriptive survey research design was adopted. The study population was composed of 638 Principals, 6,354 teachers and 65,969 form two students. Stratified random sampling technique was used to select students from 213 secondary schools. Purposive sampling technique was used to select teachers. Questionnaires and in-depth interview guide was used to collect data from the respondents. A pilot study was carried out to establish the reliability and validity of the data collection instruments. Qualitative data was transcribed and reported according to emerging themes while quantitative data was analyzed using descriptive statistics such as the frequency counts, means and percentages. Inferential statistics such as a t-test statistics was applied. The findings of the study indicated that the perceived psychological factors contributing to violent behavior were: anxiety problems, ethnic violence, mental problems and fear of being punished. The perceived physiological factors included: being physically strong; being older in school; having an average appearance; being the tallest in school; and having physical disabilities. Generally, analysis of the problem revealed that students regardless of their gender and/or type of school they attended perceived causes of violence alike. Recommendations of study were that: guidance and counseling be reinforced in schools; students with mental and psychological disorders should be referred to medical doctors and psychiatrists; students should be encouraged to participate actively in co-curricular activities; and diet in schools ought to be improved in order to meet the students' physiological needs.

Keywords: Aggression, perception, perceived factors, psycho-physiological factors, psychological factors, physiological factors, violent behavior.

INTRODUCTION

For centuries, violence has been a commonplace feature of school life with its causes embedded in the social, cultural, historical and economic contexts of its time. The focus of violence can be individuals, objects or the school itself, and the nature of the damage can be psychological, physical or material. Since the middle of

the 20th century, violence against children has increasingly been viewed as a violation of their fundamental human rights, in particular of their right to physical safety and psychological security and well-being (Leach, 2003).

Psychological factors are associated with the individual's thinking or mind and hence contribute to violent behavior among people. For instance, in Finland, Langerspetz et al (1982) studied group aggression among 434, 12 – 16 years old children in three schools. They found out that victims of violence had low esteem,

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were subjectively maladjusted and experienced their peer relations negatively. The violent ones on the other hand were found to be physically strong and frequently experienced handicaps than the well adjusted children. Additionally, the researchers observed that the bullies or aggressors held positive attitudes towards aggression, experienced their peer relations negatively and held negative attitudes towards teachers. In 1982, Coie and others studied 300 children aged between eight and fourteen years. Those children who were seen as "least like" were involved in disruptive activities such as fighting and acting snobbishly. They were also judged as being uncooperative, unsupportive and unattractive.

In a study on the relationship between age and bullying behavior, Olweus (1993) compared data from primary and secondary schools. He found the incidents of bullying to be twice as high in primary as in secondary schools. Bullies were found to be active in the last year of both primary and secondary school, and several studies confirm a peak at 13 years. This hypothesis is supported by the findings that the bullies were least active on entry to secondary school, that is, when they are the youngest students. Bullies of any age were found to be older than their victims. Over the school years, bullying among girls was perceived to decrease, whereas it increased among boys, although there was found to be a general decrease in physical bullying among the older pupils. The present study only focused on students in secondary schools unlike the previous investigation by Olweus which involved respondents from primary and secondary schools.

In addition, Nansel et al (2001) examined the frequency of various types of bullying as well as psychosocial adjustment of students who bully or who are bullied. Verbal bullying was most prominent for both males and females, with students being recipients of negative comments about their appearance in addition to being recipients of sexual comments and being targets of rumors. Interestingly, negative comments about race or religion were rarely reported. More males than females reported being victims of physical bullying, indicating they had been hit, slapped, and pushed. With regard to psychosocial adjustment, they found positive correlations between bullying behavior and fighting, alcohol use, smoking, and ability to make friends. Poor academic achievement and poorer perceived school climate were also associated with being a bully. For middle school males, loneliness was also positively correlated with being a bully. Negative correlations were found between victims and both alcohol use and the ability to make friends, whereas being a victim were positively correlated with fighting. Loper et al (2001) studied the relationship between characteristics of a violent event, as self-reported by 82 incarcerated juvenile offenders, and personality features measured by the Millon Adolescent Clinical Inventory (MACI). The study predicted that specific personality features that have previously been

associated with psychopathy would be associated with the instrumentality, emotional reactivity, and guilt reported for the incident. Results confirmed that a self-reported pattern of elevated instrumental motivation and reduced guilt was associated with higher scores on the MACI Forceful, Unruly, Substance Abuse Proneness, Impulsive Propensity, and Family Discord Scales, as well as a recently developed Psychopathy Content Scale. Self-reported elevated instrumental motivation and reduced empathy or guilt was also associated with lower scores on the Submissive, Conforming, Anxious Feelings, and Sexual Discomfort Scales. There were no significant relationships observed between emotional reactivity and personality scales.

Physiological factors are factors associated with the individual's growth or body structure that predisposes him to engage in violent behavior. For instance, Langerspetz et al. (1982), studied group aggression among 434 subjects in and Finland. They found out that victims of violent behavior were physically weak and generally experienced obesity and handicaps. The violent on the other hand were found to be physically strong, unattractive and frequently experiencing handicaps. They also examined the ego picture, ideal ego picture of bullies and victims in a school situation using the semantic differentials. They found out that bullies considered themselves to be dominant and perceived dominance as social norms they required. On the other hand, the victims considered themselves to be depressed, lacking in intelligence and personal attractiveness, and displayed in general feeling of inferiority. Hence these characteristics were responsible for them being bullied.

In United States of America, Cornell and Brockenbrough (2004) conducted research on Identification of bullies and victims among 416 middle school students. This study compared self, peer, and teacher identification of bullies and bully victims. Overall, there was poor correspondence between self-reports and reports made by peers or teachers, but consistently better agreement between peers and teachers, in identifying both bullies and victims of bullying. Peer and teacher identification of bullies were more consistently associated with subsequent school disciplinary infractions than were self-reports. These results raise concern about reliance on student self-reports of bullying and bully victimization.

In a study on the popularity of bullies among 379 middle school students by Thunfors and Cornell (2008), bullying was assessed by peer report using the School Climate Bullying Survey (SCBS) and popularity was assessed through peer nominations from a student roster. The study revealed that bullies were among the most popular students in the school, receiving more peer nominations than students uninvolved in bullying or victims. Comparisons of popular and non-popular bullies found few differences, except that: popular bullies were less likely to be victimized; and female bullies had a

greater likelihood of being popular than their male counterparts.

Learning institutions in Kenya for instance, have gradually gained notoriety as venues of sexual assault. Since the infamous St. Kizito incident where 70 girls were raped while 19 others lost their lives when their male peers descended on them during what was supposed to be a school strike, several other group sexual violations have occurred (ibid). Violent behavior is one of the practices that have scared teachers, parents and students. Some students have had to die or suffer permanent deformities. Ruto (2009) asserted that violence has been going on since 1970 especially in boys' schools. In secondary schools, sexual violence has been identified as one of the most teething social problem young female are facing. The causes of sexual violence vary greatly due teachers' behaviour and traditional gender stereotypes. By not responding seriously to complaints of sexual abuse, teachers and school authorities convey the message that it could be tolerated. In addition, a lack of public prosecutions in many countries means that perpetrators are not held to account for their crimes. Girls in societies where women have a lower status are more likely to suffer sexual violence at school. In support of the above findings, Leach (2003) asserted that sexual abuse and violence inextricably linked to other forms of physical violence in school, in particular to widespread bullying by learners and corporal punishment by educators and also to verbal abuse.

In addition, researchers have shown that violence among students can take place in many different locations within and outside the school. For instance, Olweus (1993) observed that bullying in secondary schools was one of the dark hidden areas of social interaction, along with child physical and sexual abuse and adolescent violence. Bullies and victims are both at risk for negative future outcomes. Kaiser and Rasminsky (2003) reported that as bullies go through adolescence they are more at risk for severe problems such as delinquency, alcohol and drug abuse, and dropping out of school. In addition, both bullies and victims were found to be more depressed than students who were not involved in bullying (Seals and Young, 2003). Depression associated with bullying and victimization can lead to academic problems, self-defeating behaviors, and interpersonal problems. Finally, victims are particularly at risk if there is no emotional support provided or if the bullying behavior is severe and prolonged. These victims are more likely to suffer from academic problems, absenteeism, loneliness, and loss of friends (ibid).

In Kenya, Kigotho (1999) claimed that the well known form of bullying in Kenya had been the subtle type. This had been going on since 1970 especially in boys' schools. In such schools, victims of bullying were subjected to mental torture by being forced to answer several questions; give out money; shape their mouths

funnily by moving jaws apart and sideways according to the instructions from a bully's palms; and to sing obscene songs. In girls' schools on the other hand, less violence had been reported and bullying had mainly been in the form of name-calling, taunting and threats. Because of that, bullying involving rape had remained difficult to prove except where some physical force was visibly used. Indeed violence has resulted in many dire consequences on students' social and academic endeavor. For instance, Ohsako (2007) discovered during his work on truancy that approximately 19 percent of truants had started to miss school because of bullying and continued to miss for this same reason.

Mathiu (2008) noted that over the past decade, many secondary schools had suffered from strikes most of which placed head teachers in the spot light. For instance, in 1991, male students in a mixed high school invaded the girls' dormitory and raped more than 70 girls. At least 19 female students lost their lives at a tender age of 15. In another incident in 1999, a group of male students locked up 4 prefects in their cubicles at night and doused them in petrol killing them instantly. The worst calamity was in 2001 when 68 students were burnt to death and scores injured after their dormitory was set on fire by two boys who petrol bombed the school. Consequently, several reasons were advanced by different stakeholders as the underlying root causes riots in schools. They included: overloaded curriculum; autocratic school administration; drug and substance abuse; poor living conditions in schools; excessive use of corporal punishment; lack of an effective school guidance and counseling service; pressure for excellent academic performance; abdication of parental responsibility; incompetent board of governors; culture of impunity in the society; adolescence identity crisis and mass media campaigns. In 2008, over 254 secondary schools experienced the ongoing orgy of violence in Kenya per province as follows; Central (68), Rift valley (55), Eastern (53), Nyanza (27), Coast (24), Nairobi (19), Western (8) and North Eastern has none (Kuchio and Njagi, 2008). Therefore in order to reduce escalating anxiety among parents, teachers and students over the impact of violence, there was need to study teachers' and students' perceptions of psycho-physiological causes of violent behavior in secondary schools.

METHODOLOGY

The study was conducted in Western Province that has 21 Districts. The Social learning theory by Albert Bandura (1977) formed the basis of the study. Learning of any behavior such as violence by students is due to reinforcement, imitation and identification. The study adopted the descriptive survey research design covering a population of 6,354 Secondary School teachers, 638 principals and 65,969 form two Secondary School students from 638 public secondary schools. A stratified random sampling technique was used to select public secondary schools and teachers. In addition, a formula recommended by Fisher, Laing & Stoeckel (1983) was

Table 1. Perceptions of Psychological Factors that Contribute to Violent Behaviour between Male and Female Students in Secondary Schools

Statement	Gender	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
		Experiencing mental illness	Male	210	32	199	30.3	64	9.8	77	11.7	106	16.2
	Female	138	27.8	123	24.8	54	10.9	85	17.1	96	19.4	496	100
Being over confident	Male	108	16.5	197	30	113	17.2	152	23.2	86	13.1	656	100
	Female	77	15.5	125	25.2	74	15	134	27	86	17.3	496	100
Being talkative	Male	67	10.2	132	20.3	106	16	194	29.6	157	23.9	656	100
	Female	58	11.7	93	18.3	78	16.2	140	28.2	127	25.6	496	100
Fear of uncertainty of unemployment in future	Male	125	19.1	124	18.9	113	17.2	155	23.6	139	21.2	656	100
	Female	78	15.7	75	15.1	87	17.6	124	25	132	26.6	496	100
Ethnic violence	Male	197	30	199	30.3	115	17.6	72	11	73	11.1	656	100
	Female	152	30.6	132	26.4	102	20.8	59	11.9	51	10.3	496	100
Fearfully and lack of self confidence	Male	112	17.1	152	23.2	115	17.4	152	23.2	125	19.1	656	100
	Female	79	15.9	126	25.4	86	17.4	123	24.8	82	16.5	496	100
Experiencing anxiety problems e.g. tempers	Male	287	43.8	206	31.4	66	10	53	8.1	44	6.7	656	100
	Female	194	39.1	155	31.3	53	10.6	53	10.7	41	8.3	496	100
Depression													
Experiencing communication Problems	Male	119	18.1	158	24.1	155	23.7	122	18.6	102	15.5	656	100
	Female	108	21.8	85	17.1	86	17.3	121	24.4	96	19.4	496	100
Fear of being labeled a deviant or indiscipline	Male	127	19.4	128	19.5	109	16.6	156	23.8	136	20.7	656	100
	Female	119	24	107	21.6	72	14.4	97	19.6	101	20.4	496	100
Fear of losing friends	Male	133	20.3	167	25.5	88	13	136	20.8	132	20.2	656	100
	Female	112	22.6	114	23	64	12.8	97	19.6	109	22	496	100
Fear of being punished	Male	150	22.9	159	24.2	89	15.5	129	19.7	129	17.7	656	100
	Female	102	20.6	119	24	67	13.4	96	19.4	112	22.6	496	100
Desire to uphold high parental expectations	Male	155	23.6	127	19.4	108	16.1	133	20.6	133	20.3	656	100
	Female	120	24.2	121	24.1	85	17.5	87	17.5	83	16.7	496	100
Desired to be loved by both parents and teachers	Male	169	25.8	98	14.9	60	9.2	121	18.4	208	31.7	656	100
	Female	130	26.2	114	23	52	10.5	80	16.1	120	24.2	496	100

used to calculate the number of selected form two students on the basis of their gender and type of secondary school. Therefore, 213 public secondary schools, 364 teachers and 1,152 form two students participated in the study. In the current study both questionnaires and in-depth interview guides were used to collect data. A pilot study was carried out in four schools of girls and boys to establish reliability of the research instruments. To establish face validity, the research instruments were given to three experts from the Department of Educational Psychology to verify their validity. Qualitative data was transcribed, put into various categories and thereafter reported according to the emergent themes. Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics such as percentages and frequency counts were used while inferential statistics such as t-test statistics was also used. The t-test was used to establish the difference between teachers' and students' ranks on psycho-physiological factors contributing to violent behavior. Data was analyzed using Statistical Package for Social Sciences (SPSS) 11.0 version for windows.

RESULTS

The purpose of the study was to establish psycho-physiological factors contributing to violent behavior

among secondary schools as perceived by teachers and students.

Psychological factors contributing to violent behavior in secondary schools as perceived by teachers and students

In order to meet this third objective, the respondents were provided with a listing of possible psychological factors contributing to violent behaviour and asked to indicate to which each of the listed psychological factors contributed to violent behaviour in secondary schools.

According to table 1, 62.3% and 52.6% of the male respondents and female respondents respectively agreed that experiencing mental illness was one of the psychological factors contributing to violent behaviour among students while 27.9% and 36.5% of the male students and female students respectively were in disagreement with the statement. Being overconfident was supported by 46.5% and 40.7% of the male students and female students respectively. However, 36.3% and

44.3% of the male students and female students expressed disagreement with the statement. In addition, 30.5% and 30% of the male students and female students respectively expressed agreement with being talkative. However, 53.5% and 53.8% of the male students and female students respectively were in disagreement with the statement. In addition, 38% and 30.8% of the male teachers and female students respectively expressed agreement with the statement that fear and uncertainty of unemployment in future contributes to violence in schools. However, 40.8% and 42.5% of the male students and female students respectively were in disagreement. 60.3% and 51% of the male students and female students respectively identified ethnic violence as a cause of violence. The same statement was not supported by 22.1% and 21.2% of the male students and female students respectively.

In addition, 40.3% and 41.3% of male students and female students respectively agreed that being fearful and lack of confidence contributes to violence among students. However, 40.7% and 41.3% of the male students and female students respectively were in disagreement with the statement. Experiencing anxiety problems was supported by 75.2% and 70.4% of the male students and female students respectively. However, the statement was not supported by 14.8% and 21.4% of the male students and female students respectively. In addition, experiencing communication problems was supported by 32.2% and 38.9% of the male students and female students respectively as 34.1% and 43.8% of the male students and female students respectively were in disagreement with the statement. The male students and female students who agreed with the statement that fear of being labelled a deviant or indiscipline the male students and female students respectively as cause of violence accounted for 38.9% and 45.6% of the male students and female students respectively. However, disagreement with the statement was expressed by 44.5% and 40% of the male students and female students respectively.

Fear of losing friends was supported by 45.8% and 45.6% of the male students and female students respectively. However, 34.1% and 33.5% of the male students and female students respectively were in disagreement with the statement. Respondents who expressed agreement with the statement of fear of being punished formed 47.1% and 44.6% of the male students and female students respectively. However, 37.4% and 42% of the male students and female students respectively were in disagreement with the statement. Desire to uphold his parental expectations was supported by 43% and 48.3% of the male students and female students respectively while 36.6% and 34.2% of the male students and female students respectively were in disagreement with the statement. Male students and female students who were in agreement with the statement that desire to be loved by both parents and

teachers contribute to violence among students formed 40.7% and 49.2% respectively. However, 27.5% and 26.6% of the male students and female students respectively were in disagreement with the statement. In order to test if there was any significant difference of perceptions of psychological factors that contribute to violent behaviour between male and female students, a t-test statistics was used.

The t-test statistics under the assumption of equal variances had a value of -.331 and the degree of freedom had a value of 1150 with an associated two tail significance level of .741. Since the significance value of .741 is greater than $\alpha=0.05$, it implied that male students did not differ significantly from female students in their perceptions of home factors that contribute to violent behaviour. These findings concur to some extent with that of Olweus (1993) who found out that family communication problems and parental mental disorder were the major causes of behavioral problems.

With reference to table 2, 56.5% and 46.5% of the respondents in rural schools and urban schools respectively agreed that experiencing mental illness was one of the psychological factors that contribute to violent behaviour among students while 33.9% and 40.5% in girls' schools and co-educational schools respectively were in disagreement with the statement. Being overconfident was supported by 40.1% and 44.9% of the respondents in rural schools and urban schools respectively. However, 36.8% and 38% of the respondents in rural schools and urban expressed disagreement with the statement. In rural schools and urban schools 27.2% and 35.8% of the respondents respectively expressed agreement with being talkative. However, 58.1% and 43.8% of the respondents in rural and urban schools respectively were in disagreement with the statement.

In addition, 34.2% and 19.1% of the respondents in rural schools and urban schools respectively expressed agreement with the statement that fear and uncertainty of unemployment in future contributes to violence in schools. However, 53.2% and 53.2% of the respondents in rural schools and urban schools respectively were in disagreeing with the statement. Ethnic violence was supported by 62.7% and 44.4% of the respondents in rural schools and urban schools respectively. The same statement was not supported by 18.6% and 45.2% of the respondents in rural schools and urban schools respectively. In rural schools and urban schools, 42.2% and 36.7% of the respondents respectively agreed that being fearful and lack of confidence contributes to violence among students. However, 40.6% and 45.2% of the respondent in rural schools and urban schools respectively were in disagreement with the statement. Experiencing anxiety problems was supported by 75.1% and 57% of the respondents in rural schools and urban schools respectively. However, the statement was not supported by 15% and 28.6% of the respondents in rural

Table 2. Perceptions of Psychological Factors Contributing to Violent Behaviour between Students in Rural Secondary Schools (Rural Sch.) and Students in Urban Secondary Schools (Urban Sch.)

Statement	Location of Schools	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
		Experiencing mental illness	Rural Sch.	120	30.8	100	25.7	37	9.6	63	16.2	69	7.7
	Urban Sch.	77	21.2	92	25.3	47	13.0	61	16.8	86	23.7	363	100
Being over confident	Rural Sch.	63	16.2	93	23.9	60	15.4	107	27.5	66	17.0	389	100
	Urban Sch.	63	17.4	100	27.5	62	17.1	88	24.2	50	13.8	363	100
Being talkative	Rural Sch.	44	11.3	62	15.9	57	15.0	116	29.8	110	28.3	389	100
	Urban Sch.	41	11.3	89	24.5	74	20.4	90	24.8	69	19.0	363	100
Fear of uncertainty of unemployment in future	Rural Sch.	64	16.5	49	12.6	69	17.7	104	26.7	103	26.5	389	100
	Urban Sch.	65	17.9	59	16.3	65	17.9	86	23.7	88	24.2	363	100
Ethnic violence	Rural Sch.	132	33.9	112	28.8	73	18.7	36	9.3	36	9.3	389	100
	Urban Sch.	78	21.5	83	22.9	38	10.4	83	22.9	81	22.3	363	100
Fearfully and lack of self confidence	Rural Sch.	64	16.5	100	25.7	67	17.2	99	25.4	59	15.2	389	100
	Urban Sch.	50	13.8	83	22.9	66	18.1	83	22.9	81	22.3	363	100
Experiencing anxiety problems e.g. tempers	Rural Sch.	170	43.7	122	31.4	39	9.9	36	9.3	22	5.7	389	100
	Urban Sch.	101	27.8	106	29.2	52	14.4	53	14.6	51	14.0	363	100
Depression													
Experiencing communication problems	Rural Sch.	84	21.6	66	17.0	70	18.0	86	22.1	83	21.3	389	100
	Urban Sch.	68	18.7	74	20.4	58	16.0	94	25.9	69	19.0	363	100
Fear of being labeled a deviant or indiscipline	Rural Sch.	99	25.4	70	18.0	56	14.4	80	20.6	84	21.6	389	100
	Urban Sch.	69	19.0	90	24.8	58	16.0	76	20.9	70	19.3	363	100
Fear of losing friends	Rural Sch.	87	22.4	84	21.6	47	12.0	75	19.3	96	24.7	389	100
	Urban Sch.	68	18.8	88	24.3	53	14.4	84	23.2	70	19.3	363	100
Fear of being punished	Rural Sch.	78	20.1	84	21.6	51	13.1	77	19.8	99	25.4	389	100
	Urban Sch.	80	22.0	90	24.8	65	19.0	71	19.6	53	14.6	363	100
Desire to uphold high parental expectations	Rural Sch.	96	24.7	83	21.3	69	17.8	72	18.5	69	17.7	389	100
	Urban Sch.	84	23.1	90	24.8	65	17.9	71	19.6	53	14.6	363	100
Desired to be loved by both parents and teachers	Rural Sch.	94	24.2	85	21.9	42	10.7	66	17.0	102	26.2	389	100
	Urban Sch.	115	31.7	78	21.5	37	10.2	52	14.3	81	22.3	363	100

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

Fear of losing friends was supported by 43.8% and 43.1% of the respondents in rural schools and urban schools respectively. However, 40.2% and 42.5% of the respondents in rural schools and urban schools were in disagreement with the statement. Respondents in rural schools and urban schools who expressed agreement

with the statement of fear of being punished formed 41.7% and 46.8% of the respondents in rural schools and urban schools respectively. However, 45.2% and 43.2% of the respondents in rural schools and urban schools were in disagreement with the statement. Desire to uphold his parental expectations was supported by 46% and 47.9% of the respondents in rural schools and urban schools respectively while 36.2% and 34.2% of the respondents in rural schools and urban schools respectively were in disagreement with the statement. Respondents in rural schools and urban schools who were in agreement with the statement that desire to be loved by both parents and teachers contribute to violence among students formed 46.1% and 53.2% respectively. However, 43.2% and 36.6% of the respondents in rural schools and urban schools respectively were in disagreement with the statement.

In order to test if there was any significant difference of perceptions of the psychological factors that contribute to violent behaviour between students in rural schools and

Table 3. Perceptions of Psychological Factors that Contribute to Violent Behaviour between Male and Female Teachers

Statement	Gender	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
Experiencing mental illness	Male	125	59.2	40	19.0	7	3.4	24	11.8	14	5.6	211	100
	Female	88	57.5	28	18.3	3	2.0	21	13.7	13	4.4	153	100
Being over confident	Male	12	5.7	49	23.2	13	6.2	24	11.4	12	5.7	211	100
	Female	16	10.5	37	24.2	6	3.9	20	13.1	16	10.5	153	100
Being talkative	Male	11	5.2	21	10.0	118	55.9	46	21.8	8	3.8	166	100
	Female	7	4.6	23	15.0	6	6.2	99	64.7	12	7.8	153	100
Fear of uncertainty of unemployment in future	Male	7	6	145	68.7	15	7.1	35	16.6	7	6	211	100
	Female	10	10.3	83	54.2	19	12.4	29	19.0	11	11.3	153	100
Ethnic violence	Male	34	16.1	153	72.5	7	3.3	15	7.1	2	9	211	100
	Female	34	22.2	95	62.1	5	3.3	17	11.1	2	1.3	153	100
Fearfully and lack of self confidence	Male	20	9.5	143	67.8	17	5.2	30	19.6	4	1.9	211	100
	Female	12	7.8	97	63.4	8	3.3	7	3.3	6	3.9	153	100
Experiencing anxiety problems e.g. tempers Depression	Male	137	64.7	58	28.0	6	2.0	7	3.3	13	6.9	211	100
	Female	42	14.7	102	62.1	4	2.6	3	2.0	42	27.5	153	100
Experiencing communication Problems	Male	111	52.6	59	28.0	19	5.9	23	10.9	1	5	211	100
	Female	20	13.1	95	62.1	9	9.2	27	17.6	2	1.3	153	100
Fear of being labeled a deviant or indiscipline	Male	106	50.2	41	19.4	18	8.5	40	19.0	6	2.8	211	100
	Female	9	5.9	102	66.7	12	7.8	24	15.7	6	2.9	153	100
Fear of losing friends	Male	12	5.7	44	20.9	109	51.7	35	16.6	11	5.2	211	100
	Female	9	5.9	38	24.8	6	3.9	85	55.6	15	9.8	153	100
Fear of being punished	Male	12	10.3	43	37.1	16	13.8	35	30.2	10	8.6	211	100
	Female	9	9.3	38	39.2	6	6.1	34	35.1	10	10.3	153	100
Desire to uphold high parental expectations	Male	14	6.6	34	16.1	116	55.0	39	18.5	8	3.8	211	100
	Female	8	5.2	89	58.2	12	7.8	31	20.3	13	8.5	153	100
Desired to be loved by both parents and teachers	Male	11	5.2	33	15.6	9	4.3	139	65.9	19	9.0	211	100
	Female	7	4.6	85	55.6	9	5.9	35	22.9	17	11.1	153	100

students in urban schools, a t-test statistics was used. The t-test statistics under the assumption of unequal variances had a value of -.450 and the degree of freedom had a value of 761.495 with an associated two tail significance level of .653. Since the significance value of .653 was greater than $\alpha=0.05$, it implied that male students in rural schools did not differ significantly from students in urban schools in their perceptions of psychological factors that contribute to violent behaviour.

According to table 3, 78.2% and 75.8% of the male teachers and female teachers respectively agreed that experiencing mental illness was one of the psychological factors that contribute to violent behaviour among students while 17.4% and 18.1% of the male teachers and female teachers respectively were in disagreement with the statement. Being overconfident was supported by 28.9% and 34.7% of the male teachers and female teachers respectively. However, 17.1% and 23.6% of the male teachers and female teachers expressed disagreement with the statement. In addition, 15.2% and 19.6% of the male teachers and female teachers respectively expressed agreement with being talkative. However, 25.6% and 72.5% of the male teachers and female teachers respectively were in disagreement with the statement. In addition, 74.7% and 64.5% of the male teachers and female teachers respectively expressed agreement with the statement that fear and uncertainty of unemployment in future contributes to violence in schools. However, 22.6% and 30.3% of the male

teachers and female teachers respectively were in disagreement with the statement. Ethnic violence was supported by 88.6% and 88.3% of the male teachers and female teachers respectively. The same statement was not supported by 16.1% and 12.4% of the male teachers and female teachers respectively.

In addition, 67.5% and 71.2% of the male teachers and female teachers respectively agreed that being fearful and lack of confidence contributes to violence among students. However, 32% and 8.6% of the male teachers and female teachers were in disagreement with the statement. Experiencing anxiety problems was supported by 82.7% and 76.8% of the male teachers and female teachers respectively. However the statement was not supported by 10.2% and 29.2% of the male teachers and female teachers respectively. In addition, experiencing communication problems was supported by 80.6% and 75.2% of the male teachers and female teachers respectively as 15.9% and 18.9% of the male teachers and female teachers were in disagreement with the statement. The male teachers and female teachers who agreed with the statement that fear of being labelled a deviant or indiscipline the male teachers and female teachers respectively as a cause of violence accounted for 69.6% and 72.6% of the male teachers and female teachers respectively. However disagreement with the statement was expressed by 21.8% and 18.6% of the male teachers and female teachers respectively. Fear of losing friends was supported by 26.6% and 30.7% of the

Table 4. Perceptions of Psychological Factors that Contribute to Violent Behaviour between Teachers in Rural Secondary Schools (Rural Sch.) and Teachers in Urban Secondary Schools (Urban Sch.)

Statement	Location of the School	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
Experiencing mental illness	Rural Sch.	120	62.8	24	13.4	6	3.1	22	11.5	9	4.7	191	100
	Urban Sch.	93	53.8	34	17.4	4	2.3	24	13.9	18	10.4	173	100
Being over confident	Rural Sch.	131	46.6	23	23.6	7	4.5	23	35.9	16	4.6	191	100
	Urban Sch.	54	37.8	54	37.8	2	5.6	12	4.0	8	12.5	173	100
Being talkative	Rural Sch.	8	4.2	19	9.9	113	59.2	39	20.4	12	6.3	191	100
	Urban Sch.	10	5.8	25	5.9	11	11	106	61.3	21	12.1	173	100
Fear of uncertainty of unemployment in future	Rural Sch.	8	4.2	134	70.0	15	7.9	27	14.1	7	3.7	191	100
	Urban Sch.	10	3.8	94	53.4	19	14.0	37	21.4	13	7.5	173	100
Ethnic violence	Rural Sch.	30	15.7	147	73.8	6	3.1	13	6.8	1	1.0	191	100
	Urban Sch.	38	22.0	107	68.8	6	3.5	19	10.1	3	1.7	173	100
Fearfully and lack of self confidence	Rural Sch.	64	16.5	50	24.7	67	17.2	99	25.4	59	15.2	191	100
	Urban Sch.	50	13.8	53	27.9	66	18.1	83	22.9	81	22.3	173	100
Experiencing anxiety problems e.g. tempers	Rural Sch.	131	68.6	46	24.1	5	2.6	7	1.3	2	1.0	191	100
	Urban Sch.	48	27.7	114	65.9	5	2.9	3	1.7	3	1.7	173	100
Depression	Rural Sch.	107	56.0	47	24.8	16	8.4	21	11.0	0	0	191	100
	Urban Sch.	48	13.9	107	16.8	10	5.8	29	16.8	3	0.7	173	100
Problems	Rural Sch.	103	53.9	34	17.3	15	7.9	35	18.3	4	2.1	191	100
	Urban Sch.	12	6.9	109	68.3	15	8.7	25	16.5	8	4.6	173	100
Fear of being labeled a deviant or indiscipline	Rural Sch.	14	7.3	148	67.0	10	5.2	31	16.2	8	4.2	191	100
	Urban Sch.	13	7.5	25	26.0	14	8.1	92	53.9	9	5.2	173	100
Fear of being punished	Rural Sch.	78	20.1	84	21.6	51	13.1	77	19.8	99	25.4	191	100
	Urban Sch.	80	22.0	90	24.8	65	19.0	71	19.6	53	14.6	173	100
Desire to uphold high parental expectations	Rural Sch.	12	6.3	27	14.1	112	58.6	32	16.8	8	4.2	191	100
	Urban Sch.	10	5.8	96	15.5	16	9.2	38	13.2	13	7.5	173	100
Desired to be loved by both parents and teachers	Rural Sch.	7	3.7	30	15.7	7	3.7	131	68.6	16	8.4	191	100
	Urban Sch.	11	6.4	88	50.9	11	6.4	48	24.9	20	11.6	173	100

male teachers and female teachers respectively. However, 21.8% and 65.4% of the male teachers and female teachers respectively were in disagreement with the statement. Respondents who expressed agreement with the statement of fear of being punished formed 47.4% and 48.5% of the male teachers and female teachers respectively. However, 38.8% and 45.3% of the male teachers and female teachers respectively were in disagreement with the statement.

Desire to uphold his parental expectations was supported by 22.1% and 63.4% of the male teachers and female teachers respectively while 12.3% and 28.8% of the male teachers and female teachers respectively were in disagreement with the statement. Male teachers and female teachers who were in agreement with the statement that desire to be loved by both parents and teachers contribute to violence among students formed 20.8% and 60.2% respectively. However, 74.9% and 34% of the male teachers and female teachers respectively were in disagreement with the statement.

In order to test if there was any significant difference of perceptions of psychological factors that contribute to violent behaviour between male and female teachers, a t-test statistics was used.

The t-test statistics under the assumption of equal variances had a value of .134 and the degree of freedom had a value of 213.294 with an associated two tail

significance level of .000. Since the significance value of .000 was less than $\alpha=0.05$, it implied that male teachers differed significantly from female teachers in their perceptions of psychological factors that contribute to violent behaviour. The situation could be attributed to their differences in gender. Nansel et al. (2001) observed that there were positive correlations between bullying behavior and fighting, alcohol use, smoking, loneliness and ability to make friends. This concurs with the findings of the current study. Similarly, Unnever and Cornell (2003) found out that low self-control and attention-deficit hyperactivity disorder (ADHD) status were potential risk factors for bullying and victimization.

According to table 4, 76.2% and 70.2% of the teachers in rural secondary schools and teachers in urban secondary schools respectively agreed that experiencing mental illness was one of the psychological factors that contribute to violent behaviour among students while 14.6% and 24.3% of the teachers in rural schools and teachers in urban schools respectively were in disagreement with the statement. Being overconfident was supported by 70.2% and 75.4% of the teachers in rural and teachers in urban schools respectively. However, 23.6% and 16.5% of the teachers in rural schools and teachers in urban schools expressed disagreement with the statement. In addition, 14.1% and 10.7% of the teachers in rural and teachers in urban

schools respectively expressed agreement with being talkative. However, 26.7% and 73.4% of the teachers in rural schools and teachers in urban schools respectively were in disagreement with the statement. In addition, 74.2% and 57.2% of the teachers in rural schools and teachers in urban schools respectively expressed agreement with the statement that fear and uncertainty of unemployment in future contributes to violence in schools. However, 17.8% and 28.9% of the teachers in rural schools and teachers in urban schools respectively were in disagreement with the statement. Ethnic violence was supported by 89.5% and 70.8% of the teachers in rural schools and teachers in urban schools respectively. The same statement was not supported by 7.8% and 11.8 % of the teachers in rural schools and teachers in urban schools respectively.

In addition, 41.2% and 41.7% of the teachers in rural schools and teachers in urban schools respectively agreed that being fearful and lack of confidence contributes to violence among students. However, 2.3% and 45.2% of the teachers in rural schools and teachers in urban schools were in disagreement with the statement. Experiencing anxiety problems was supported by 92.7% and 83.6% of the teachers in rural schools and teachers in urban schools respectively. However, the statement was not supported by 2.3% and 3.4% of the teacher's rural schools and teachers in urban schools respectively. In addition, experiencing communication problems was supported by 80.8% and 40.7% of the teachers in rural schools and teachers in urban schools respectively as 11% and 17.5% of the teachers in rural schools and teachers in urban schools were in disagreement with the statement. The teachers in rural schools and teachers in urban schools who agreed with the statement that fear of being labelled a deviant or indiscipline the teachers in rural schools and teachers in urban schools respectively as a cause of violence accounted for 71.2% and 75.2% of the teachers in rural schools and teachers in urban schools respectively. However, disagreement with the statement was expressed by 20.4% and 21.1% of the teachers in rural schools and teachers in urban schools respectively. Fear of losing friends was supported by 74.3% and 33.5% of the teachers in rural schools and teachers in urban schools respectively. However, 20.4% and 59.1% of the teachers in rural schools and teachers in urban schools respectively were in disagreement with the statement.

Respondents who expressed agreement with the statement of fear of being punished formed 41.7% and 46.8% of the teachers in rural schools and teachers in urban schools respectively. However, 45.2% and 34.2% of the teachers in rural schools and teachers in urban schools respectively were in disagreement with the statement. Desire to uphold his parental expectations was supported by 20.4% and 21.3% of the teachers in rural schools and teachers in urban schools respectively while 21% and 20.7% of the teachers in rural schools

and teachers in urban schools respectively were in disagreement with the statement. Teachers in rural schools and teachers in urban schools who were in agreement with the statement that desire to be loved by both parents and teachers contribute to violence among students formed 19.4% and 57.3% respectively. However, 77% and 36.5% of the teachers in rural schools and teachers in urban schools respectively were in disagreement with the statement.

In order to test if there was any significant difference of perceptions of psychological factors that contribute to violent behaviour between teachers in rural schools and teachers in urban schools, a t-test statistics was used. The t-test statistics under the assumption of unequal variances had a value of .147 and the degree of freedom had a value of -1.456 with an associated two tail significance level of .000. Since the significance value of .000 was less than $\alpha=0.05$, it implied that teachers in rural schools differed significantly from teachers in urban schools in their perceptions of psychological factors that contribute to violent behaviour among secondary schools.

Physiological Factors Contributing to Violent Behavior in Secondary Schools as Perceived by Teachers and Students

In order to achieve the fifth objective, the respondents were provided with a listing of possible physiological factors contributing to violent behaviour and asked to indicate the extent to which each of the listed physiological factors contributed to violent behaviour in secondary schools. The responses were summarized and presented in Table 5.

With reference to table 5, 60.7% and 48.8% of the male students and female students respectively expressed in agreement that being physically strong was one the physiological factors leading to violent behaviour. Disagreement of the statement was expressed only by 29.6% and 41.5% of the male and female students respectively teachers. Being older in school was supported by 56.7% and 22.2% of the male students and female students respectively. However, the same statement was not supported by 42.1% and 48.4% of the male students and female students respectively. Additionally, 24.4% of the male students were in agreement with the statement suggesting having an average appearance 34.2% of the female students were in agreement with the statement. However, 56.3% and 49.2% of the male students and female students respectively were in disagreement with the statement.

Being physically weak was supported by 16.8% and 15.8% of the male students and female students respectively while 70.1% and 70.9% of the male students and female students respectively expressed disagreements. In addition, being younger in school was supported by 19% of the male students. In addition 16.2%

Table 5. Perceptions of Physiological Factors Contributing Towards Violent between Male and Female Students in Secondary Schools

Statement	Gender	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
Being physically strong	Male	233	35.5	165	25.2	64	9.8	82	12.1	112	17.1	656	100
	Female	139	28.0	103	20.8	48	9.7	77	15.5	129	26.0	496	100
Being older in school	Male	150	22.9	156	23.8	74	11.3	123	18.7	153	23.3	656	100
	Female	103	20.8	106	21.4	47	9.5	97	19.5	143	28.8	496	100
Having an average appearance	Male	82	12.5	78	11.9	127	19.4	160	24.3	209	31.9	656	100
	Female	85	17.1	80	16.1	87	17.5	94	19.1	150	30.2	496	100
Being physically weak	Male	51	7.8	59	9.0	86	13.1	163	24.0	297	45.3	656	100
	Female	34	6.9	44	8.9	66	13.4	142	29.5	210	42.3	496	100
Being younger in school	Male	65	9.9	60	9.1	91	14.0	178	27.1	262	39.9	656	100
	Female	41	8.3	39	7.9	73	14.7	142	28.6	201	40.5	496	100
Having physical disabilities	Male	61	9.3	54	8.2	90	13.8	147	22.4	304	46.3	656	100
	Female	47	9.5	52	10.5	64	12.8	101	20.4	232	46.8	496	100
Being a boy or a girl	Male	77	11.7	58	5.8	141	24.6	136	20.7	244	37.2	656	100
	Female	45	9.1	55	11.1	103	19.7	113	23.8	180	36.3	496	100
Being the tallest in school	Male	79	12.0	64	9.8	98	14.9	154	23.5	261	39.8	656	100
	Female	52	10.5	51	10.3	55	11.1	123	24.8	215	43.3	496	100

of the female students also were in agreement with the statement. However, 67% and 69.1% of the male students and female students respectively expressed disagreements with the statement. Having physical disabilities as a physiological factor was supported by 17.5% and 20% of the male students and female students respectively. Conversely, 68.7% and 47.2% of the male students and female students respectively disagreed with the statement. Additionally 17.5% of the male students supported being a boy or a girl. They concurred in their perception with 20.2% of the female students. However 57.9% and 60.1% of the male students and female students respectively disagreed with the statement. Being the tallest in school was supported by 21.8% of the male students. Only 20.8% of female students supported it. However disagreement of the statement was expressed by 63.3% and 68.1% of the male students and female students respectively.

In order to test if there was any significant difference of perceptions of physiological factors contributing to violent behaviour between male and female students, a t-test statistics was used. The t-test statistics under the assumption of equal variances had a value of -1.308 and the degree of freedom had a value of 1150 with an associated two tailed significance level of .191. Since the significance value of .191 was greater than $\alpha=0.05$, it implied that male students did not differ significantly from female students in their perceptions of physiological factors contributing to violent behaviour. Rudatsikira et al. (2007) conducted a study on variables associated with physical fighting among US high-school students. They observed that male students were more likely to have been in a physical fight than females. This is similar the

findings in the current study which revealed that being a boy or girl was one of the physiological factors contributing to violent behavior in schools as perceived by students.

With reference to table 6, 64.6% and 59.2% respondents in rural schools and urban schools respectively expressed in agreement that being physically strong was one the physiological factors leading to violent behaviour. Disagreement of the statement was expressed by 27.5% and 26.4% of the respondents in rural schools and urban schools. Being older in school was supported by 49.8% and 42.8% respondents in rural schools and urban schools respectively. However, the same statement was not supported by 41.8% and 41.7% of the respondents in rural schools and urban schools respectively. Additionally, 20.3% and 32.5% respondents in rural schools and urban schools respectively were in agreement with the statement suggesting having an average appearance. However, 34.4% and 46.3% of the respondents in rural schools and urban schools respectively disagreement with the statement. Being physically weak was supported by 17.8% and 17.3% of the respondents in rural schools and urban schools respectively while 70.3% and 68.6% of the respondents in rural schools and urban schools respectively expressed disagreements.

In rural schools, being younger in school was supported by 17.6% of the respondents. In addition, 20.6% of the respondents in urban schools also were in agreement with the statement. However, 71.8% and 54.5% of the respondents in rural schools and urban schools respectively expressed disagreements with the

Table 6. Perceptions of Physiological Factors Contributing to Violent Behaviour between Students in Rural Secondary Schools (Rural Sch.) and Students in Urban Secondary Schools (Urban Sch.)

Statement	Gender	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
Being physically strong	Rural Sch	161	40.3	97	24.3	32	7.9	46	11.5	64	16	400	100
Being older in school	Urban Sch	102	28.1	90	24.8	39	10.7	59	16.3	73	20.1	363	100
Having an average appearance	Rural Sch	105	26.3	94	23.5	34	8.4	81	20.3	86	21.5	400	100
Being physically weak	Urban Sch	65	17.9	87	24	49	13.4	71	19.6	91	25.1	363	100
Being younger in school	Rural Sch	37	9.3	44	11	71	17.7	106	26.5	142	35.5	400	100
Having Physical disabilities e.g. Lameness	Urban Sch	60	16.5	58	16	77	21.2	79	21.8	89	24.5	363	100
Being a boy or a girl	Rural Sch	39	9.8	32	8	47	11.6	93	23.3	189	47.3	400	100
Being the tallest in school	Urban Sch	20	5.5	43	11.8	51	14.1	106	29.2	143	39.4	363	100
	Rural Sch	35	8.8	35	8.8	43	10.6	118	29.5	169	42.3	400	100
	Urban Sch	40	11	35	9.6	72	19.9	92	25.3	124	34.2	363	100
	Rural Sch	43	10.8	30	7.5	51	12.6	83	20.8	193	48.3	400	100
	Urban Sch	29	8	37	10.2	54	14.8	91	25.1	152	41.9	363	100
	Rural Sch	44	11	35	8.8	82	20.4	82	20.5	157	39.3	400	100
	Urban Sch	42	11.6	44	12.1	86	23.6	79	21.8	112	30.9	363	100
	Rural Sch	55	13.8	36	9	51	12.7	92	23	166	41.5	400	100
	Urban Sch	33	9.1	42	11.6	58	15.9	99	27.3	131	36.1	363	100

statement. Having physical disabilities as a physiological factor was supported by 18.3% and 18.2% of the respondents in rural schools and urban schools respectively. Conversely, 69.1% and 67% of the respondents in rural schools and urban schools respectively disagreed with the statement. In rural schools 19.8% of the respondents supported being a boy or a girl. They concurred in their perception with 23.7% of the respondents in urban schools. However, 59.8% and 52.7% of the respondents in rural schools and urban schools respectively disagreed with the statement. Being the tallest in school was supported by 22.8% and 20.7% in rural schools and urban schools respectively. However, disagreement of the statement was expressed by 64.5% and 53.4% of the respondents in rural schools and urban schools respectively.

In order to test if there was any significant difference of perceptions of physiological factors that contribute to violent behaviour between students in rural schools and urban schools, a t-test statistics was employed. The t-test statistics under the assumption of equal variances had a value of -.245 and the degree of freedom had a value of 760 with an associated two tail significance level of .807. Since the significance value of .807 was greater than $\alpha=0.05$, it was concluded that students in rural schools did not differ significantly from students in urban schools in their perceptions of physiological factors contributing to violent behaviour.

With reference to table 7, 78.2% and 75.8% of the male teachers and female teachers respectively expressed in agreement that being physically strong was one the physiological factors leading to violent behaviour.

Disagreement of the statement was expressed only by 18.4% and 22.2% of the male and female teachers respectively. Being older in school was supported by 76.8% and 72.6% of the male teachers and female teachers respectively. However, the same statement was not supported by 17.1% and 23.6% of the male teachers and female teachers respectively. Additionally, 57.3% and 10.5% of the male and female teachers respectively were in agreement with the statement suggesting having an average appearance. However, 36% and 81.7% of the male teachers and female teachers respectively disagreement with the statement. Being physically weak was supported by 8% and 9.1% of the male teachers and female teachers respectively while 84.8% and 83.7% of the male teachers and female teachers respectively expressed disagreements.

In addition, being younger in school was supported by 9.6% and 11.8% of the male and female teachers respectively. However, 77.4% and 42% of the male teachers and female teachers respectively expressed disagreements with the statement. Having physical disabilities as a physiological factor was supported by 59.7% and 47% of the male teachers and female teachers respectively. Conversely, 20.3% and 47.1% of the male teachers and female respectively disagreed with the statement. Additionally, 54.5% of the male teachers supported being a boy or a girl. They concurred in their perception with 15.7% of the female teachers. However 34.6% and 75.8% of the male teachers and female teachers respectively disagreed with the statement. Being the tallest in school was supported by 59.2% and

Table 7. Perceptions of Physiological Factors Contributing to Violent Behaviour between Male and Female Teachers

Statement	Gender	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
Being physically Strong	Male	125	59.2	40	19.0	7	3.3	25	11.8	14	6.6	211	100
	Female	88	57.5	28	18.3	3	2.0	21	13.7	13	8.5	153	100
Being older in school	Male	113	53.6	49	23.2	13	6.2	24	11.4	12	5.7	211	100
	Female	74	48.4	37	24.2	6	3.9	20	13.1	16	10.5	153	100
Having an average appearance e.g. handsome or Beautiful	Male	6	2.8	115	54.5	14	6.6	50	23.7	26	12.3	211	100
	Female	2	1.3	14	9.2	14	6.6	85	55.6	40	26.1	153	100
Being physically weak	Male	7	3.3	10	4.7	11	7.2	155	73.	25	11.8	211	100
	Female	2	1.3	12	7.8	12	7.8	93	60.8	35	22.9	153	100
Being younger in school	Male	3	1.4	54	8.2	90	5.9	98	64.1	28	13.3	211	100
	Female	2	1.3	52	10.5	64	12.8	101	20.4	33	21.6	153	100
Having Physical disabilities e.g. Lameness	Male	4	1.9	122	57.8	21	10.0	33	15.6	31	14.7	211	100
	Female	8	5.8	63	41.2	10	6.5	28	18.3	44	28.8	153	100
Being a boy or a girl	Male	3	1.4	112	53.1	23	10.9	46	21.8	27	12.8	211	100
	Female	3	2.0	28	13.7	13	8.3	86	56.2	30	19.6	153	100
Being the tallest in school	Male	100	47.4	25	11.8	14	6.6	40	19.0	32	15.2	211	100
	Female	8	5.2	71	46.4	6	3.9	22	14.4	46	30.1	153	100

Table 8. Perceptions of Physiological Factors that contribute to Violence between Teachers in Rural Schools (Rural.Sch.) and Teachers in Urban Schools (Urban.Sch.)

Statement	Location of the school	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
Being physically Strong	Rural Sch.	120	62.8	34	13.9	6	3.1	22	15.3	9	4.7	191	100
	Urban Sch.	93	53.8	34	17.4	4	2.3	24	13.9	18	10.4	173	100
Being older in school	Rural Sch.	107	56.0	39	20.4	13	6.8	22	11.5	10	5.2	191	100
	Urban Sch.	80	42.0	47	27.2	6	3.5	22	12.7	18	10.4	173	100
Having an average appearance	Rural Sch.	4	2.1	110	57.4	14	7.3	41	21.5	22	11.5	191	100
	Urban Sch.	4	2.3	19	11.0	12	6.9	94	54.2	44	25.4	173	100
Being physically weak in school	Rural Sch.	4	2.1	9	4.7	13	6.8	14.6	76.4	19	9.9	191	100
	Urban Sch.	5	9.5	13	9.5	12	6.9	10.2	49.0	41	23.7	173	100
Having Physical disabilities	Urban Sch.	3	1.7	13	7.5	11	6.4	108	62.4	38	22.0	173	100
	Rural Sch.	24	12.6	118	61.8	20	10.4	25	13.1	4	2.1	191	100
Being a boy or a girl	Urban Sch.	51	19.6	67	38.7	11	6.4	36	20.8	8	4.6	173	100
	Rural Sch.	44	11	35	8.8	82	20.4	82	20.5	157	39.3	191	100
Being the tallest in school	Urban Sch.	42	11.6	44	12.1	86	23.6	79	21.8	112	30.9	173	100
	Rural Sch.	97	50.7	20	10.5	14	7.3	23	16.8	28	14.7	191	100
	Urban Sch.	11	6.4	76	43.9	6	4.5	30	13.2	50	28.9	173	100

51.6% of the male and female teachers respectively. However, disagreement of the statement was expressed by 34.2% and 44.5% of the male teachers and female teachers respectively.

To test the significant difference of perceptions of physiological factors contributing to violent behaviour between male and female students, a t-test statistics was used. The t-test statistics under the assumption of equal variances had a value of .620 and the degree of

freedom had a value of 362 with an associated two tail significance level of .494. Since the significance value of .494 was greater than $\alpha=0.05$, it was concluded that male teachers did not differ significantly from female teachers in their perceptions of physiological factors contributing to violent behaviour.

With reference to table 8, 76.7% and 71.2% of the teachers in rural secondary schools and teachers in urban secondary schools respectively expressed in

agreement that being physically strong was one the physiological factors leading to violent behaviour. Disagreement of the statement was expressed only by 20% and 14.3% of the teachers in rural schools and teachers in urban schools respectively. Being older in school was supported by 76.4% and 69.2% of the teachers in rural schools and teachers in urban schools respectively. However, the same statement was not supported by 16.7% and 13.1% of the teachers in rural and teachers in urban schools respectively.

Additionally, 59.5% of the teachers in rural schools respectively were in agreement with the statement suggesting that having an average appearance was a cause of violence. 13.3% of the teachers in urban schools was in agreement with the statement. However, 33% and 79.6% of the teachers in rural schools and teachers in urban schools respectively disagreement with the statement. Being physically weak was supported by 6.8% and 19% of the teachers in rural schools and teachers in urban schools respectively while 86.3% and 72.7% of the teachers in rural schools and teachers in urban schools respectively expressed disagreements. In addition, being younger in school was supported by 9.4% of the teachers in rural schools. In addition, 9.2% of the teachers in urban schools also were in agreement with the statement. However, 36.1% and 84% of the teachers in rural schools and teachers in urban schools respectively expressed disagreements with the statement.

Having physical disabilities as a physiological factor was supported by 74.4% and 58.3% of the teachers in rural schools and teachers in urban schools respectively. Conversely, 15.2% and 25.4% of the teachers in rural schools and teachers in urban schools respectively disagreed with the statement. Additionally, 19.8% of the teachers in rural schools supported being a boy or a girl. They concurred in their perception with 33.7% of the teachers in urban schools. However, 59.8% and 52.7% of the teachers in rural schools and teachers in urban schools respectively disagreed with the statement. Being the tallest in school was supported by 61.2% of the teachers in rural schools. Only 50.3% of teachers in urban schools supported it. However disagreement of the statement was expressed by 31.5% and 42.1% of the teachers in rural schools and teachers in urban schools respectively.

To test the significant difference of perceptions of physiological factors contributing to violent behaviour between teachers in rural schools and teachers in urban schools, a t-test statistics was used. The t-test statistics under the assumption of equal variances had a value of .955 and the degree of freedom had a value of 362 with an associated two tail significance level of .601. Since the significance value of .601 was greater than $\alpha=0.05$, it was concluded that teachers in rural schools did not differ significantly from teachers in urban schools in their perceptions of

physiological factors contributing to violent behaviour.

DISCUSSION

Violent behavior is a contemporary crucial issue in among secondary school students. The main psychological factors contributing to violent behaviour were as follows: experiencing anxiety problems; ethnic violence; experiencing mental problem; earful and lack of self confidence; and fear of being punished. Others included being overconfident; experiencing communication problems; fear of being a deviant or undisciplined; fear of losing friends; fear of being punished desire to uphold high parental expectations; desire to be loved by both parents and teachers; and being talkative. Inability to meet parental expectations such as high academic performance may make a student to be violent. This shortcoming may be due to genetic makeup, low economic status and physical impairment. Such a student may displace his inability by bullying or fighting his colleagues. These findings concur with those of Stafford & Cornell (2003) who found that psychopathic scores predicted aggressive behavior among 72 adolescent psychiatric inpatients. This concurs with the findings of the current study which reported that mental illness was one of the psychological factors contributing to violence among students. The findings of the present study are also similar to those of Langerspetz et al. (1982) who established that victims of violence had low esteem, were subjectively maladjusted and experienced their peer relations negatively.

In a study on the relationship between age and bullying behavior, Olweus (1993) compared data from primary and secondary schools. He found the incidents of bullying to be twice as high in primary as in secondary schools. This finding is dissimilar to the findings of the current study in which respondents identified psychological factors that contribute to violent behaviour in secondary schools. In addition, Perry, Kusel and Perry (1988) studied student rejection by peers. They found out that victimization was not significantly related to age, sex and the victims' level of aggression, but there was significant positive correlation between victimization and peer rejection. This is dissimilar to the findings of the current study that established other psychological factors contributing to violent behaviour in secondary schools as perceived by students.

In relation to the summary of the findings of the study, the main physiological factors contributing to violent behavior among secondary schools students included: being physically strong; being older in school; having an average appearance; being the tallest in school; and having physical disabilities. Other factors included being younger in school and being physically weak. The findings of the present study are similar to those of Langerspetz et al. (1982) who established the violent

children were found to be physically strong and frequently experienced handicaps than the well adjusted children. Some of these findings are similar to those of Egbochuku (2007) who found out that more boys than girls were bullies and victims. In addition, more common for bullying to take place in the classroom in government schools than in private schools. The findings that being younger in school and being a boy or girl were causes of violent behaviour in secondary schools concur to some extent with the findings of Olweus (1993) who observed that bullies of any age were found to be older than their victims. In addition, over the school years, bullying among girls was perceived to decrease, whereas it increased among boys, although there was found to be a general decrease in physical bullying among the older pupils.

CONCLUSION

In relation to the findings of the study, it is concluded that violent behavior is still a challenge in secondary schools. The main psychological factors contributing to violent behaviour among secondary schools were as follows: experiencing anxiety problems; ethnic violence; experiencing mental problem; fearful and lack of self confidence; and fear of being punished. Furthermore, the physiological factors that were perceived by the respondents included: being physically strong; being older in school; having an average appearance; being the tallest in school; and having physical disabilities. Since violence is probably the greatest source of distress among secondary school students today, a concerted effort from teachers and parents is highly needed to control or stamp it out of schools. Victims of violence ought to be counseled. If they are hurt, then they should be referred to medical doctors for treatment. Importantly, they should be referred to psychiatrists, school counselors, if any mental and psychological disorders were detected.

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