

**INDICATORS OF MENTAL STATUS OF UNIVERSITY STUDENTS AT THE ONSET
OF UNREST: A CASE OF KISII UNIVERSITY, KENYA**

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INDICATORS OF MENTAL STATUS OF UNIVERSITY STUDENTS AT THE ONSET

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A Thesis submitted in Partial Fulfillment of the Requirements for the award of the Degree of Doctor of Philosophy in Educational Psychology of the Department of Educational Psychology and Science, Rongo University.

2017**DECLARATION****Declaration by Candidate**

This thesis is my original work and has not been presented for a degree in any other University.

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This Thesis has been submitted for examination with our approval as University Supervisors.

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ABSTRACT

Several research findings show that University students' unrest is a common phenomenon all over the world but more prevalent in the developing countries. Most Universities are focused on management of the aftermath of students' unrest. However, studies have not been done on detecting the onset of students' unrest and then implementing appropriate preventive measures to forestall the unrest. The purpose of the study was to determine indicators of mental status that can be used to detect the onset of students' unrest in universities. The objectives of the study were to identify the main;verbal indicators, physical indicators and social indicators of mental status of University students at the onset of unrest; to compare the perceptions of security officers with that of secretaries on the indicators of mental status of University students at the onset of unrest and to determine the appropriate preventive measures to be used to forestall unrest. The study is significant in providing mental status examination tool that will be used to detect onset of unrest and then forestalling it. It was a survey research design which used mixed research methods. Questionnaires and interview schedules were used for data collection. The research population included; Security officers, secretaries, the personnel working under Dean of students' department and the students' leaders at Kisii University in the year 2016. From the four strata, simple random sampling was used which gave a total sample size of 183 which was obtained from a target population of 220. Quantitative data collected was analyzed descriptively into frequency counts, percentages, means and inferentially into independent sample t-test analysis and rank order correlation. Qualitative data collected was coded, categorized, sorted and classified into themes and sub-themes. The main verbal indicators of mental status of university students at onset of unrest are: The word 'comrade' being common in their speech, speech full of threats, word 'power' common especially in group speech and increased talkativeness of students, in that order. The main physical indicators of mental status

of unrest are: Yelling emotional expressions, violent tendencies, hostile attitude manifestations and anger gestures, in that order. The main social indicators of mental status of unrest are: Stressful conditions, arrogant conducts, WhatsApp postings and cumulated grievances, in that order. The findings show that there is significant difference in influence of perceptions of security officers and secretaries on indicators of mental status of University students' at onset of unrest. The preventive measures of University students' unrest range from short term preventive measures, effective management strategies, to reduction of poverty disparities among University students. The research recommendation is that all the public universities should adopt the use of the invented mental status examination tool to detect the onset of unrest with the aim of forestalling the unrest.

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter discusses background of the study, statement of the problem, purpose of the study and objectives of the study. Also discussed are: research questions of the study, significance of the study, justification of the study, scope of the study, assumptions of the study, limitations and delimitations of the study, theories related to the study and operational definitions of terms.

1.2 Background of the Study

According to John Hopkins and the International Federation of Red Cross and Red Crescent societies (IFRCRCS, 2008), mental status condition of an individual can be determined by carrying out mental status examination (MSE). With adequate competence, the MSE instrument can be used to identify reliable indicators of mental status of University students' at onset of unrest. However, Emily (2015) notes that there is no MSE tool developed for this in education sector. Hooyman and Kiyagat (2008) note that the only MSE instrument available is that used in the field of Psychiatry which is used to systematically appraise the appearance, behaviour, mental functioning and overall demeanor of a person at any given time. There is need to come up with a relevant MSE instrument for observations of person's indicators of mental state that point to the onset of unrest.

Goolam (2010) confirms Peter and Mvungi (1986) findings that the phenomenon of students' unrest has persisted since the inauguration of Universities in East and Central Africa in the early 1960s and has defied ideological boundaries and University site, such that each year resources are wasted due to recurrent cessation of teaching and learning, which sometimes results in the closure of Universities.

Peter and Mvungi established that students have been conceived and portrayed mostly as negative and disruptive agents and yet they are the key agents in any learning institution. Goolam agrees that Kenya is but one of the many African countries that have had to deal with University students' unrest. South Africa and Nigeria, among others, have also had their fair share in recent years. Although the campus environment today is very different from that a few decades ago, students' unrest still persists, and in fact is on the increase.

According to Vice-chancellor's Committee (2009) report of Moi University, in a period spanning

30 years (1969-2000), 69 cases of serious strikes were reported at Kenya's public Universities. It was also noted that 47 of the incidents (68%) occurred within one decade between 1990 and

2000. The historical report findings confirm further increasing cases of University students'

Unrest.

In 2015, Eversheds International (EI), in an international seminar for Campuses noted that Public and Private higher learning institutions all over the world are increasingly facing instances of unrest and disruption on campus ranging from individual students causing a disturbance or harassing staff to full blown student sit-ins and protests. Such incidents can give rise to a variety of legal and practical issues for institutions to manage (including protection of student/staff welfare, disruption to teaching and learning and risk to the institution's reputation) and can be potentially costly and time-consuming to deal with. Through the use of *i n t e r a c t i v e* case scenarios, the EI dealt with key issues which can arise for an institution in the context of its legal obligations. Not much focus had been put on the context of indicators of mental status at the onset of unrest (including verbal, physical, affect, social and the preparedness of the campuses' management prevention at the onset of students' unrest). DIYthemes (2014) and EI (2015) both agree that many Universities are just concerned with managing the aftermath of students' unrest in the context of cost, fairness and legal implications. Probably, a decided approach on detecting the onset of students' unrest can bring down the much needed decrease in the number of students' unrest in higher learning institutions especially in the developing world.

Nderitu (2003) noted that since a decade ago, involvement in riots in solving poor administration management at Kenyan Universities has degraded their credibility in the international and national circles. Shollei (2016) noted that something has gone terribly wrong in Kenyan education. He noted that whether it is our children reeling from a deadly form of juvenile delinquency or some dark force hostile to the education sector are on the ascendancy, it is right and proper that the public are demanding explanations.

According to Kirui, Mbugua and Sang (2011), of all the regions in Kenya, Kisii County topped with cases of students' strikes. In addition, Kajitwa (2016) noted that out of the 104 schools already burnt in Kenya by July 28th 2016, Kisii County schools still topped with 18 schools having been torched out of the 47 Counties. The next Counties greatly hit by the students' fire

inferno were Nakuru (14 schools) and Uasin Gishu with (10 schools) having been torched by their students during the same period. Oywa (2016) also noted that Itierio Boys High School in Kisii County not only fuelled the wave of fires but has also gone down in history as having set the pace in torching seven (the highest number in a single school) of their 11 dormitories in a single incident on June 25, 2016. This could be due to the fact that Kisii County had the highest school enrolment rate in the region at 31.7%, being ranked 1st in the region and 6th nationally.

Kirui, Mbugua and Sang (2011) also found that the greatest challenge facing head teachers in Kisii County was insecurity arising from students' strikes. Abuga (2016) noted that as the clock ticks towards exams, students of Itierio Boys High School, in Kisii County went on rampage just because they were denied watching Euro Cup Soccer tournament. This implies that there is a very high violent rate among High school students in Kisii County. These students eventually end up in higher learning institutions of which Kisii University is the main one in the County where they tend to sharpen this vice. Students population records obtained by the researcher from the admission's office of Kisii university on 26th, June 2016 show that out of the total student population of 17000 in Kisii university in the year 2016, 10000 were self sponsored students. This further supports this transition fact of high school students in Kisii county to Kisii University. It was against the background of high students' violence that the Kisii County Government launched Kisii community safety profile (2012) in which comprehensive key drivers of insecurity and risk factors were established. According to the findings, the following perpetrators of crime and violence in Kisii region were identified in this order: Vigilantes, students and learners, individual criminals, friends and neighbors, family and relatives and others. Their findings show that students (majorly University students) were second in their potential to perpetrate violence at the University and the surrounding environment. This fact has been confirmed as on March 11, 2014, Abuga reported that Kisii University was closed down due to students' unrest. The reason for the protest was KSh. 10,000 attachment fee that was introduced. Further, on October 18, 2016, Momanyi reported that the administration police officers tried to quell riots by Kisii University students who ended up burning a fee collection office and other buildings for two days in vain. In both cases, the University did not detect the onset of the strikes and even after it turned violent; it took two days of uncontrollable violence before the University was finally closed down. As such, there was need to investigate indicators of mental status of University students at the onset of unrest with the focus of preventing the unrest at the onset.

1.3 Statement of the Problem

Goolam (2010), DIYthemes (2014) and Rothman (2015) all agree in their research findings that University students' unrest is a common phenomenon all over the world and that it is more prevalent in developing countries. These unrests among University students have negative impacts on the students, the institutions affected as well as other stake holders in the education system. There are frequent disruptions of their academic progress; a lot of time is wasted during the closure of the Universities, costly properties destroyed and many lives lost during the unrest. Another worrying concern is the fast spreading culture of violence in the society due to these unrests.

It had been established by Goolam (2010) that there are still major reasons why University students' unrest will still be an issue in Kenya. This is because the student populations are on the increase, far greater than the existing campus infrastructures. This has led to greater frustrations, tensions and hence complaints from students. The students' profile has also changed because there is greater mix of students from different social and ethnic strata. At the moment, students are paying for tuition fees and almost all other services and so they are more demanding and want their money's worth. In addition, technology has increased the ease of communication among students making it possible for them to better organize their protest for maximum impact.

Emily (2015) as well as Eversheds International (2015) has all noted that most Universities (86%) are focused on the management of the aftermath of students' unrest and not before. No study is documented on detecting the onset of students' unrest and the prevention strategies of forestalling potential violent protests. Therefore, there is still a huge knowledge gap in the literature on the indicators of mental status of University students' at the onset of unrest. The study was therefore focused on determining indicators of mental status of University students' at the onset of unrest so that strikes can be stopped before they occur. The findings of the study will be significant in minimizing frequent closures of Universities, time wastage during the closures, deaths and economic losses due to violent protests.

1.4 Purpose of the study

The purpose of this study was to determine indicators of mental status of university students at the onset of unrest – case of Kisii University.

1.5 Objectives of the Study

- i. To identify the main verbal indicators of mental status of University students' at the onset of unrest.
- ii. To identify the main physical indicators of mental status of University students' at the onset of unrest.
- iii. To identify the main social indicators of mental status of University students' at the onset of unrest.
- iv. To compare perceptions of security officers and secretaries on the verbal, physical and social indicators of University students' at the onset of unrest.
- v. To determine preventive measures to forestall University students' unrest.

1.6 Research Questions

The study aims to answer the following questions:

- i. What are the main verbal indicators of mental status of University students at onset of unrest?
- ii. What are the main physical indicators of mental status of University students at onset of unrest?
- iii. What are the main social indicators of mental status of University students at onset of unrest?
- iv. Do security officers and secretaries differ in their perceptions on the verbal, physical and social indicators of mental status of University students' at onset of unrest?
- v. Which are the preventive measures used to forestall University students' unrest?

1.7 Research Hypotheses

- i. **H₀**: Security officers and Secretaries do not differ in their perceptions on the verbal indicators of mental status of University students' at onset of unrest.

H₁: Security officers and Secretaries differ in their perceptions on the verbal indicators of mental status of University students' at onset of unrest. ii. **H₀**: Security officers and Secretaries do not differ in their perceptions on the physical indicators of mental status of University students' at onset of unrest.

H₁: Security officers and Secretaries differ in their perceptions on the physical indicators of mental status of University students' at onset of unrest. iii. **H₀**: Security officers and Secretaries do not differ in their perceptions on the social indicators of mental status of University students' at onset of unrest.

H₁: Security officers and Secretaries differ in their perceptions on the social indicators of mental status of University students' at onset of unrest.

1.8 Significance of the Study

The findings from the study will be very useful for the administrators and stakeholders of institutions of higher learning, many who are not adequately equipped with appropriate skills to detect the onset of students' unrest in institutions of higher learning. The Universities will benefit by not losing their expensive properties that are normally damaged during violent strikes. The government and parents will not be losing many productive lives that are normally lost during students' unrest. A framework policy (MSE instrument) can then be made which guide on timely detection of onset of students' unrest that will benefit the world of academia. The findings will benefit the funders of universities as relates employing appropriate number of staff and with proper skills to manage the students after detection of a potential

strike.

1.9 Justification of the Study

University students' unrest is a common phenomenon all over the world but is more frequent in the developing countries. In Kenya, Kisii County leads with cases of students' unrest leading to frequent cases of destructive violence. In fact, even just after the data collection period by the researcher, Machuka and Omboki (2016) reported that Kisii University was closed down indefinitely on October 19, 2016, a day after the students' went on rampage destroying public and private properties following a directive to clear fees arrears or get kicked out of Campus, hence the major reason for carrying the research at Kisii University. A lot of research has been carried out addressing the aftermath of University students' unrest, however, studies have not been done on detecting the mental status of University students' at the onset of unrest and preventive measures to be used in forestalling the unrest. In addition, both Kothari (2004) and Creswell (2014) noted that case study is a method of study in depth rather than breadth and therefore gives detailed findings of a given phenomenon which cannot be got from general comparative studies.

1.10 Scope of the Study

The study was conducted in Kisii University which was considered as a typical reflection of public Universities in Kenya. The study sought to establish indicators of mental status of University students' at onset of unrest in the following domains; speech, physical and inter- personal relationship. These indicators can then be used to prompt appropriate preventive measures that can be used to forestall potential strikes. Data was collected from respondents who were familiar with students' behavior at onset of unrest which were frontline security officers and secretaries working at Kisii University in the year 2016. For preventive measures, data was collected from personnel working in the dean of students' office and students leaders of Kisii University in the year 2016.

1.11 Assumptions of the Study

The study was carried out based on the following assumptions:

- a) That participants in the study were willing to participate in the study.
- b) That participants responded to the questions honestly and participated without biasing the study results.

1.12 Limitations and Delimitations of the Study

The weaknesses of the study are:

- i. Being a case study, it may lack the comparative facts that could have been got by carrying out the research in several Universities. The benefits of detailed fact findings however, out-weighed this weakness. In addition, efforts were made to include a variety of types of respondents for the purpose of providing an empirical generalization to the larger population, as is the goal of quantitative approach.
- ii. The professional competence of Counsellors or Psychologists will be needed to identify the indicators of mental status of University students' that match the onset of unrest, especially for objectives: i, ii, iii and iv. The University administration will therefore be expected to employ adequate number of competent counselors or Psychologists for proper implementations of the findings.

The delimitations (boundaries within which findings will be applicable) of the study are:

- i. Kisii University and the other public Universities in Kenya because of the similarities of the participants and setting.
- ii. Public Universities in the developing countries in Africa and the rest of the world because of the perennial common causes of University students' unrest.

1.13 Theoretical Frame-work

The research used personality theories to guide the study. The main personality theories were neuroticism theory, extraversion and introversion theory and psychodynamic theory. Neuroticism theory guided objective 2, 3 and 4. Extraversion and introversion theory guided objective 1 while Psychodynamic theory guided objective 5.

1.13.1 Neuroticism Theory

The proponents of this theory are: Ormel, Jeronimus, Kotov, Riese, Bos and Hankin (2013), Thompson (2008), Akiskal, Hirschfield and Yerevanian (1983) and Eysenck's (1967). This theory guided in understanding human behavior resonates to the displayed physical and social indicators of mental status of an individual. Human behavior is complex and dynamic and therefore needs a broad based approach in understanding which this theory provides. Based on this theory, proper linkage can be done on the body language and mental status of an individual.

Neuroticism is the tendency to experience negative emotions, such as anger, anxiety, or depression. It is sometimes called emotional instability, or if reversed is referred to as emotional stability. According to Eysenck's (1967), the originator of the theory of personality, neuroticism is interlinked with low tolerance for stress or aversive stimuli. Those who score high in neuroticism are emotionally reactive and vulnerable to stress. They are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. Their negative emotional reactions tend to persist for unusually long periods of time, which means they are often in a bad mood. Furthermore, those who score high on neuroticism may display more skin conductance reactivity than those who score low on neuroticism. These problems in emotional regulation can diminish the ability of a person scoring high on neuroticism to think clearly, make decisions, and cope effectively with stress. At the other end of the scale, individuals who score low in neuroticism are less easily upset and are less emotionally reactive. They tend to be calm, emotionally stable, and free from persistent negative feelings. Freedom from negative feelings does not mean that low scorers experience a lot of positive feelings. The research explored more on the behaviours displayed by those who score high in neuroticism because they were likely to give signs at onset of unrest.

Thompson (2008) systematically revised these measures and developed the International English

Mini-Markers which have superior validity and reliability in populations both within and outside

North America. Internal consistency reliability of the International English Mini-Markers for the Neuroticism (emotional stability) measure for native English-speakers is reported as .84 while that for non-native English-speakers is .77. The research investigated the Kenyan figure for this. The research adopted the assessment tool used because of its high reliability and validity. The assessment tool as was adopted assessed the following sample items: I am easily disturbed; I change my mood a lot; I get irritated easily; I get stressed out easily; I get upset easily; I have frequent mood swings; I worry about things; I am much more anxious than most people; I am relaxed most of the time; I seldom feel blue.

Eysenck (1987) was convinced that, since everyone in his data-pool fit somewhere on this dimension of normality-to-neuroticism, this was a true temperament, (for example that this was a genetically-based, physiologically-supported dimension of personality). He therefore went to the physiological

research to find possible explanations. He noted that the most obvious place to look was at the sympathetic nervous system. This is a part of the autonomic nervous system that functions separately from the central nervous system and controls much of our emotional responsiveness to emergency situations. For example, when signals from the brain tell it to do so, the sympathetic nervous systems instructs the liver to release sugar for energy, causes the digestive system to slow down, opens up the pupils, raises the hairs on your body (goose- bumps), and tells the adrenal glands to release more adrenalin (epinephrine). The adrenalin in turn alters many of the body's functions and prepares the muscles for action. The traditional way of describing the function of the sympathetic nervous system is to say that it prepares us for "fight or flight." It was expected that at the onset of unrest, the sympathetic nervous system prepared the individuals for fight or flight and could easily be noticed by visible indicators.

Neuroticism appears to be related to physiological differences in the brain. Eysenck (1967) theorized that neuroticism is a function of activity in the limbic system, and his research suggests that people who score highly on measures of neuroticism have a more reactive sympathetic nervous system, and are more sensitive to environmental stimulation. Behavioral genetics researchers have found that a significant portion of the variability on measures of neuroticism can be attributed to genetic factors and this therefore can make it have a possibility of developing distinct frame work for detection.

Ormel, Jeronimus, Kotov, Riese, Bos and Hankin (2013) in the results of their study found that, on average, women score moderately higher than men on neuroticism. This study examined sex differences in the 'Big Five' personality traits across 55 nations. It found that across the 55 nations studied, the most pronounced difference was in neuroticism. This study found that in 49 of the 55 nations studied, women scored higher in neuroticism than men. The study investigated the Kenyan sex differences in neuroticism at the University level with the view of determining which sex can give reliable indicators for detecting the mental status at the onset of unrest.

Akiskal, Hirschfield and Yerevanian (1983) point out that those measures of general personality and personality deviants are related to one another in a predictable manner. Certain dimensions (like neuroticism) have mainly positive associations with personality characters. In an important conceptual article, they described four ways in which personality vulnerability might be related to a given mental status. They pointed out that a vulnerable personality might cause panic protest, affect the course and outcome of protest, and itself are a consequence of repeated episodes of violence. The study investigated on a realistic explanation to the ever increasing violent unrest in the Kenyan Universities.

The weakness of this theory is that it classifies people into many unique personalities, some of which may require special psychological background to understand.

1.13.2 Extraversion and Introversion Theory

The proponents of this theory are: Helgoe and Laurie (2008), Jung (1995), Widiger, Trull and Clarkin (1994), Costa and McCrae, (1990). The theory guided in achieving objective one. Based on speech, the theory classifies people into either extraverts or introverts. These categories can be identified based on the analysis of their speech and hence useful in indicating mental status of an individual. This way the theory was very useful in giving indications of onset of unrest.

Jung (1995) pointed out that the energy of extraverts is outward, towards people and things. They need a lot of stimulation and often express emotions. They get their motivation from other people. They often want to change the world (rather than think about it). Extraverts like variety, action and achievement. They do well at school but may find University more difficult. Their attitude is often relaxed and confident. They are understandable and accessible. They tend to act first and think later. At work, they seek variety and action and like working with other people. They prefer work that has breadth rather than depth. At the University if there is a problem, it is the extraverts to observe in order to know what the student body is likely to do.

Jung (1995) denoted that extraversion is the act, state, or habit of being predominantly concerned with obtaining gratification from what is outside the self. Extraverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. Extraverts are energized and thrive off of being around other people. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. They also tend to work well in groups. An extraverted person is likely to enjoy time spent with people and find less reward in time spent alone. They tend to be energized when around other people, and they are more prone to boredom when they are by themselves. This implies that at the onset of unrest, extraverts will tend to congregate and be seen to be talking out their concerns without careful thinking. These characteristics displayed huge gaps that were tapped especially for detecting mental status at onset of unrest.

Helgoe and Laurie (2008) noted that extraverts: Show energy and enthusiasm; respond quickly without long pauses to think; allow talking out loud without definite conclusions; communicate openly - do not censure; focus on the external world, the people and the things; allow time for bouncing around ideas; take words at face value and do not assume commitment or decisions made. From the psychological point of view, these were areas that were useful in determining indicators of mental status at onset of unrest.

Jung (1995) noted that introverts may see things as being shallow and pushy. The energy of introverts is inward toward concepts and ideas. They need little external stimulation - and in fact they can easily be over-stimulated. It is possible that they focus more on their inner worlds because they suffer from sensory overload if they spend too much time outside and focusing on other people. They thus bottle up their own emotions, which can explode if pushed too far. Rather than trying to change the world, they just want to understand it. They think deeply about things and often do better at University than they did at High school. Their attitude is reserved and questioning and they can seem subtle and impenetrable. They tend to think before they act. At work they like to work alone and often seek quiet for concentration. They tend to prefer work that has depth rather than breadth. This character

type was focused on when giving group guidance and counseling so that they made full use of every opportunity to their advantage.

Jung (1995) noted that introverts often take pleasure in solitary activities such as reading, writing, using computers, hiking and fishing. The archetypal artist, writer, sculptor, engineer, composer and inventor are all highly introverted. An introvert is likely to enjoy time spent alone and find less reward in time spent with large groups of people, though he or she may enjoy interactions with close friends. Trust is usually an issue of significance: a virtue of utmost importance to introverts is choosing a worthy companion. They prefer to concentrate on a single activity at a time and like to observe situations before they participate, especially observed in developing children and adolescents. They are more analytical before speaking. Introverts are easily overwhelmed by too much stimulation from social gatherings and engagement, introversion having even been defined by some in terms of a preference for a quiet, more minimally stimulating external environment. Mistaking introversion for shyness is a common error. Introverts prefer solitary to social activities, but do not necessarily fear social encounters like shy people do. The study keenly noted the behaviours of introverts at the onset of unrest and found that it gave predictable change in the character traits, that can be used as indicators of mental status of University students' at the onset of unrest.

Helgoe and Laurie (2008) described introverts as those who: Include introduction time to get to know you and trust you; encourage responses with questions as, "What do you think?"; use polling techniques for input and decision making; allow time for thinking before responding and decision-making; make use of written responses where practical; concentrate on one-on-one activities and do not assume lack of interest. The research explored the most appropriate tact to use when dealing with them in order to get reliable indicators of mental status of University students' at onset of unrest.

As Jung (1995) noticed, in each person, one type of personality is dominant than the rest. He illustrated that; Suppose, A and B are told to expect danger in a situation. Here, A is a logical being and is ruled by thinking attitude. He carefully analyses the situation and finds no probability of danger, which makes him take a logical decision to proceed with the situation. B, on the contrary, is guided by intuition; he is having a strong intuition about definite occurrence of danger. And so, he decides to find other ways to go about the situation. The idea is to understand that in times when we are exposed to dynamic situations, it is great to have a state of mind that is dynamic in nature. At times going by logical thinking is of more importance than catering to confused feelings whereas at other times, believing in your intuition is much more important. The students can use this knowledge to know themselves and their actions better. The emphasis was not to be confined to one particular state of mind or personality, rather they were encouraged to use their freewill and freedom to mould their personality. As a reasoning intervention strategy to a pending unrest the students can be advised not to be trapped in an enigma, as they are inherently free to be whatever they want to be and to use this freedom to their advantage. They should be encouraged to emancipate themselves from mental slavery. They should be made to know that none but themselves can free their minds.

Extraversion, or positive emotionality, is a tendency to engage and confront the world. These individuals see the existence of some loopholes in their world view and also see the possibility of

winning if they confront. This approach is likely to be taken by these individuals whenever they are faced with a pending issue and this may turn violent (Costa & McCrae, 1990, p. 365). There are surprisingly few studies that have examined the relationship between general personality traits and personality deviant tendency. An exception is a study by Widiger, Trull and Clarkin

(1994), who investigated the relationship between the NEO-FFI and the DSM-III-R and DSM- IV. They found that most personality deviants had a strong association with agreeableness and that avoidant personality deviant was a combination of high neuroticism and low extraversion. A lot still needed to be explored on the usefulness of this approach when one want to know the mental status of University students' at the onset of unrest.

1.13.3 Psychodynamic Theory

The proponents of Psychodynamic theory are: Badcock (2015), Jung (1964), Erikson (1950), Adler (1927), Erikson (1950) and Freud (1909). The theory guided in achieving objective 5. The theory looks at the internal dynamics that influence human behavior. In order to prevent university students' unrest, the focus is to strengthen the ego and superego of the aggrieved individuals so as to have control of their id. This way appropriate intervention strategies will be adopted to forestall unrest.

Psychodynamic theory is a view that explains personality in terms of conscious and unconscious forces, such as unconscious desires and beliefs. Freud (1909) proposed a psychodynamic theory according to which personality consists of the id (responsible for instincts and pleasure-seeking), the superego (which attempts to obey the rules of parents and society), and the ego (which mediates between them according to the demands of reality). Psychodynamic theories commonly hold that childhood experiences shape personality. Such theories are associated with psychoanalysis, a type of therapy that attempts to reveal unconscious thoughts and desires. This approach was explored on with a view of intervention at the onset of unrest.

Freud (1909) psychoanalysis was the original psychodynamic theory, but the psychodynamic approach as a whole includes all theories that were based on his ideas like Jung (1964), Adler (1927) and Erikson (1950). In summary, according to Freud (1909) psychodynamic approach is anchored on: Behavior and feelings as being powerfully affected by unconscious motives; our behavior and feelings as adults (including psychological problems) are rooted in our childhood experiences; all behavior has a cause (usually unconscious), even slips of the tongue -therefore all behavior is determined; personality is made up of three parts (tripartite): the id, ego and super-ego; behavior is motivated by two instinctual drives- Eros (the sex drive & life instinct) and Thanatos (the aggressive drive & death instinct) -both these drives come from the "id"; parts of the unconscious mind (the id and superego) are in constant conflict with the conscious part of the mind (the ego) - This conflict creates anxiety, which could be dealt with by the ego's use of defense mechanisms; personality is shaped as the drives are modified by different conflicts at different times in childhood (during psychosexual development). Some of these conflicts may still distinctly be manifested in the mental

status particularly at the onset of unrest. The implications of this were explored more on during the research.

Badcock (2015) pointed out that conventionally, mental conflict has been regarded as at best undesirable, and at worst, pathological. For Freudians, it was the cause and occasion for repression. The conscious self in particular is assumed to be a single, simple entity, with any deviation from its intrinsic harmony and cohesiveness being self-evidently pathological. The research explored on this psychologically as it relate to detection of mental status at the onset of unrest.

1.13.4 Summary of theoretical frame work

The proponents of neuroticism theory are: Ormel, Jeronimus, Kotov, Riese, Bos and Hankin (2013), Thompson (2008), Akiskal, Hirschfield and Yerevanian (1983) and Eysenck's (1967). This theory guided in understanding human behavior as it resonates to the displayed physical and social indicators of mental status of an individual. Human behavior is complex and dynamic. Based on this theory, proper linkage can be done on the body language and mental status of an individual.

The proponents of extraversion and introversion theory are: Helgoe and Laurie (2008), Jung (1995), Widiger, Trull and Clarkin (1994), Costa and McCrae, (1990). The theory guided in achieving objective one. Based on speech, the theory classifies people into either extraverts or introverts. These categories can be identified based on the analysis of their speech and hence useful in indicating mental status of an individual. This way the theory was very useful in giving indications of onset of unrest in speech.

The proponents of Psychodynamic theory are: Badcock (2015), Jung (1964), Erikson (1950), Adler (1927), Erikson (1950) and Freud (1909). The theory guided in achieving objective 5. The theory looks at the internal dynamics that influence human behavior. In order to prevent university students' unrest, the focus is to strengthen the ego and superego of the aggrieved individuals so as to have control of their id. This way appropriate intervention strategies can be adopted to forestall unrest.

1.14 Operational Definition of Terms

Forestall: Return to original normal state / stop.

Indicator: Sign of / Symptom of.

Mental state: State of thinking / initiation and direction of the thinking process.

Unrest: Manifestation of anger that may lead to protest, fight or any other form of violence.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter discusses a summary of related literature. Literature review will give a logical continuity between the research questions and the previous educational research. It will give a firm foundation of each key variable of the study in the theoretical or primary research literature. From the literature review, gaps that the researcher intended to fill were identified. The following areas are discussed: Overview; verbal indicators of mental status at onset of unrest; physical indicators of mental status at onset of unrest; social indicators of mental status at onset of unrest, comparative perceptions of respondents from different professional background and prevention measures at onset of unrest.

2.2 Verbal Indicators of Mental Status at Onset of Unrest

Verbal indicators are signs of internal state of affairs in speech of an individual. Haiyan (2009) equated verbal communication to the manipulation of lips and mouth which then comes out as speech from an individual. He did not specifically give a reflection of this manipulation as relates to detection of mental state in form of speech to appending unrest. The study therefore explored how the University students' manipulates their lips and mouth to produce speech at the onset of unrest and if it was consistent enough to reflect their mental status.

The Division of Psychiatry Royal Victoria Infirmery (DPRVI, 2009) noted that the MSE is the basis for understanding the client's presentation and beginning to conceptualize their functioning into a diagnosis. At first all this might seem overwhelming and time consuming, but really it's not that bad to do. It can generally be done in a few minutes when you need to do specific things and the vast majority of this can be obtained from interviewing and simply watching the subjects carefully. Mulder, Joyce and Sullivan (1999) noted that speech assessment can be very helpful when you take note of; rate, volume, pressuredness, accent, enunciation quality and loudness.

This however, has never been done in the context of mental status that indicate onset of unrest. The study therefore explored on the particular aspects of speech that can be useful for identifying the mental status of University students' at onset of unrest.

Hooyman and Kiyagat (2008) emphasized that to make proper assessment one should consider: Speech rate which is likely to be rapid, pressured or with reduced tempo. In most cases speech rate of persons in a disturbed state tend to be high, with low volume or high and unique tone. Therefore, as theorized by

Eysenck's (1967), this would be displayed by stressed individuals which are the states of university students at the onset of unrest. However, specific studies had not been done to relate it to precise mental status indicating onset of unrest and therefore the study explored on this knowledge gap.

Jacobi (2009) and Young (2008) both pointed at paralanguage as an aspect of speech that can give hint on an individual's mental status. It consists of variations in speech, such as voice quality, volume, tempo, pitch, non-fluencies (for example, uh, um, ah), laughing, yawning, and the like. People make attributions about the sender by deciphering paralanguage cues. This could be very useful as regards introverts as they tend to be very reserved in their speech (Jung, 1995). The study explored on the particular paralanguage that are normally displayed by University students' at onset of unrest.

Quizlet (2017) of the Royal Children's Hospital–Melbourne in Australia

looked at thought content as a description of what an individual is thinking about. Other questions that can be checked on their usefulness are:

Are they paranoid? Delusional (like holding beliefs that are untrue)? If so, about what?

Phobic? Hallucinating? Fixated on a single idea? If so, about what? Is the thought content consistent with their affect? If there is any concern regarding possible interest in committing suicide or homicide, the individual should be asked this directly, including a search for details (like; specific plan, time among others.).

He pointed out that these questions have never been shown to plant the seeds for an otherwise unplanned event and may provide critical information, so they should be asked! This was in the context of Psychiatric assessment but the study explored more in this area in order to fill the knowledge gaps in the context of Psychological assessment.

Hooyman and Kiyagat (2008) described the common key signs of mental status at the onset unrest on speech. At that state, speech can be a particularly revealing feature of a person's presentation and should be observed behaviorally as well as considering its content. Unusual speech will be sometimes associated with mental status in response to negative factors in the internal or external environment of the concerned person (Mulder, Joyce & Sullivan, 1999). It is expected that at onset of unrest, the speech may become unusual and therefore, the study explored on the specific speech content that indicate onset of unrest.

Pape (2015), Hooymann and Kiyagat (2008) observed memory and concentration problems among people in a crisis. He noted that long-term stress (for weeks, months, years) can leave one more vulnerable to problems with memory. This is why the individual may feel that he/she is having more difficulties remembering a given subject matter that has to be read and reread the same article several times. When an individual misses appointments and he/she is able to concentrate for increasingly shorter periods of time may cause worries to an individual. This can be very worrying to the University students too. The study explored if worries in this context may give indications of onset of unrest.

Schapiro (2015) noted that freedom of speech does not amount to much unless it is tested. And if the first amendment doesn't matter on college campuses, where self-expression is so deeply valued, why expect it to matter elsewhere? With the freedom of speech that exists within the precincts of campuses, opportunities of studying mental status of students at onset of unrest still exist for which the study made use of in this regard.

Capital Campus (2014) noted that in a few years back, the mention of the words 'comrade' and

'power' was associated with an impending University students' fights, riots, stone throwing and all manner of rebellion. It is common to hear the students shouting the words 'power', calling one another as 'comrades' as well as tending to group themselves when there is pending administrative cases like delayed payment of HELB contribution on their sponsorship when they want the University administration to urgently attend to them. In early 80s, the government of the day would keep vigil of students' activities, especially after having heard such words. The study explored if these particular words and behaviours are common indicators of mental status of University students' at onset of unrest.

With MSE, DPRVI (2009) established that many persons in a negative environment will have their expressive language with ease probably due to some rehearsal, no problems expressing self, circumstantial and tangential responses, without difficulties finding particular words, though there could be misuse of words in a bizarre-thinking-processes way, echolalia or perseveration, mumbling particularly with extraverts because of their out-going nature (Costa & McCrae, 1990, p. 365). It was worth-while trying to explore this method in detecting mental status of University students' pending unrest situation.

Quizlet (2017) of the Royal Children's Hospital-Melbourne in Australia gave the components of the MSE that can specifically be studied by Psychologists as judgment, higher cortical functioning and reasoning. The study did not however go into details in giving the MSE component instrument that can be used to assess the mental status of an individual at the onset of unrest. The study therefore explored on the establishment of a relevant MSE that can be used in this context.

Holgoe and Laurie (2008) together with Quizlet (2017) of the Royal Children's Hospital in Melbourne - Australia puts emphasis on thought process which they noted as a description of the way in which an individual think. University student counselors can assess if the comments of the University students' are logical and presented in an organized fashion. If not, how off base are they? Do they tend to stray quickly to related topics? Are their thoughts appropriately linked or simply all over the map? Any deviation of speech from the context could have some indication of a disturbed mental status of an individual. These questions were explored on to find if they can be useful tools in detecting mental status of the students at the onset of unrest.

Thought process is another aspect of human being that can be very useful in assessing behaviour. Quizlet (2017) further looks at thought process as the formation and coherence of thoughts and is inferred very much through the person's speech and expression of ideas. He emphasizes that one should take note of frequent changes of topic (flight of ideas or tangential thinking) especially if talking to an individual that is considered a suspect. In this context, a Psychologist will be handy if correct interpretation is to be done. DPRVI (2009) pointed out that they may also show excessive vagueness (circumstantial thinking). They advised that a Psychologist should take note of use of nonsense words (or word salads). This is because there may be pressured or halted speech (thought racing or blocking) in the presence of a person thought of as the cause of their problem. The study explored on the use of particular circumstantial thinking as indicators of onset of unrest.

DPRVI (2009) pointed out that thoughts (form or process) and contents (nature) status can also give some signs of unresolved issues of the person. One should take note of delusions which is the rigidly held false beliefs not consistent with the person's background. All of a sudden there will be overvalued ideas and unreasonable belief as is expressed in speech. There will be preoccupations with unusual things. In some cases anxiety can be expressed in speech with no specific reference. Thought Process of the person may appear to be coherent, logical, goal directed. The person will be able to hold their attention and stay on a particular topic or focus. This was explored if congruent with the environmental condition and if this can give clear indicators of mental status at onset of unrest.

In USA, Several specific types of victimization and cyber-bullying were discovered through a survey taken in 2010. The survey discovered that the highest concentration of victimizations and cyber-bullying offenses occurred in the following areas respectively: mean or hurtful comments posted online (14.3%, 8.8%), rumors online (13.3%, 6.8%), threats through a cell phone text message (8.4%, 5.4%) (Hinduja & Patchin, 2010e, p. 1). By closely monitoring these cyber-bullying offences, Psychologists can easily detect hurtful comments that can indicate mental status of a person pending unrest.

McDowell (2006) pointed out that mood or how they feel most days (happy, sad, despondent, melancholic, euphoric, elevated, depressed, irritable, anxious and angry). One should think of the climate in an area and analyze if the observed is congruent. IFRRCs (2008) describes Affect or how they felt in a given moment (comments can include range of emotions like broad, restricted, blunted, flat, inappropriate, labile, consistent with the content of the conversation and facial expressions, pessimistic, optimistic) as well as inappropriate signs (began dancing in the office, verbally threatened examiner, cried while discussing

recent happy event and unable to explain why). The study explored on how these signs can be applied in detecting University students' mental status at onset of unrest.

Pape (2015) pointed out that mood and affect can also give predictable clue to an individual's mental status in times of crisis. It can be useful to conceptualize the relationship between emotional affect and mood as being similar to that between the weather (affect) and the season (mood). Pape explained affect as referring to immediate expressions of emotion, while mood to as emotional experience over a more prolonged period of time. He advised that when assessing affect one should take note of: Range (for example; restricted, blunted, flat and expansive); appropriateness (like; appropriate, inappropriate, and incongruous) and stability (for instance; stable or labile). Also that when assessing mood one should take note of: Happiness (for example ecstatic, elevated, lowered, depressed); irritability (like; explosive, irritable or calm) and stability. Affect/Mood of an individual normally changes in times of crisis and the person may appear sad, agitated, blunted or euphoric. To some persons, the mood may appear unstable and in-congruent with the situation. Some may show alertness which may be highly distractible. When interpersonal characteristics and approach to evaluation are assessed, some may be oppositional/resistant, defensive, show subdued mistrust and hostility to people they perceive to be responsible to their disturbing situation. The study investigated particular indicators that are specifically related to the onset of unrest.

2.3 Physical Indicators of Mental Status at Onset of Unrest

Quizlet (2007) describes physical indicators as signs on the human body that gives a true reflection of an internal state of affairs or thinking inclination. An individual may give a false impression in speech but the body display if properly observed and analyzed, will give a reliable interpretation of the internal state of affairs. Haiyan (2009) equated this to body language and described it as all the communication through the non-verbal channel. This can include how we greet others, how we sit or stand, our facial expressions, our clothes, hair styles, tone of voice, eye movements, how we listen, how we breathe, how close we stand to others, and how we touch others. The pressure of body language can especially be felt in emotional situations where body language usually prevails over words. At the onset of unrest there will be signs on the body of the disturbed individuals and the research investigated these signs.

Hickson (2010) noted that in advertisement, we communicate as many messages non-verbally as we do verbally. Non-verbal communication involves checking at the way we stand, the distance we maintain from another person, the way we walk, the way we fold our arms and wrinkle our brow, our eye contact, being late for a meeting and all these conveys messages to others. However, we need not perform an act for non-verbal communication to

occur. A kiskal, Hirschfield and Yerevnian (1983) pointed out that a vulnerable personality might cause panic protest. We communicate

by our manner of dress and appearance, the automobile we drive, and the office we occupy. Non-verbal communication comes in many forms. The study explored on the particular non-verbal communication that indicated mental status of University students' at onset of unrest.

Hickson (2010) further noted that there are four kinds of non-verbal communication; kinesics, proxemics, paralanguage, and chronemics. They are important topics for leaders attempting to understand the meanings of non-verbal signals from organization members. The study used these categories to understand more on those that can be used as indicators of mental status of students particularly when unrest is pending.

McDowell (2006) asserts behavior as well as noting what a person is actually doing during the examination as being very important. Attention should also be paid to behaviours typically described as non-verbal communication. These can reveal much about a person's mental status and attitude. Therefore one should take note of: Facial expression, body language and gestures, posture, eye contact, rapport and social engagement, level of arousal (for example; calm and agitated), anxious or aggressive behavior, psychomotor activity and movement (like; hyperactivity or hypoactivity) and unusual features like tremors, or rapid, repetitive, or involuntary movements (IFRCRCS, 2008). The study investigated the particular signs that are useful in detecting mental status that is pending unrest.

Vrij (2011) who carried out his research in Asia noted that becoming sensitive to the clues of body language can help communicate more effectively with students or scholars from other cultures. We can understand what they are saying even when they are not talking. We can sense when students are silent and digesting information, or when they are silent and confused. We can share feelings too strong or too difficult to be expressed in words, or decode a secret message that passes silently from person to person. Body language can help us spot contradictions between what students say and what they really mean. We can learn to be more sensitive to our own bodies, to see what messages they are sending and to see ourselves as others see us. We are our bodies. The study explored on the particular body language that is exhibited by University students' at onset of unrest.

Vrij (2011) observed more on legs and feet. He noted that sitting cross-legged is common in

North America and some European countries but it is viewed as disrespectful in Asia and the

Middle East where a solid and balanced sitting posture is the prevailing custom. In Asia and the Middle East, resting the ankle over the other knee risks pointing the sole of your shoe at another person, which is considered a very rude gesture. One should never point or move an object with their feet in these cultures. Cloninger (1987) noted that harm avoided individuals are likely to be moving away from where there is strife like at the onset of unrest. The study explored if there are any indicators of legs and feet posture of mental status of University students at onset of unrest.

Quizlet (2017) of the Royal Children's Hospital – Australia, affirmed that rigid body posture or rocking/pacing is a common indicator of mental status pending a unique occasion. Other presenting appearance include; basic grooming and hygiene, dress and whether it is appropriate attire for the weather or the occasion, gait and motor coordination will be rigid and with intentional movement; posture erect; work with speed; any noteworthy mannerisms or gestures. Sometimes motor movements are overly slow, rapid, agitated, balanced. The study explored the specific body postures or mannerism that can be used as indicators of mental status of University students' at the onset of unrest.

Greenwood (2010) noted posture as another widely used clue as to a person's attitude. Leaning toward another person suggests a favorable attitude towards the message one is trying to communicate. Leaning backward communicates the opposite. Standing erect is generally interpreted as an indicator of self-confidence, while slouching conveys the opposite. Posture and other non-verbal cues can also affect the impressions we make on others. Davis (2011) pointed out that interviewers, tend to respond more favorably to job applicants whose non-verbal cues, such as eye contact and erect posture, are positive than to those who display negative non-verbal cues, such as looking down or slouching. The study investigated if this approach can be useful especially in identifying the ring leaders of strikes as they try organizing their troops at the onset of unrest.

Vrij (2011) described the meanings of hands movement in different cultures. Of all the body parts, the hands probably are used most for communicating non-verbally:

Hand waves are used for greeting, beckoning, or farewell. The American 'goodbye' wave can be interpreted in many parts of Europe and Latin America as the signal for 'no.' The

Italian 'goodbye' wave can be interpreted by Americans as the gesture of 'come here.' The American 'come here' gesture can be seen as an insult in most Asian countries where they use it for calling an animal. Asians call others with a similar hand movement but with their palm downward.

During unrest hand movement is expected to play significant role as a means of communication between the students, the study explored more in this area to see if there can be reliable indicators of mental status at onset of unrest.

Vrij (2011) found out that hand-shaking is the common form of greeting and leave taking in the Western culture.

While it is being accepted in Asia, the Asians still prefer a different form of greeting: a bow in East Asia; a 'wai' (joining the two hands together like in prayer) for some Southern and Southeastern Asian countries. Asians and Middle Easterners prefer a soft handshake. Strong

grips are interpreted as a sign of aggression. While both right and left hands have equal status in the West, the right hand has special significance and the left hand is 'dirty' in the Middle Eastern and some Asian countries. It is best to accept or offer cards or gifts with the right hand or both. Vrij noted that the 'O.K.' sign (the thumb and the forefinger form a circle) means 'fine' or 'O.K.' in most cultures. However, it means 'zero' or 'worthless' in France and many European countries. The same signal is an insult in Greece, Brazil, Italy, Turkey, and Russia. A 'thumb-up' sign indicates an 'O.K.' or 'good job' in most cultures but it is an insult in Australia, New Zealand, and in most African countries.

Not much meaning is documented on the role of hand or thumb as in Kenya and therefore the study explored especially as it relates to mental status that indicate onset of unrest.

Haiyan (2009) noted that some cultures, like the Italians, use their arms freely. Others, like the Japanese, are more reserved; in Japan it is considered impolite to gesture with broad movements of the arms. The study explored on arms movement as indicators of University

students' mental status at onset of unrest.

Haiyan (2009) maintained that in a normal conversation more than 65 percent of social meanings are transmitted through the non-verbal channel. People in other parts of the world, especially Asians, are more perceptive to body language than the North Americans. Greenwood (2010) asserted that touching is a powerful vehicle for conveying such emotions as warmth, comfort, agreement, approval, reassurance and physical attraction. Generally, the amount and frequency of touching demonstrate closeness, familiarity and degree of liking. A lot of touching usually indicates strong liking for another person. It should be noted that men and women interpret touching differently. Concerns about sexual harassment and sexism have greatly limited the use of touching in the work-place. With the spirit of comradeship among students at the University, it is expected that some close behavioural touch between the students is eminent particularly when they are facing a common problem or common enemy. The study explored the concept of touch if it can be useful in detecting mental status of University students at onset of unrest. Also explored was the physical distance between the University students as they congregate at the onset of unrest especially when discussing secretive issues.

According to Bowden (2011), Furnham (2011) and Walters (2011) kinesics is the study of body movements, including posture. Body movements or kinesics include gestures, facial expressions, eye behavior, touching, and any other movement of the limbs and body. Body shape, physique, posture, height, weight, hair, and skin color are the physical characteristics associated with kinesics. Gestures reveal how people are feeling. Hand gestures, such as frequent movements to express approval and palms spread outward to indicate perplexity, provide meaningful hints to communication. Facial expressions conveys a wealth of information. These are areas which were explored and found that they can be very useful in detecting mental status of people particularly as it relates to onset of unrest.

Haiyan (2009) asserted that business people and politicians have long recognized the importance of body language or non-verbal communication; many receive training in non-verbal communication before serving overseas. Since 9/11, airport and transit police have been trained on body language recognition. But training in body language is still relatively new for educators even though most American campuses include faces from different parts of the globe. It is therefore important that educators understand not only how to receive messages through body language but also what messages they may be sending even when they are not talking. Misunderstanding of body language may not only cause a long-lasting embarrassment but also be a life threat. Hence there was need to explore more on this to take advantage of the possible indicators of mental status at onset of unrest without misunderstanding.

Pape (2015) described mental status of inner unrest, aches and pains. Even when sitting still in front of a computer or lying on bed, one may have a feeling of inner unrest in the legs or in the whole body. The person may be mentally tired, but body is bursting with energy particularly the extroverts (Holgoe & Laurie, 2008). This is the way the body tells one that his/her nervous system is in overdrive, or that he/she needs to be physically and not just mentally active. Long-term stress may cause aches and pains. Muscular pains in the legs, back, arms, shoulders and neck may be caused by psychological pressures which manifest themselves physically. The study explored if there are particular physical manifestation when one is resting or lying down that can indicate onset of violent acts and also if this can be a sign of a pending unrest.

According to Knapp and Hall (2006), the face is rich in communicative potential. It is the primary site for communication of emotional states; it reflects interpersonal attitudes; it provides non-verbal feedback on the comments of others. Ekman and Friesan say it is the primary source of information next to human speech. For these reasons, and because of the face's visibility, we pay a great deal of attention to the messages we receive from the faces of others. The study therefore did put more emphasis on the vast untapped indicators of mental status at onset of unrest in the human face.

Haiyan (2009) noted the psychological implications of head. In most societies, a nodding head signifies agreement or approval. But in some cultures, like parts of Greece, Yugoslavia, Bulgaria and Turkey, a nodding head means 'no.' In most Asian cultures, head is where spirit resides and one should not touch another's head. The study investigated the psychological implications of head movement at onset of unrest.

Hickson (2010) noted that tapping the nose is more common in Europe than in the United States. It means 'confidential' in England but 'watch out!' in Italy, blowing the nose on public streets, while seen as an impolite gesture in North America, is as an insult (Knap & Hall, 2006). The Asians do not understand why the Americans blow their noses onto a Kleenex that is put back in their pocket and carried with them throughout the day. The researcher, though being aware of University students as being drawn from different cultures, explored on any significant psychological implications on nose tapping or blowing at pending unrest.

Bowden (2011) postulated that People tend to gesture more when they are enthusiastic, excited, and energized. People tend to gesture less when they are demoralized, nervous, or concerned about the impression they are making. This is also true according Jung (1995) theory of extroversion and introversion. The study particularly investigated the signifying gestures of University students at onset of unrest.

Furnham (2011) asserted that the particular look on a person's face and movements of the person's head provide reliable cues as to approval, disapproval, or disbelief. Hickson (2010) also noted that the eye contact is a strong non-verbal cue that expresses true reflection of mental status of an individual. The study explored the particular inclinations of these physical signs during a pending unrest and especially as relates to eye contact.

Knapp and Hall (2006) described gaze behavior with emphasis on eyes as the window to the soul. This may be one of the reasons why interlocutors focus so much of their attention on the eyes during interaction. Another reason may lie in the highly expressive nature of the eyes, which send and receive a plethora of message during a face to face conversation. Eye behavior has a higher probability of being noticed than any other bodily movements, so it is a much more prominent interaction signal. Through the use of our eyes, we can control interactions, elicit the attention of others, and show an interest (or lack thereof) in the information being communicated by our interlocutor. The study focused more on the eye interlocutors that can indicate mental status of University students' at onset of unrest.

Knapp and Hall (2006) defined five functions of gazing: Regulating the flow of conversation, monitoring feedback, reflecting cognitive activity, expressing emotion, and communicating the nature of interpersonal relationship. Ekman and Friesen (1975) postulate that like all of the other kinesics behavior, all of the functions of gazing behavior contextualize the verbal message and aid in understanding the spoken word. The study investigated how this will help to understand the spoken words at the onset of unrest. This is because; the flow of conversation is regulated through visual contact in two ways: it indicates that the interlocutors are open to communication, and it manages turn-taking by sending and receiving signals. Individuals who seek visual contact with another are signaling that they want to engage in communication, and those who obviously avoid eye contact are sending the opposite message. The study explored if there can be reliable signs on this area that can indicate mental status at onset of unrest.

Greenwood (2010) upholds another non-verbal cue as mode of dress. Much of what we say about ourselves to others comes from the way we dress. Despite the general trend toward casual clothing in the workplace, higher-status people tend to dress more formally than lower-ranking organization members. For example, suppose you joined a new organization and on your first day, you entered a room full of employees. How would you know which person was the leader? Increasingly, people who specialize in recruiting top executives are coming to the conclusion that the old adage "clothes make the man or woman" is a particularly good non-verbal cue as to who is in charge. Somehow, the leader is the person who always seems to wear the best tailored suit that flatters his or her physique, or the nicest shirt or blouse, or the shiniest shoes, and the best-looking briefcase. A specific dressing attire for university students at onset of unrest need to be

established. This approach also explored on how to identify the student leaders that seem to be organizing the others towards unrest at the University particularly at the onset of unrest.

Hooyman and Kiyagat (2008) denoted that many young people's mental status can be predicted in times of a pending unrest and can provide useful clues into their quality of self-care, lifestyle and daily living skills. This can be easily noticeable in their; distinctive features, clothing, grooming and hygiene. When behavioral approach is adopted some individuals may appear distinct, indifferent, unconcerned, evasive, negative, irritable, depressive, anxious, sullen, angry, assaultive, exhibitionistic, frightened, alert, agitated, lethargic and needing minor/considerable reinforcement and soothing. Many persons in crisis will have their eye contact bravely focused. They suggested that a lot more can be tapped with the predictability of these humanly features and the study therefore explored more into this direction to establish if they can signify mental status at onset of unrest.

2.4 Social Indicators of Mental Status at Onset of Unrest

Social indicators are signs in the manner in which people interact amongst themselves that show a disturbed mental status. Schapiro (2015) noted that when protests proceed at internet speed, it is much more difficult to maintain civility on college campuses. Economists have a dismal prediction record, but that one was spot on. Seemingly every day brings a new crisis, a new set of issues that threatens to disrupt the lives of students, professors and college presidents. The study explored on how internet interactions complicates the spread of issues that may initiate onset of unrest at the campuses.

Lenhart (2010) and Schapiro (2015) pointed out that the explosion of social media has taken this disruption to a level unforeseen in the digital dark ages of 14 years ago. Dealing with Campus community members on Facebook, Twitter, YouTube, Flickr, Tumblr, Instagram, Snapchat, Reddit, Vine and Yik Yak has become a high-stakes challenge, and who knows what will emerge next? At issue, as it often is on America's Campuses, is the limit to free expression. It is equally a concern in the developing world like Kenya, hence the need for more research findings that can match quick digital challenges in the social media as it relates to indicators of mental status at onset of unrest.

In USA, Support for the aversive racism framework has been obtained across a broad range of experimental paradigms and participant populations, including emergency and non-emergency helping behavior inside and outside of the laboratory, selection decisions in employment and college admission, interpersonal judgments and policy and legal decisions. In addition, a recent study by Pearson, Dovidio, and Pratto (2007) found, as hypothesized within the aversive racism framework, that whereas blatant prejudice is characterized by feelings of antipathy and hate, the subtle bias associated with aversive racism is often 'cooler,' reflecting the recruitment of cognitive rationalizing processes in decision making contexts (for example, legal judgments). Because the subtle bias associated with aversive racism occurs without personal awareness and the actions can be attributed,

even by observers, to factors other than race, the influence of aversive racism commonly goes unrecognized by Whites. As a consequence, whereas blatant expressions of prejudice, such as hate crimes, are readily identified and inhibited by social sanctions, aversive racism is likely to persist relatively unchallenged over time. In Kenyan Universities, it may not be

prejudices according to racisms but it may be tribal prejudices! The study explored and established the truth about this and whether it can give a clue on detection of mental status of University students' at onset of unrest.

In USA, an important implication of the aversive racism framework is that the dissociation between the positive conscious (explicit) attitudes and negative unconscious

(implicit) attitudes of aversive racists fundamentally influences the ways Whites interact with Blacks. Considerable past research has shown that implicit and explicit attitudes influence behavior in different ways and under different conditions (Dovidio, Kawakami, Smoak & Gaertner, 2009). Whereas explicit attitudes typically shape deliberative, well-considered responses for which people have the motivation and opportunity to weigh the costs and benefits of various courses of action, implicit attitudes typically influence responses that are more difficult to monitor or control or responses that people do not view as diagnostic of their attitude and thus do not try to control (Pape, 2015). Attitudinal frameworks basically influence mental status, the study explored if this can be of help when it relates to identifying indicators of mental status at onset of unrest.

Schapiro (2015) pointed out that three professors at Eastern Michigan University were recently attacked during class on Yik Yak, a smart-phone app that allows folks within a limited geographical range to share anonymous messages. Upon seeing those comments, which apparently included insults concerning sexuality and appearance, one of the professors threatened to resign. Cyber-bullying by students while a teacher is up in front of the class? Not exactly what we had hoped for in using new communication tools to enhance classroom learning.

The study explored on the effect of such systems as it relates to influencing mental status at the onset of unrest.

In USA, Subrahman-yam and Greenfield (2008) noted that as technology has evolved, bullying has proliferated. With the advent of the Internet, chat rooms soon followed. Online forums provided a communal breeding ground for youth to assault one another. Chat rooms were supplemented by America Open Learning (AOL), America Instant Messenger (AIM) and an online communication programme that allowed teens to spend hours talking to one another in private, one-on-one conversations or in public chat rooms. The programme further allowed youth to create group-specific chat rooms. This exclusive forum allowed for youth to get together with select groups of friends and talk about the latest gossip. It was interesting investigating if similar internet chat rooms exist in Kenyan Universities and if it can signify if unrest is on the oping, the study investigated also if University students will be gossiping about it.

In USA, Lenhart (2010) noted that according to a study conducted by the Pew Research Center,

75% of 12-17 year-olds own cell phones, which increased from 45% in 2004 and those one-in- three teens sends 3,000 text messages per month. Though many parents believe that they are purchasing a cell phone for their child for protective reasons, the opposite may be true as many youths admit to utilizing their phones as an instrument for cyber-bullying. Morton (2015) noted that further progress on the Internet brought about more and more websites and with this came the advent of social media. The site MySpace is often considered the pioneer of social media. MySpace allows individual users to create their own unique profiles and interact in cyberspace with friends and foes alike. Online publication of personal information is dangerous because it allows many people to see a side of a person more often kept private in a face-to-face interaction. This vulnerability puts many teens in a position as either the victim or active offender partaking in cyber-bullying actions. The study explored if revelations of self-attitudes of University students can help detect their mental status at onset of unrest.

Tim (2011) described Tunisian protestors' utilized social media, including Facebook and

Twitter, as their primary outlets to communicate and organize their demonstrations. The Tunisian government responded with increased efforts to control the Internet by blocking numerous websites covering the protests and recording users' Facebook passwords to delete Tunisian activists' accounts and protest pages. Less than a month following the successful uprising in Tunisia, protests in Cairo, Egypt began on January 25, 2011 as Egyptians gathered to demand the end of Egyptian President Hosni Mubarak's regime. On February 11, 2011, after eighteen days of revolting, "a largely secular, non-violent, youth-led democracy movement" successfully removed Mubarak from office. Following Tunisia's lead, digital revolution continued as the Egyptian revolution used Facebook, Twitter and YouTube to "organize the revolutionaries, transmit their message to the world and galvanize international support." In response, the Egyptian government blocked Internet access and cell phone service across

Egypt by forcing its Internet service providers to withdraw data access routes into and out of Egypt. Patchin (2011) observed that although countries such as China, Iran, Thailand, and Tunisia have all censored social media platforms in times of social unrest, the Egyptian government's complete shutdown of almost all Internet activity was a "new phenomenon." The unprecedented action was particularly surprising because, unlike other authoritarian regimes, Egypt originally had liberal Internet censorship policies, which was in part how it positioned itself as a thriving communications sector and a regional hub for Internet investment. Moreover, by unplugging itself from the Internet, Egypt undermines its position as one of the major conduits connecting the region to the rest of the world. The study explored if it is worthwhile trying to censor the social media communication of University students particularly when a crisis is looming.

Changes in interpersonal interactions such as becoming combative or socially isolating or changes in activity patterns such as cessations of common routines, sleep patterns, eating changes, crying

or increased confusion are some indicators of mental status in problematic situations. McDowell (2006) also supported this concept in his mini-mental status exam which is a five-minute screening test that is designed to evaluate basic mental function in a number of different areas. The test provides a quick way to determine if more in-depth testing is needed. The study explored if this can be used as indicators of mental status of University students' at onset of unrest.

Pape (2015) noted that stressed students are often not in touch with themselves. When one feel that they have a lot to do, one of the first strategies will be to work more and to try to get on top of things. There may already be signs that it would be good to take a break, go for a walk, have a kip or a chat with a good friend. But people tend to ignore the signals and have no time for them right then. The feeling of being caught in a hamster wheel, simply running round and round, is a picture often used by students to describe their state. The study explored on the implications of such a state on the mental status of University students particularly at onset of unrest.

IFRRCS (2008) noted that in Palestine people who feel, that life has become too much to bear commonly use alcohol and drugs as an escape. These substances may also be considered a means for dealing with anxiety, depression, or a number of other problems including sleeplessness. An increase in alcohol and drug abuse is common after widespread social unrest. However,

Substance abuse does not reduce the stress. Instead, it reduces one's ability to cope.

Substance abuse over as long time leads to more problems for the individual, the family, and the community. The study explored if turning to alcohol or substance abuse by some University students' can be an indicator of mental status at onset of unrest.

2.5 Comparison of Perceptions of Secretaries and Security officers on Indicators of mental status

Jürgen, Matthias and Florian (2008) Postulated that bringing people to a right and deep understanding of every German's duty in the New Germany, such as preparatory mental aid and psychotherapy in general and in particular for persons to be sterilized, and for people having been sterilized, is a great, important and rewarding medical duty. The perceptions of secretaries and frontline security officers were sought on a

common issue. The study further sought the psychological implication of the influence in professional training of secretaries and front-line security officers on their perception on indicators of mental status of University students' at onset of unrest.

Badcock (2015) postulated that all researched psychological traits are influenced by both genes and environment, to varying degrees. These two sources of influence are often confounded in observational research of individuals or families. He recommended that further research should be done to determine the relationship of professional training and perception. Jürgen, Matthias, and Florian (2008) noted that there is need to understand how that gene influences the phenotype. One major result of genetic association studies is the general finding that psychological traits and psychopathology, as well as complex medical diseases, are highly polygenic, where a large number (on the order of hundreds to thousands) of genetic variants, Genes and environment in this simple transmission model are completely confounded. or

propensity to the disorder. Active research continues to understand the genetic and environmental bases of behavior and their interaction. The study on the other hand focused on the influence of professional training on perception as it relates to identifying indicators of mental status of University students' at onset of unrest.

Chryssochoi (2015) noted that Social psychology is the study of how humans think about each other and how they relate to each other. Social psychologists study such topics as the influence of others on an individual's behavior (for example, conformity, persuasion), and the formation of beliefs, attitudes, and stereotypes about other people. Hockebary and Hockenbari (2010) noted that Social cognition fuses elements of social and cognitive psychology in order to understand how people process, remember, or distort social information. The study of group dynamics reveals information about the nature and potential optimization of leadership, communication, and other phenomena that emerge at least at the micro-social level. In recent years, many social psychologists have become increasingly interested in implicit measures, mediational models, and the interaction of both person and social variables in accounting for behavior. The study of human society is therefore a potentially valuable source of information about the causes of psychiatric disorder. Some sociological concepts applied to psychiatric disorders are the social role, sick role, social class, life event, culture, migration, social, and total institution. The study sought the Psychological implication of this especially as it relates to perception secretaries and security officers on indicators of mental status of University students' at onset of unrest.

2.6 Preventive Measures at Onset of Unrest

These are the actions that can be taken to forestall a potential strike once the indicators of mental status are seen at the onset of unrest. Schapiro (2015) noted that in Asia it might be relevant to remind people that elected student representatives have every right to recommend whatever they want, just as the administration has every right not to abide by what they suggest, and aggrieved students have a process to adjudicate harassment charges against a faculty member. The context of an incident matters, and it is near impossible for outsiders to glean the facts during the public battles that ensue

after a high-profile event. College community members deserve to be in a safe and supportive environment, and it is the job of administrators to nurture that environment. Yet any time your actions supersede a defining national tenet such as free speech, you better be sure you are making the right call. Whatever the decision, critics will come out in force-with social media leading the way and making a trying situation even more challenging. The study explored if the elected students' representatives can be effectively used as a means of preventing unrest.

Bruckner and Ciccone (2010) noted that the unrest contagion patterns of each of the world's geographic regions are uniquely characterized by the parameters of the model. Unlike critical phenomena where Universality arises from the irrelevance of particular details of the system, here universality arises from the fact that social unrest contagion is governed by the same mechanisms despite idiosyncrasies of individual countries and geographic regions. The mechanisms uncovered separate the phenomenon of rioting and social instability into three time scales:

the unrest infectiousness rate from disrupted regions to neighboring regions that are susceptible to social unrest, the rate by which regions become susceptible to unrest activity due to social, economic, and political stress, and the rate by which social unrest is released spontaneously in susceptible regions. The spatial contagion mechanism here arises from interdependence of closely related regions; people participate in collective protest because of long-standing social, economic, and political stress, and because others have recently done so. If rioters see others they might respond similarly even if their external conditions have not changed, and protests spreads across social networks and from place to place.

The study investigated if preventive strategies of unrest can involve use of students to influence others.

Oduor and Kajitwa (2016) noted that one reason believed to have caused secondary schools fires in June - July 2016 was Kenya's Education ministry cabinet secretary's impromptu visits to schools as having sent chilling shivers among head teachers. The study sought to identify if avoiding impromptu activities among University students can help prevent unrest.

In UK, Suber (2012) described advocacy as the deliberate process of speaking out on issues of concern in order to influence behaviour and ideas. For Librarians, this involves initiating discussions on campus about the existing problems with scholarly communication and demonstrating that Open Access is a viable solution. Libraries are still learning about how best to advocate for Open Access on campus and to date no method has proven the most effective. However, a study conducted for JISC in the UK did find that researchers preferred advocacy efforts that involved face-to-face interactions rather than written material, such as websites and newsletters. Keeping this in mind, libraries may want to consider a multi-pronged strategy, where library staffs advocate for Open Access in their regular interactions with faculty. The study explored if this approach can be effectively used by the administrators and student counselor after detecting that unrest is likely to go violent.

Bruckner and Ciccone (2010) noted that social unrest diffusion is often transmitted by some sort of a communication network. Along with printed newspapers, the invention of the telegraph has immediately become an important tool for the transmission of news around the world circa 1848. Similarly, the use of radio and television receivers has made the unrest influence among cities not only by the geographic location of cities, but also by proximity within the mass media distribution networks. For example, the mass media have played a crucial role in the spread of the 1960s riots in the United States. More recently, social networking websites such as Facebook, YouTube and Twitter have helped spread civil unrest news events and social influence quickly around the globe. The study explored preventive measures that involve use of social media sites to help forestall unrest at the onset.

Wambui (2016) noted that the students' of Narok High school burnt their dormitory in July 2016 majorly because of upsurge of peer pressure from other schools country wide which was magnified through the various telecommunications. The research sought to identify if peer pressure can be used to prevent University students' unrest.

In USA, Morton (2015) noted that the explosion of social media has taken this disruption to a level unforeseen in the digital dark ages of 14 years ago. Dealing with Campus community members on Facebook, Twitter, YouTube, Flickr, Tumblr, Instagram, Snapchat, Reddit, Vine and Yik Yak has become a high-stakes challenge. At issue, as it often is on America's Campuses, is the limit to free expression. The study explored the possibilities of limiting of free expression in the Kenyan University students by closely monitoring their communication through the social media with the aim of detecting a pending unrest.

In USA, Hinduja and Patchin (2010) found that Cyber-bullying proved to vary by gender as well. Based on a 2010 study involving a random sample of 2,212 teen males and 2,162 teen females, the male to female ratio varied the most in the following three areas: victimization within a person's lifetime (16.6% for males vs. 25.1% for females), admitted to a cyber-bullying offense within a person's lifetime (17.5% for males vs. 21.3% for females), and had a hurtful comment posted about oneself online (10.5% for males vs. 18.2% for females). This information may be biased due to the reticence among males about admitting a past bullying experience, nevertheless, it is interesting that females reported a higher percentage in all categories. The study explored on the University students' gender influence on onset of unrest and also whether such influence can be useful in forestalling the unrest.

Studies done by Patchin (2011) asserted that despite this obvious concern, "25 percent of the school resource officers and over 40 percent of the traditional law enforcement officers did not know if their state had a law specific to cyber-bullying" (p. 45). These statistics are alarming considering that the number of states without some kind of bullying or harassment specific law can be counted on one hand and the numbers of states with cyber-bullying specific laws are increasing. Every person that deals with children (for example; education, parenting, law enforcement, and many others) should know the bullying or harassment law specific to his or her state, the physical and emotional signs of bullying, and his or her community or school prevention plan, including how to deal with and

report a problem. The study explored if law enforcement programs for cyber related crimes can be useful in preventing unrest.

Patchin (2011) noted that from shutting down the Internet in Egypt to blocking cell phone service in San Francisco, governments are faced with the repercussions of social media. While authorities in England are studying social media's role in fueling riots across the country, the United States government faces a reality that social media can incite violent mob behavior throughout the nation. If the United States finds itself in a position similar to the London riots, the government may arguably have the legal authority to carry out the British prime minister's proposition-to shut down social media platforms that are used to plan criminal activity. The study explored if temporary shutting down of such social media that are used to fuel riots can be a good preventive strategy for University students' unrest.

Studies done in South America by Annie, Watson and Lark (2008) postulated that in the wake of the riots, planners, politicians, investors and community leaders offered up good-hearted and ambitious proposals to alleviate the chronic problems of unemployment, poverty, poor health, social isolation and physical abuse at the hands of law enforcement agents. But very few of these proposals produced fundamental changes in South Central Los Angeles (LA), especially for its African-American residents; and ultimately the most enduring change in the area over the past two decades-the transformation from an infamous black ghetto to a predominantly Latin immigrant community-was never planned. In many respects the story of South LA since 1992 is a cautionary tale, one that reminds us of the profound limits of planning and policy-making in regions of extraordinary demographic dynamism. Can this approach be used to forestall University students' unrest after successful signs have been detected? The study provided adequate answer to this question.

Annie, Watson and Lark (2008) pointed out that the first step towards rebalancing one's life and restoring his/her resources and motivation is by getting in touch with himself/herself and acknowledging that there are many ways of being a student, and that there are many ways of making the most of one's resources and his/her talents. If the individual acknowledges this, he/she has every chance of avoiding stress. The study investigated if the student counselors are using this approach and if not the study also explored on its workability on preventing University students' unrest at the onset.

Pape (2015) noted that for Introversion and aggression, if are stressed, may not feel like socializing much. They don't have the energy to go out partying or to have supper with their study group. Also, they may be quite short-fused with other people. They get annoyed with them very easily, sometimes for no reason at all. Unusual or incongruous features noted in a MSE may indicate the need for the involvement of Mental Health services, particularly where there is disturbed perception and/or thought processes. Consideration of the above domains helped in this determination, and facilitated the process of seeking a secondary consultation or making a mental status referral. He noted again that if there is any indication of current suicidal or homicidal ideation

the person must be referred for risk assessment by a qualified mental status clinician. Despite the growing number of works that pay attention to the relationship between education and civil war, there remains considerable uncertainty over the relationship between educational access and civil unrest. Much of the literature suggests that education can play a positive role in promoting peace. The study explored if adequate education on peaceful conflict resolution as a strategy can be useful in preventing unrest at the onset.

This is also reflected in the observations of Buckman (2008) when he noted that education can heal the wounds of war, solve youth unemployment, deliver decentralization and democracy,

build peace and promote economic/social development. Recent studies have shown that education does not cause wars, nor does it end them, but it does have the potential to play a significant role both directly and indirectly in building peace and reversing the damage wrought by civil war (Buckland 2008). On the other hand, other works have certainly suggested that educational access can lead to greater political demands and potentially more political instability. The research explored if education as a strategy can help forestall impending strike after being detected.

Harrison (2011) and Alimoglu (2010) described coping strategies to stress as generally clustered into two broad categories: problem-focused and emotion-focused ways of coping. Problem-focused coping involves actively working to alleviate the stressful person-environment relationship by changing circumstances. On the contrary, emotion-focused coping, involves efforts to regulate the negative emotional consequences of stressful events rather than change them. In other words, the emotion-focused strategy involves thoughts and/or actions that relieve or lessen the emotional impact of stress. In the correlation analysis, practical exam scores and satisfaction with practical showed a positive correlation with problem-focused coping and a negative correlation with emotion-focused coping. The study explored which strategy can be more

effective in preventing students' unrest at the University.

The government has responded to the unrest in schools in various ways. Concerned stakeholders have aired their views regarding possible causes and also prescribed a number of solutions to the problem. The government has set up committees and commissions to investigate the causes of the problem of unrest in schools and various recommendations have been made. For example, the Sagini Report (Government of Kenya, 2000) on unrest and indiscipline in secondary schools noted that the problem has not been restricted to public secondary schools but that the public Universities have also experienced their fair share of student unrest and indiscipline. Shitanda Report (Government of Kenya, 2000) and Wangai Report of (Republic of Kenya, 2001), as an example, noted the year 2008 saw a lot of unrest in public secondary schools. There was an outcry from the public regarding this perennial problem. The government responded by setting up yet another committee. There is reason for concern regarding this problem, particularly given the fact that it has persisted for the last 100 years and is growing in frequency and gravity of damage and long-term repercussions on

all parties involved. The study explored if implementation of research findings on unrest prevention can effectively prevent a potential unrest.

IFRCS (2008) gave general measures of managing stress that may lead to students unrest as:

Contingency planning before the acute emergency; assessment and, if possible, base-line studies before intervention; inclusion of long-term development perspectives; collaboration between agencies; provision of treatment in primary care and community settings; access for all in need to services, including for responders in need; training and supervision; and monitoring indicators including project impact.

The study investigated if these approaches can be effective in preventing strike.

Alimoglu (2010) noted that psycho-educational group counseling can be explored with the aim of solving social unrest. Psycho-educational group counseling has been used in both clinical and school settings. The American School Counselor Association has endorsed the group work as an important component in a comprehensive school. The study investigated the extent at which Guidance and Counseling services offered at the University can be used as effective preventive measure of pending unrest.

One explanation appears in a recent article by Jared Sacks, a social-justice activist working in the field of non-governmental organizations (NGO), on the protest politics involving the residents from the informal settlement known as Sweet Home in the Philippi area of Cape Town. On the basis of interviews with people on the ground, Sacks (2012) presents the following list of reasons why residents from this community were angry and felt compelled to protest in such a disruptive way by blockading roads, burning tyres and destroying traffic lights:

- i. Their garbage was not taken away every week as in other parts of the city, leaving the settlement extremely dirty, unattractive and unhygienic.
- ii. Most of their toilets were broken, leaking and otherwise unsanitary.
- iii. Only some residents had been connected to an electricity supply.
- iv. Open-air sewage canals built by the city were unsanitary and unsafe for children. Along with this, a nearby business had also blocked the canal with the result that raw sewage flooded into homes when it rained.
- v. The subsequent effect has been severe health issues for children, the elderly and other residents.

- vi. Their anger was also directed at the local ward councilor for not working with residents to meet their needs and for ignoring residents when they attempted to engage with him on poverty related issues.

The study investigated if reducing poverty background disparity of University students and if addressing on provision of prompt essential services had any bearing in minimizing strike out breaks.

McDowell (2006) emphasized on rapport building which can be categorized as: Is easy to establish; initially difficult but easier over time; difficult to establish; tenuous or easily upset.

Poverty also stands to be one of the major setbacks in West Africa and the continent of Africa.

According to the 2012 United Nations Development Program (UNDP) Human Development report, nearly half of sub-Saharan Africans live in poverty (UNDP, 2012). Consequently, the poverty that many across the continent endure can be seen to be one of the major contributing factors to the occurrence of violent conflicts in Africa. Like the rest of Africa, the West Africa sub-region is neither immune to the poverty canker nor ignorant of its impact on their fragile peace and stability. With over 60 per cent of its population living below the poverty line of US\$1 a day, civil unrest and grievances, both recipes for conflicts, become widespread. These agitations sometimes take violent forms and are seen as channels for punishing governments for their failure to alleviate poverty (ECOWAS, 2006). For instance, in research conducted by Vinck, Pham and Kreutzer (2011), 30 per cent of the Liberian population indicated that poverty was one of the root causes of the Liberian civil war. It was explored on whether poverty background influence of University students can be a contributing factor to mental status that can easily trigger unrest. Not much has been done in Kenya in this context and hence there was need to investigate this as a preventive measure of unrest.

Shollei (2016) noted that the cabinet secretary for education in Kenya then (Fred Matiang'i), triggered violent discomfort in secondary schools by his decisions and was therefore guilty of poor change management. He noted that because the changes were rolled out abruptly and radically. There ought to have been wider consultation – a point he did not reflect upon. This was also noted by Machuka and Omboki (2016) that students of Kisii University went on rampage on October 18, 2016 due to the impromptu introduction of the enterprise resource planning system that saw a number of them deferred for non-completion of fees. The study sought to find out if wider consultations and adequate dialogue with the students can help prevent unrest.

Oduor and Kajitwa (2016) noted 6 reasons believed to have fueled the secondary school fires in

June-July 2016 as:

- i. Examination cheating cartels being unhappy with the strict measures put in place to curb examination fraud were instigating the violence.
- ii. Anxiety of exams – over mock examinations of which many students do have and therefore would like to skip.
- iii. Fears over school audit queries – this is due to the ongoing reforms of school audits system.
- iv. School based programmes for teachers – shortening the second term holiday from 4 weeks to 2 weeks angered many who were to sit for their exams during the period.

The study sought to investigate if addressing the listed concerns on a timely basis can help prevent University students' unrest.

According to Wambui (2016), students from across the country explained, in their own words, why they had so far burnt 114 secondary schools in one of the worst outbreaks of arsons in Kenya:

- i. A form 3 from Adegia mixed secondary in Homa Bay County whose dormitory was burnt blamed the torching on the education ministry for preventing exam cheating. At a time like this, students would have started collecting money and organizing how they are going to get the final examination papers but this is not the case this year.
- ii. Banning of third term prayers and limiting visits by parents and guardians was also a reason, according to a form 4 student at Homa Bay's Samanga Mixed Secondary school.
- iii. From Kaimosi Secondary school, a form 4 student blamed it on the administration being too strict and hence widening the gap between them and the students. Also on the head

teacher's frequent absence from the school, making it difficult for them to air their grievances.

- iv. Insecurity in schools is affecting greatly. People sneak into the school and steal our belongings such as mattresses when we are in class and yet the administration has not addressed it.
- v. Students from Muslim secondary school in Kakamega County claimed the burning of dormitories by their colleagues had to do with the manner they were treated by their teachers. Teachers were to blame for failing to embrace dialogue. 'When teachers fail to listen to us and try to suppress our voices, we retreat to our cocoons and plan how to hit back at them.'
- vi. Njonjo girls' high school in Laikipia and Rongai Agric-Tech Boys' High school in Nakuru County blamed it on poor diet and extension of the second term dates. These were also the reasons given by students from Ololunga Boys High school in Narok County in addition to fees increment by Sh. 3000.
- vii. In Murang'a County, students from Iyego Secondary school torched their school to send a strong message to the administration for not addressing their pleas.

The study sought to find out if the listed reasons for causing strikes are addressed could help to prevent University students' unrest.

2.7 Summary of Literature Review

Literature review has given a logical continuity between the research questions and the previous educational research. It has given a firm foundation of each key variable of the study in the theoretical or primary research literature. From the literature review, knowledge gaps that the researcher intended to fill were identified. The literature reviewed were classified as; verbal indicators of mental status at onset of unrest; physical indicators of mental status at onset of unrest; social indicators of mental status at onset of unrest, comparative perceptions of respondents from different professional background and prevention measures at onset of unrest.

The literature reviewed was very extensive and analyzed human behavior from various

perspectives but being focused on the study topic. It is from the findings of the previous studies in the literature reviewed that a problem was identified. Previous studies were focused on developing MSE instruments for Psychiatric use. Using the knowledge gaps identified, the researcher has designed and developed a MSE tool that can be used to identify reliable indicators of mental status of university students at the onset of unrest and the appropriate preventive measures of forestalling unrest.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Overview

This chapter discusses the methods and techniques that were used in collecting data which matched the study objectives. The following areas are discussed: Research methodology; research design; location of the study; research population; sample size and sampling procedures; Research instruments; validity and reliability; data collection procedures; data analysis matrix; data analysis procedures and ethical considerations.

3.2 Research Methodology

In this study, parallel mixed methods research were used, that is, quantitative (statistical method) and qualitative (descriptive method) were carried out as separate studies within the same research. This was adopted from Creswell (2014) who noted that mixed methods research are appropriate when collecting both qualitative and quantitative data with the intention of integrating the two forms of data. Kothari (2004) also recommended that different research methods should be used for adequate data collection where the data already available are not sufficient to arrive at the required solution. The qualitative method was used for in-depth study while the quantitative method was used for extensive study. This helped in understanding of the phenomenon of indicators of mental

status at onset of unrest. Mixed-research approach was used for progressive focusing of research questions as a result of previous data collection and for widening focus, to check on more general applicability. To enrich triangulation of the data collected, data for each variable was obtained from two strata. Wadsworth Cengage Learning (2013) noted that triangulation is a valuable research approach and this was used to harmonize and hence gave a holistic view of the research findings. It also helped evaluate controversial issues. In addition, triangulation approach gave qualitative and credible data that is true to this phenomenon under study especially the preventive measures of University students' unrest. The methods chosen took into consideration costs, benefits, resources, time management and implications to ensure that they are logical and scientifically practicable.

Quantitative research method was used to collect data from the respondents such as security officers and secretarial staffs of Kisii University. Quantitative data collected focused on data for numerical analysis. Wadsworth Cengage Learning (2013) noted that quantitative data offer the advantage that numbers have over words as a measure of some quality. This data provided useful statistics which was analyzed using descriptive statistics such as frequency counts, percentages, means and inferential statistics especially comparing means using t-test distributions and rank ordering the means as in SPSS programme. This data was used to answer research questions i, ii, iii, and iv. The information collected was the verbal, physical and social indicators of mental status of university students' at onset of unrest.

Kothari (2004) noted that qualitative research is important in the behavioural Sciences where the aim is to discover the underlying motives of the human behavior (p. 2). Qualitative research method was used to collect data from the strata of Dean of students' Staff and students' leaders. Qualitative data collected focused on the respondents' opinions, attitudes and views on the most effective preventive measures that can be adopted to forestall students' unrest after identifying the indicators that point to potential unrest. The information collected helped answer research question v. This provided information about the respondents' views, perceptions and opinions which is likely to be realistic and workable. Given that these are the people that directly deal with the management of students' concerns and grievances; they were expected to be in possession of the information required. During the data collection and scrutiny stage, projective techniques like word association test, sentence completion test as well as story completion test were adopted. The qualitative data was first transcribed to individual copies for each of the research assistants, and then later a coding team met as a group and engaged in comparison of commonalities and divergences, recorded and organized them into categories that produced themes and sub-themes. This process is known as triangulation and it produced unity of data and subsequently supports validity. In general, emerging patterns and themes were repeatedly questioned and refined through group consensus. Finally, categorization of themes allowed for domains or sets that were conceptually and empirically grounded in the data.

3.3 Research Design

Survey research design was used to collect quantitative data using structured questionnaires. This was particularly cross sectional survey research design. This was adopted from Creswell (2014) who noted that survey research provides numeric description of trends, attitudes or opinions of a population by studying a sample of that population. The questionnaires were used to collect data from security officers and secretaries. Interview schedule was used to collect qualitative data. This was done in the format of

individual interview for the Dean of students' staffs while focus group interview was used for collecting data from the section of students' leaders (see

Appendix III). This was appropriate as the cases focused on were specific and interesting (Martyn, 2008). Orodho (2009) asserts that survey design allows for facts to be gathered as regards what currently exists about a phenomenon without manipulating the variables. Motivation research approach was used, and as noted by Martyn (2008) to discover the underlying motives and desires of their consistent indicators of mental status at onset of unrest. The researcher, in an attempt to adequately collect qualitative data, did video-tape both the individual interview and the focus group interview schedule sessions as well as note taking.

It was case study in the sense that it was conducted in one institution – Kisii University. A detailed study of this institution helped to unravel detailed and indebt information about university students' unrest which could not be got through general superficial and comparative studies. This approach therefore helped conduct a very detailed investigation which will be very useful given the perennial and universal nature of the problem of university students' unrest.

Besides, McLeod (2008) noted that case study is a method that should only be used by a Psychologist, therapist or psychiatrist, that is, someone with a professional qualification. This was considered relevant due to the ethical issues of competence that was to be observed. The study was therefore appropriately fitted in the case study format.

3.4 Location of the Study

The study was carried out at Kisii University. Kisii University is located at Kisii town which is in Lake Region (formally Nyanza Province) and in Kisii County. It is a typical model of the 31 public Universities in Kenya, majority of which were converted to University status from the facilities of former teachers' colleges or polytechnics. Kisii University is surrounded by the following institutions: Kisii High School, Kereri Girls' High School, Coffee Research Station and Gusii Institute of Technology.

According to Kisii County Government (2013), Kisii town is located in Western Kenya, on latitude: 0° 41' 0 S and longitude: 34° 46' 0 E. The town is a driving distance of 309 km (192 miles) from the capital city of Nairobi, located East-Southeast, on Class B3 all-weather road. Other major urban center's distances from Kisii town are Kisumu City which is 114 km

(71 miles) to the Northwest; Nyamira at 23 km (14 miles) to the immediate North; Keroka at

25 km (16 miles) to the East; Kericho at 101 km (63 miles) to the Northeast; Kilgoris at 46 km

(29 miles) to the South-east; Narok at 165 km (103 miles) to the East; and Migori to the South- West 67 km

(42 miles) which otherwise connects the town to the Kenya/Tanzania border at Isebania town a further 31 km

(19 miles) South. From Kisii town, one can reach Kisii University by taking motor vehicle taxi, boarder-boarder motor bikes or even on foot.

Kisii university was chosen because it is the main and only public university in Kisii County. In this County, the greatest challenge facing head teachers is insecurity arising from students' strikes (Kirui, Mbugua & Sang 2011). Kisii County schools topped with cases of student unrest in Kenya in June – July 2016 (Abuga, 2016). There is a very high violent rate among High school students in Kisii County (Abuga, 2016). These students eventually end up in higher learning institutions like Kisi University where they sharpen this vice, hence the reason for the high prevalent student unrest rate. This is so because out of the 17,000 students enrolled at Kisii University by June 2016; 10,000 were self sponsored students majority (86%) was from Kisii County.

3.5 Research Population

The research population comprised all the personnel under deans of students' department (which includes; University chaplain - 1, student counselors - 6, Sports officers -2, Higher Education Loans Board (HELB) officers -2, work study programme officers – 2, other officers - 4) and they totaled to 17 in this stratum. The other strata were the secretaries which were 122 in total and the security officers which were 55 in total. Also included in the research population were students' leaders (which comprised; Chairman, Vice-Chairman, General Secretary, Finance Secretary, Security and Accommodation Secretary, Entertainment Secretary, Chief Editor, Persons with disabilities representatives, Academic Secretary and Ladies/Campus representatives) which were 26 in total. The total research population in all the strata was 220.

3.6 Sample size and Sampling Procedures

Willis (2005) reminds researchers that it is not always possible or practical to obtain data from the whole population due to factors such as expenses, time and accessibility. While choosing sample size of the study, a careful consideration to all these problems were given to the extent of practicability and choosing appropriate samples. Survey research routinely involves gathering data from a subset or sample of individuals intended to represent the population being studied. Therefore, since researchers are relying on data from samples to reflect the characteristics and attributes of interest in the research population, the samples were randomly selected. To enable the proper selection of a sample, the research population had been clearly identified and stratified according to the sections of the University that directly deal with students and that were expected to be in possession of the required information. This way every stratum had vast opportunity to describe the students' behaviours according to their perspective.

The study was conducted in 4 sections or strata of Kisii University that closely interact with the students and were therefore expected to be very conversant with students' behavior especially at the onset of unrest. The list of the names was obtained from the human resource office in Kisii University. From the strata of security officers and secretaries the participants were got by simple random sampling. From the strata of Dean of students' staff and student leaders, the participants were interviewed randomly (simple random sampling). The sample size was arrived at when no more new information could be obtained by subsequent interviews from the sampling frame.

Table 3.1 gives research population size and sample size at Kisii University that was involved in data collection to answer research questions i, ii, iii, iv and v.

Table 3.1

Research Population involved in answering research questions i, ii, iii, iv and v

Serial No.	Stratum / Section	Population Size	Sample Size
1	Security officers	55	48
2	Secretarial staffs	122	97
3	Dean of Students' staff	17	14
4	Students' Leaders	26	24
	Total	220	183

The strata that gave data required for answering research questions i, ii, iii and iv were security personnel and secretaries. From the sampling frame, a sample size of 48 for security officers and 97 for secretaries were randomly selected as in line with Krejcie and Morgan (1970) (see Table 3.2). When there is students'

unrest at University, it is the security officers that are the first to interact with them and therefore were expected to possess the information that was required to answer the research questions. In addition, before the aggrieved students present their concerns to any officer in charge of a department, they must first interact with the secretary in that department and hence the secretaries were also expected to possess the information required in this context.

The strata that gave data required for answering research question v were Dean of students' personnel and students' leaders. From the sampling frame, a sample size of 17 Dean of students' staff and 24 students' leaders were randomly selected. The sample size was obtained using a formulae designed by Krejcie and Morgan (1970) (See Table 3.2). The personnel in the two departments are normally actively involved in preventing and resolving students' issues or concerns. They were therefore expected to possess adequate information that was required to answer research question v.

In total, from a research population of 220 of all the strata, a sample size of 183 was involved in the data collection process. This was far much above the thresh-hold that is recommended by

Kothari (2004) who asserts that a minimum of 100 is suitable for a survey. The sample size was 83% of the population size which was also far much above the 30% of population size recommended by Kombo and Tromp (2006). Going by the recommendations of Kombo and

Tromp (2006), for survey research the sample size would be obtained by:

$$\begin{aligned} \text{Sample Size} &= \frac{30}{100} \times 220 \\ &= 66 \end{aligned}$$

But the researcher used 183 (83% of population size), hence the sample size was Scientifically appropriate and representative of the general population.

Table 3.2

Sample Sizes (S) Required For the Given Population Sizes (N)

		S		S		N		S		N	S
		N	S	N	N	N	N	N	N	N	N
10	10	100	80	280	162	800	260	2800	338		
15	14	110	86	290	165	850	256	3000	341		
20	19	120	92	300	169	900	269	3500	346		
25	24	130	97	320	175	950	274	4000	351		

30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
<u>95</u>	<u>76</u>	<u>270</u>	<u>159</u>	<u>750</u>	<u>254</u>	<u>2600</u>	<u>335</u>	<u>100000</u>	<u>384</u>

Source: Adapted from R.V.Krejcie & D.W.Morgan (1970). Determining sample size for research activities. Educational and Psychological measurement, 30. 608.

3.7 Research Instruments

There was no relevant instrument that was documented known to the researcher that could be used to collect relevant data for this study. Thus, the researcher designed appropriate instruments for collecting data for this study. The instruments that were used for data collection were structured questionnaire and interview schedule (see appendices III and IV). The questionnaire was used to collect quantitative data whereas the interview schedule was used to collect

qualitative data.

3.7.1 Pre-testing the Instruments

Pre-testing was done to the instruments with the aim of validating and making them reliable. Dillman (2007) noted that pre-testing is often conducted with a focus group to identify ambiguous questions or wording, unclear instructions, or other problems with the instrument prior to widespread dissemination. Pre-testing was critical because it has provided valuable information about issues related to validity and reliability through identification of potential problems prior to data collection. Pre-testing was done at Rongo University. This is because the University provided appropriate focus group of peers and other similar participants. In addition, cognitive interviewing was used as Aday (2006) pointed out that it is becoming increasingly important in the development and testing of questionnaires and interview schedule to explore the way in which members of the target population understand, mentally process, and respond to the items on a questionnaire or interview schedule. Cognitive testing consisted of the use of both verbal probing by the interviewer and thinks aloud, in which the interviewer asked the respondents to verbalize whatever came to their mind as they answered the question. Interview schedule was used to determine whether respondents' were interpreting the questions and the response sets as intended by the instrument developers. Pilot study was done with 20 participants (which was slightly above 10 percent of the research population sample size [Willis, 2005]), so that the cognitive interviewing process provided the opportunity to fill some gaps that the pilot test did not capture like length, flow, ease of administration, ease of response, and acceptability to respondents (Willis 2005, p.134).

3.7.2 Structured Questionnaire

According to Burns and Bush (2010), the structured questionnaire name was coined from the description of closed format questionnaire. They noted that this instrument was invented by the Statistical Society of London in 1838. Questionnaire had been constructed (see Appendix III) and was to be used for quantitative data collection. All questions in the questionnaire in Appendix III contributed to the objectives i, ii, iii and iv of the research. This was the questionnaire for security officers and secretaries. Items 1–13 in the questionnaire were used to get information on verbal indicators of mental status of University students' at onset of unrest. Items 14–35 in the questionnaire were used to get information on physical indicators of mental status of University students' at onset of unrest. Items 36–47 in the questionnaire were used to get information on social indicators of mental status of University students' at onset of unrest. The diversification was aimed at eliminating biasness. The questions were considered appropriate for collecting all the necessary information. According to Fraenkel and Wallen (2010) the questionnaires should be objectively designed to avoid personal biasness. The questions were made to flow from simple to complex. The questions were also designed to captivate the respondents' interest. It was a paper-and-pencil/pen instrument that the respondents completed. The questionnaire took the Likert Scale design where respondents were instructed to rank their answers according to the given scale, by circling the number that corresponded to their knowledge/experience of the statement.

3.7.3 Open format Interview Schedule

According to Burns and Bush (2010), it is referred to as unstructured questionnaire. They noted that this instrument was invented by the Statistical Society of London in 1838. Interview schedule had been constructed (see Appendix IV) and it was to be used for qualitative data collection. According to Fraenkel and Wallen (2010), the interview schedule is used because it offers the researcher access to the respondents' ideas, thought processes and memories in their own words. The questions were guided by research objective v. It was geared to answering research question v. Item 1 in the interview schedule was used for sieving, that's only the respondents who had witnessed University students' unrest were interviewed further. The respondents were motivated to openly and actively participate with the researcher facilitating the process. Where appropriate, the researcher adopted silent probe, that is, just remaining quiet and allowing the respondent to continue. Echo probe was also used where the researcher repeated the last thing as respondent said it and then asked them to continue. The respondents were encouraged to continue by making affirmative statements like; 'uh-huh', 'yes', 'right' where appropriate. The interviewer asked questions that allowed him gain further information about particular aspect of the interviewee's answer. Where the interviewee gave fairly generalized answers, a specifying question was used to help personalize the answer. Care was taken to ensure that the answers were interpreted correctly. The interviewees were encouraged to expand their answers. When they had finished, they were prompted to talk about anything they had missed that the researcher wanted to know (Jacob & Fugerson, 2012). The interviewer did not move to the next topic until he felt that he had explored the informant's knowledge on the question at hand. The informant's answer determined the direction the interview took (keeping within the topic of interest). The informants were made to lead after having been focused on the topic of interest. According to Jacob and Furgerson (2012), the researcher began with easy to answer questions and then moved towards the ones that were more difficult.

3.8 Validity and Reliability

For any research findings to be relied upon for policy making, the instruments must be scientifically valid and reliable (Kombo and Trump, 2006).

3.8.1 Validity

According to Wadsworth Cengage Learning (2013), validity involved getting results that accurately reflected the concepts being measured; The research results can be correctly interpreted and generalized to the population (Dillman, 2007). Modifications were done on the instrument following the outcome of the pilot study done at Rongo Univerwsity. The modifications were focused at achieving acceptable face validity, construct validity, internal validity and external validity. To determine face validity and content validity, the experts in the department of educational Psychology at Rongo University were engaged. Each question was evaluated and rated by the experts to determine its relevance to the objective on a scale of 1 – 4 (1 – not relevant, 2 – some-what relevant, 3 – quite relevant, 4 – very relevant). Content validity for each item was computed and validity index was calculated as follows:

Content validity index = No.of items rated relevant by all experts_____

$$\text{CVI} = \frac{33}{47} = .702$$

The computation gave content validity index of .702 which is slightly above the least accepted validity in survey research (Amin, 2005).

To achieve construct validity the researcher had used the correct measures for the concepts being studied after performing factor analysis. To achieve internal validity, the researcher had demonstrated that certain conditions lead to other conditions. For example, indicators of mental status at onset of unrest will lead to students strike unless appropriate preventive measures are taken in time.

According to Oson and Onen (2009), to enhance validity of the interview schedule, the research questions and objectives had been clearly defined, clearly understood and made workable. This was achieved after modifications made following the pilot study. The research stakeholders had been fully engaged through: methodological triangulation, respondent validation, fair dealing and attention to negative cases having been carefully focused on. Video recording made the qualitative data collected trustworthy.

3.8.2 Reliability

According to Wadsworth Cengage Learning (2013), reliability of the instruments involved getting consistent results from the same measure. The tool was adjusted until it provided consistent results (Kothari, 2004, p.74). This was done by being subjected to pre-testing at Rongo University after which necessary adjustments were made. According to Kothari (2004), the case study mode ensured that the procedures used were well documented and can be repeated with the same results over and over again. Reliability had been enhanced by using clear wording that the respondents found easy to understand. Adequate number of questions had been used to define the concepts in questions more completely. The questions had been designed to entice a spread of views. Before use of the instruments, reliability coefficient through correlation method

(split half method) had been calculated using Cronbach's correlation coefficient as is shown in

Table 3.3

Table 3.3

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.80	.80	20

The Cronbach's correlation coefficient value obtained was .8 reliability coefficient. This means the instrument had met the acceptable reliability threshold of .7 as is recommended by KIM (2009) who asserted that correlation coefficient of .4 - .59 is average while correlation coefficient of .7 and above is substantially good. With the high positive relationship, the instrument was a scientifically reliable tool for data collection.

3.9 Data Collection Procedures

Mixed research methods were used in data collection. Structured questionnaire was used to collect data from security officers and secretaries. Interview schedule was used to collect data from Dean of students' staff and students' leaders.

3.9.1 Training Research Assistants

The researcher had prepared good training programs for research assistants (see Appendix V). This was used to equip them in advance with proper procedures and protocols for their work in the field. The research assistants training program covered the basic concepts of the study, terminology, processes, methods and the proper application of the techniques being used in the study (Jahffer, 2011). The research assistants were also made to be conversant with different relevant methods of data collection and different techniques. This was aimed at carrying out triangulation at the analysis at the analysis stage of the work (Jahffer, 2011).

The training program also included protocols for case study research, including time deadlines, formats for narrative reporting and field notes, video-taping, guidelines for collection of documents, and guidelines for field procedures that were used. Research assistants were trained to be good listeners who could hear and understand the exact words being used by those interviewed. Research assistants were also trained on the skills of asking good questions and interpreting answers,

reviewing documents looking for facts, but also reading between the lines and pursuing collaborative evidence else-where when that seems appropriate. Research assistants needed to be flexible in real-life situations and were not to feel threatened by unexpected change, missed appointments, or lack of office space. The research assistants needed to understand the purpose of the study and grasp the issues and were prepared to be open to contrary findings. They were also made to be aware that they were going into the world of real human beings who may be threatened or unsure of what the case study will bring.

3. 9. 2 Data collection Procedure

Research permit was obtained from National Commission of Science, Technology and Innovation (NACOSTI). A key strength of this case study method involved using mixed sources and techniques in the data gathering process (Kothari, 2004, p. 8). Creswell (2013) also recommends the use of mixed research methods where qualitative and quantitative data are involved. This was because data gathered was both qualitative and quantitative. Advance preparation had been done to assist in handling large amounts of data in a documented and systematic fashion. The researcher prepared databases that assisted with categorizing, sorting, storing, and retrieving data for analysis.

Quantitative data was collected using the structured questionnaires which were given to the respondents drawn from the security department and secretaries department. The administered questionnaires were collected after having been completed by the respondents. These were then scored and analyzed.

Qualitative data was collected using open format interview schedule. Video-taped recording was done in the process. Video-taping was used to record feelings and intuitive hunches, posed questions, and documented the work in progress. Video-taped records were kept separate from the data being collected and stored for analysis. Manual data recording was also used in some cases based on what the researcher observed. The following were captured in the process: Testimonies, stories, and illustrations which were used in later report writing. The detailed data collected helped warn of impending bias because of the detailed exposure of the respondents to special attention, or gave an early signal that a pattern was emerging. They assisted in determining whether or not the inquiry needed to be reformulated or redefined based on what was being observed. Maintaining the relationship between the issue and the evidence was mandatory. The researcher entered some data into a database and physically stored other data, but the researcher documented, classified, and cross-referenced all evidence so that it was efficiently recalled for sorting and examination over the course of the study.

3.10 Data Matrix Analysis

The questionnaires administered to the respondents and returned for data analysis is as shown in Table 3.4. This was basically for quantitative data collection.

Table 3.4***Summary of Data Matrix Analysis***

Respondents	No. Administered	No. Returned	% Return Rate
Security officers	48	47	97.9
Secretarial staffs	97	93	95.9
	145	140	96.6
Total			

Note: No. Administered = Number of questionnaires administrd

According to Oso and Onen (2011), the acceptable response rate of Survey questionnaires administered by a researcher is achieved when the questionnaire return rate is above 70% of which the researcher attained by getting a percentage return rate of 96.6% (see Table 3.3). The 140 questionnaires returned were subjected to further sieving which left the actual total number of questionnaires used for quantitative data analysis as 121 (83.4% return rate). This only applied to questionnaires used for quantitative data analysis.

3.11 Scoring

Wadsworth Cengage Learning (2013) noted that the data processing phase of survey typically involves the classification (coding) of written-in answers and the transfers of all information to a computer. In view of this, quantitative data was scored in comparative analysis format. This involved collecting data from different respondents who also belonged to different strata of security officers and secretaries, in time and/or the same settings and to identify similarities and differences. The variables scored in this section were: Verbal indicators of mental status of university students' at the onset of unrest, physical indicators of mental status of University students' at onset of unrest and social indicators of mental status of University students' at onset of unrest.

The respondent questionnaires were subjected to data inspection, after which questionnaires with missing selected options were separated from those that were with complete selected options for each question. 21 questionnaires were found to be having some missing data, 19 of them were discarded because the missing data were contributing directly to the research objectives while two questionnaires were returned back to the set with all the data options selected because the missing data was not directly addressing the research objectives. To make the data compatible with SPSS programme, each respondent's questionnaire was given its distinct code identity. For each of the valid respondent's questionnaire, all their chosen options were keyed in.

For each variable the following were set and fixed as is in accordance with the SPSS format:

Identity code, variable name, type, width, decimal setting, label, values, missing, columns, alignment, scale of measurement and role. Further inspection was done by choosing five questionnaires at random and then confirming from the prepared data if they were correctly keyed in. This was then used to produce the primary data matrix analysis or logical analysis, categorization and hence helped in arranging collected data in flow charts, tables, diagrams and other forms of representation to represent the cause and process in a tabular, pictorial or graphical manner. This approach helped make it easier for triangulation of the findings during the analysis stage.

Qualitative data was scored using constant comparison approach (Grounded theory) where according to Wadsworth Cengage Learning (2013), the observations were compared with one another and with the evolving inductive theory (p. 392). The variable in this section was preventive measures of stopping University students' unrest at the onset. This involved simultaneous collection and analysis of data, usually through observations. The researcher observed the data collected to identify theoretical and analytical codes. A central part of this exercise was constant comparison, or checking to see if the new data remained consistent with previously collected data.

The researcher observed the video-taped documents and noted the indicators of categories in the events and behaviours – naming and coding them on the document. Codes were then compared to find consistencies and differences. The consistencies between codes revealed categories. Copies were cut and assigned memo or index on comparisons and emerging categories. Memos described and defined concepts, dealt with methodological issues and this helped in offering initial theoretical formulation (p. 400). This helped in several stages of data processing to capture code meanings, theoretical ideas, preliminary conclusions and other thoughts that were useful during analysis (p. 411). This helped in producing an organized storing system and in exploring ideas created by the coding. Eventually categories saturated when no new codes related to it were formed (concept mapping).

According to Creswell (2014), multiple stages of data collection, refinement and interrelationships of categories of information is necessary, hence domain analysis was used further on the scored data from the dean of students' staff and the students' leaders' strata (qualitative data). It involved describing social situations and cultural patterns within it (semantic relationship). Emphases were made on the meanings of social situations to the participants (by interrelating the social situations and cultural meanings). This gave different types of domains and therefore fixed them in a prepared domain analysis work sheet. Sample of the field notes (statements of the respondents) were selected. The researcher then looked for broad and narrow terms to describe semantic relationships so that key indicators of mental status of students' unrest were identified. Questions about those relationships were then formulated for further clarifications. Repeat process for different semantic relationship was necessary for confirmation of final list of all the domains discovered.

3.12 Data Analysis Procedures

Quantitative data were run using SPSS programme. This programme focused on data for numerical analysis. This programme provided useful descriptive statistics for subjecting the coded data into frequency counts, percentages, means and inferential statistics for comparing means and t-test distributions. T-tests analysis were found to be appropriate for testing the set hypotheses or inferential analysis especially in comparing means because as Terry (2007) noted, the binomial outcomes had discrete values and did not have continuous ranges of possible values. In addition, the distribution was approximately symmetric, unimodal and hence making the binomial probabilities to be easily approximated through rank order correlation. This was then used to establish if the relationship is statistically significant. This data were used to answer research questions i, ii, iii and iv. The information collected was on the verbal, physical and social indicators of mental status at onset of unrest. The Researcher categorized, tabulated, and recombined data to address the initial propositions or purpose of the study, conducted cross-checks of facts and discrepancies in accounts.

Martyn (2008) noted that analyzing results for a case study tends to be more opinion based than statistical methods. This was true for qualitative data. To resolve this problem, qualitative data collected was transcribed, recorded, coded and organized into categories according to themes and sub themes. This was basically data that was collected to answer research question v. This data was collected in the strata of dean of students' staff and students' leaders. The researcher prepared databases to assist with categorizing, sorting, storing, and retrieving data for analysis.

For the qualitative data, the researcher further examined raw data using many interpretations in order to find linkages between the research objectives and the outcomes with reference to the original research questions. Throughout the evaluation and analysis process, the researcher remained open to new opportunities and insights, given 'the advantage of high response rate using the interview format' (Wadsworth Cengage Learning, 2013. P. 250). Focused, short, repeat interviews were necessary to gather additional data to verify key observations or check a fact especially with qualitative data. Specific techniques included placing information into arrays, creating matrices of categories, creating flow charts or other displays, and tabulating frequency of events were used. When evidence conflicted, deeper probing of the differences was necessary to identify the cause or source of conflict. At the preliminaries, the researcher engaged the research assistants as a group in comparison of commonalities and divergences in themes, which facilitated the production of themes (triangulation). In all cases, the researcher scored the data correctly to produce analytic conclusions for answering the original research questions.

According to Wadsworth Cengage Learning (2013), judging qualitative data is very elusive and therefore should involve different formats in order to identify all the emerging themes. In view of this, the researcher established familiarization by re-reading and re-listening of the recorded data and in the process making of chunks of data relevant to research questions. Selected chunks were then segmented and labeled inductively with a verbatim word or phrase or underlining kernel statements. Segments were collated from interviews and written statements made in making case records. Note written contrasts were done especially the ones that were high priority for respondents. The researcher identified the respondents' perceived similarities and contrasts, including those between contexts and figures. Concept map was built by noting respondent's distinctions and links between constructs / contexts. Other issues noted through observations were: Role discriminations, level of detail in role anticipations, nature of perceived links or distinctions between private and professional aspects of self, anticipations of future roles, attending to signs of safety, risks

or uncertainties, recurrent patterns / terms. The end product was a set of segments and an index of segments labels that is of codes. Then there was indexed case data record by cutting and pasting from transcripts and copying written material. This was then available for retrieval and further analysis, structured by the code index. Further interpretation, production of individual case narrative, exploring further elaboration and developing explanations at a more general level of abstraction, derived from commonalities and contrasts between cases. Data that consistently emerged through repetition within transcripts were assessed and considered to be duly saturated or colloquially no new information was emerged.

3.13 Ethical Considerations

All participants were asked to read and sign informed consent letter (see appendix IV). During the research process, respects for persons were observed. Participants' welfare always took precedence over the interest of Science or Society. The participants were treated with courtesy and respect and they participated in the research voluntarily and with adequate information as is outlined by Wadsworth Cengage Learning (2013). The research strove to maximize the benefits of the research for wider society and to minimize potential risks to research participants. Necessary precautions were put in place to ensure research procedures were administered in a fair, non-exploitative and well considered manner.

Also in line with Hennink, Hutter, and Bailey (2011), individuals were provided with sufficient information about research, in a format that is comprehensible to them, and made a voluntary decision to participate in this research study. The individuals were given the right to refuse participation in this research. The researcher did not do any harm to the participants or put them at risk. This included physical, mental, social or economic harm. The researcher also ensured that all data collected were kept confidential at all times including the video-taped data. Honesty and trustworthiness was maintained throughout the research process. Appropriate Scientific standards were maintained and without any bias. The researcher desisted from plagiaristic practices by acknowledging all the sources and authors of literature reviewed.

The Rongo University School of graduate studies issued research authorization letter which facilitated ease of acceptance to the respondents and obtaining research permit. This was made easy especially after furnishing them with Research permit which was got from NACOSTI.

CHAPTER FOUR DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.0 Overview

This chapter discusses the results of data analysis pertaining to the objectives and research questions raised in the study. The presentation of statistical analysis follows a fairly consistent sequence: a restatement of the research questions and hypotheses, after which descriptive statistics, inferential statistics and pertinent interpretations are given. Regardless of its simplicity or complexity, reporting of descriptive statistics is the first step in any statistical analysis (Gravetter and Wallnau, 2014). They recommended so because descriptive statistics enables a reader to examine the characteristics of individual variables involved in the study before looking at the results of the inferential statistics.

The chapter also reports the analysis of qualitative data which were collected from some participants who were interviewed during the study. Moreover, the chapter presents a detailed discussion of the findings obtained through interpretation of both quantitative and qualitative data analyzed. This fourth chapter opens with a brief demographic description of the participants involved in the study.

4.1 Demographic Description of Participants

A total of 122 participants drawn from Security and Secretaries departments at Kisii University were involved in this study where quantitative data were collected. These participants were requested to complete a Biographical Form on which they were asked to indicate their department, gender, age and work experience (see Appendix I). The demographics of the participants obtained through analysis of their responses to the items in the Biographical Form is presented in Table 4.5 **Table 4.5**

Demographics of Participants

Category	N	%
Department		
Security	42	34.4
Secretaries	80	65.6
Total	122	100

Gender		
		51.6
Male	63	
Female	59	48.4
Total	122	100
Age		31.1
		35.2
20 – 29 Years	38	
30 – 39 Years	43	
40 – 49 Years	38	31.1
Over 50 Years	3	2.5
Total	122	100
Work experience		56.6
		27.0
0 – 5 Years	69	
6 -10 Years	33	
Over ten Years	20	16.4
Total	122	100

The demographics of the participants collected include department of work, gender, age and work experience. Influence of department of work in the perceptions of participants is discussed comprehensively in the latter narratives. Though not subject to the present analysis and interpretations, gender, age and work experience is likely to have some influence in the perceptions of participants. With increased work experience, there will be more encounters of university students' unrest and hence the participants will be expected to possess more information required in this area for data collection. Gender is likely to give biological influence in perceptions of participants on indicators of mental status of university students at onset of unrest.

4.2 Answers to Research Questions and Tests of Hypotheses

There were five research questions and three test hypotheses. These were derived from the set research objectives. Each research question and hypothesis is discussed as follows:

4.2.1 Answers to Research Question One

The first research question which was derived from the first objective of this study stated that: What are the main verbal indicators of mental status of University students at onset of unrest? To answer this question, the participants were to respond to items 1 to 13 in the questionnaire which was used in data collection (see appendix II). The 13 items were statements on the verbal indicators which are common during onset of unrest at the universities. The questionnaire was a 5-point

Likert scale in which the participants were instructed to respond to each item by circling only one as:

Strongly Disagree, Disagree, Neutral, Agree or Strongly Agree. The responses were keyed into a Computer data file and mean scores calculated using SPSS programme. The mean scores are presented in Table 4.6

Table 4.6

Verbal Indicators of Onset of Unrest

Item Number	Verbal Indicator of Unrest	Mean	Std. Deviation
11	Word 'Comrade' in Speech	4.39	.828
8	Threatful Speech	4.38	.884
12	Word 'Power' in Speech	4.35	.749
5	Increased Talkativeness in Speech	4.24	.853
2	Loud Speech Tone	4.19	.866
10	Euphoric Speech	4.16	.739
1	Very fast Speech Rate	4.14	.796
9	Hurtful Speech	4.12	1.072
4	Spontaneous Arguments	3.90	.817
7	Tangential Speech	3.88	.923
13	Strike theme Songs	3.86	.990

6	Inflectioned Speech	3.60	.840
3	Rehearsed Speech	3.48	.964
Grand Mean		4.05	

From the results of the data analysis, it was found that the use of the word ‘comrade’ in speech is the most common verbal indicator among University students during the onset of unrest. This was followed by a ‘threatful speech’, the use of the word ‘power’ in speech, increased talkativeness in speech, loud speech tone, very fast speech rate and hurtful speech, in that order.

The first most frequently used verbal indicator of mental status of university students at onset of unrest is the word ‘comrade’ ($M = 4.39$, $SD = .828$). This finding fills the gap left by Hooyman and Kiyagat (2008) who noted that unusual speech will be sometimes associated with mental status in response to negative factors in the internal or external environment of the concerned person. The findings also uphold Capital Campus (2014) observation that Kenyan university students normally refer to one another as ‘comrades’ when they are annoyed by appending administrative issue or when getting ready for rioting of whatever nature. This indicator is more likely to be exhibited by extraversion individuals than introversion individuals because they enjoy human interactions (Jung, 1995). Therefore, for appropriate detection of onset of unrest, the first main verbal indicator will be in the speech content of the University students’ with the word ‘comrade’ being very frequent or pronounced in their speech. The students can as well use similar words in their speech content that signifies their unity and sense of belonging at the onset of unrest. At any time when any university student needs the cooperation of fellow students or their support like when vying for elective leadership position, he/she will also be very particular in using the word ‘comrade’. The administrators should therefore be very careful on the context in which the word is used.

The second most frequently used verbal indicator of mental status of university students at onset of unrest is normally a speech full of threats ($M = 4.38$, $SD = .884$). The findings agrees with Hinduja and Patchin (2010) findings that threats through telephone text messages or online cyber postings are common at onset of unrest. This will be more easily evidenced with extraversion individuals because they have the tendency to engage and confront the world (Costa & McCrae, 1990, p. 365). The threats in speech can be detected in the conversations of the students themselves or even as they interact with other people. This should therefore be used as the second main verbal indicator of mental status of University students’ at onset of unrest.

The third most frequently used verbal indicator of mental status of university students at onset of unrest is normally shouts of the word ‘power’ ($M = 4.35$, $SD = .749$). This further affirms Capital Campus (2014) observation that Kenyan university students’ normally shout the word ‘power’ and calling one

another as 'comrade' when there is a pending administrative case or when getting ready to go on rampage after being aggrieved in some way. Rothman (2015) also quoted that it may be the shouts of 'Black power' and riots in Watts and Harlems and other areas but those are the consequences of the 'White backlash' rather than the cause of them. Such shouts should not be ignored and in fact they should be used by the administration as useful language of the unheard. They should cease the opportunity to explore the use of the word as a sign of backlash of their effects on the students. At the onset of unrest, the speech content of university students' will be mingled with shouts of the word 'power' in chorus. In a way, they will be using the word to seek attention of the administrators and therefore if you are a sensible administrator listen to them. The students' will be using such similar words to warn of the imminent force that they have and can use to help achieve their goals. This should therefore be used as the third main verbal indicator of mental status of university students' at onset of unrest.

The fourth most frequently used verbal indicator of mental status of university students at onset of unrest is increased talkativeness ($M = 4.24$, $SD = .853$). This finding gets some bearing in the knowledge gap left by Hooyman and Kiyagat (2008) who noted that further investigations be done on quantity of speech which tends to be minimal or voluble depending on the mental status of an individual. The findings show that majority of university students' will normally become unusually more talkative at onset of unrest, though this will depend on where they are and who they are talking to. If they are amongst fellow students of the same interest and concern, then they are likely to talk more. This should therefore be used as a main verbal indicator of mental status of university students at onset of unrest, though some students may not necessarily display this.

The fifth most frequently used verbal indicator of mental status of university students at onset of unrest is very loud speech volume ($M = 4.19$, $SD = .866$). Hooyman and Kiyagat (2008) noted that the volume of speech will tend to be abnormally loud or soft depending on the mental status of an individual. With keen observation, most University students' will be having their speech tone unusually louder at onset of unrest. This will depend on the individual personality of the student and it is likely to be more evident in extroverts than introverts (Costa &

McCrae, 1990), which in this case it will be unusually louder. The introvert personalities are likely to portray unusually low speech tone volume. Therefore for this indicator to be appropriately applied, prior knowledge of the student personalities will be necessary.

The sixth most frequently used verbal indicator of mental status of university students at onset of unrest is in the speech quality which is normally euphoric ($M = 4.16$, $SD = .739$). This finding gives an extended application of McDowell (2006) finding that points out mood and particularly in euphoric speech to be analyzed to see if it is congruent with the situation. Pape (2015) also noted that affect / mood of an individual normally changes in times of crisis and the person may appear euphoric. This indicator would require that you assess the speech of some sample of the students in order confirm it. A euphoric feel in speech will be noted among university students' at the onset of

unrest. This should therefore be used as one of the main verbal indicators of mental status of University students' at onset of unrest.

The seventh most frequently used verbal indicator of mental status of university students at onset of unrest is very fast speech rate ($M = 4.14$, $SD = .796$). The findings reinforces Hooyman (2008) who established that speech rate of persons in a disturbed state tend to be high, with low volume or high and unique tone. Most students will be observed to be exhibiting unusually faster speech rate at the onset of unrest, though this will depend on your level of acquaintance to the individual for you to be able to detect. This can also be used as a main verbal indicator of mental status of University students' at onset of unrest.

The findings further show that mood and affect in speech of University students' at onset of unrest is normally full of hurtful (provocative) comments ($M = 4.12$, $SD = 1.072$). This was also noted by Hinduja and Patchin (2010) that hurtful online cyber postings are common at onset of unrest, so the students can make these hurtful comments verbally or post them online. If their speech is carefully observed, there will be a lot or traces of hurtful comments in it at onset of unrest especially if they are addressing a person that could have an influence on the source of their concern. This can therefore be used as a main verbal indicator of mental status of University students' at onset of unrest.

The least commonly used verbal indicator of mental status of university students at onset of unrest is rehearsed speech ($M = 3.48$, $SD = .964$). DPRVI (2009) noted that many persons in a negative environment will have their expressive language with ease probably due to some rehearsal. Quizlet (2017) also emphasized that one should take note of frequent changes of topic (tangential thinking) especially when one is talking to a suspect. It is likely that some university students will rehearse their memories in order to express them in words at onset of unrest and hence this can therefore be used as a follow up verbal indicator of mental status of unrest after having observed the main verbal indicators.

4.2.2 Answers to Research Question Two

The second research question which was derived from the second objective of this study stated that: What are the main physical indicators of mental status of university students at onset of unrest? To answer this question, the participants were to respond to items 14 to 35 in the questionnaire which was used in data collection (see Appendix II). The 22 items were statements on the physical indicators which are common during onset of unrest at the universities. The questionnaire was a 5- point Likert

scale in which the participants were instructed to respond to each item by circling only one of these: Strongly Disagree, Disagree, Neutral, Agree or Strongly Agree. The responses were keyed into a computer data file and mean scores calculated using SPSS programme. The mean scores are presented in Table 4.7

Table 4.7

Physical Indicators of Mental Status at Onset of Unrest

Item Number	Physical Indicator	Mean	Std. Deviation
29	Yelling Emotional Expressions	4.27	.834
34	Violent Tendencies	4.25	.939
26	Hostile Attitude Manifestations	4.16	.775
28	Anger Gestures	4.10	.817
19	Forward and upward pointing Fist	4.08	.878
27	Secretive Behaviors	4.07	.964
32	Casual Attire Dressing Style	4.07	.977
30	Tensed Face	4.04	.786
22	Wide Mouth Opening in Anticipation	3.96	.866
35	Agitated Body Movement	3.90	.904
20	Arm's length Distance	3.75	.930
21	Rapid Hand Movement	3.72	.998
23	Stone Faced	3.71	1.168
17	Hand Waves and Talking	3.68	1.039
31	Wandering Eyes	3.66	.896
33	Careless Grooming	3.66	1.025
16	Bending while Talking	3.62	.827

18	Aggressive Hand Grip Greetings	3.57	1.004
24	Side-ways Head Movement	3.52	.795
15	Erect Standing Posture	3.50	.947
25	Mouth Tapping	3.35	1.090
14	Open Legged Sitting Posture	3.14	.921

Grand mean

3.81

Haiyan (2009) equates physical indicators to body language or non-verbal channel of communication. Physical indicators are signs on the human body that gives a true reflection of an internal state of affairs or thinking inclination. An individual may give a false impression in speech but the body display if properly observed and analyzed, will give a reliable interpretation of the internal state of affairs. It is the primary site for communication of emotional states; it reflects interpersonal attitudes, it provides non-verbal feedback on the comments of others and in fact is the primary source of information next to human speech.

From the results of the data analysis, it was found that ‘yelling emotional expressions’ is the most common physical indicator among university students during the onset of unrest. This was followed by: violent tendencies, hostile attitude manifestations, anger gestures, forward and upward pointing fist display of hand, thumb and fingers coordination of group responses, secretive and suspicious behaviours, casual attire and tense facial emotional manifestation, in that order.

The first most frequently observed physical indicator of mental status of university students’ at onset of unrest is yelling emotional expressions ($M = 4.27$, $SD = .834$). Furnham (2011) recommended further investigations on the exact meaning of yelling emotional gestures especially in the context of unrest. There will be frequent yelling emotional expressions displayed by the students at onset of unrest particularly with the extroverted personalities. This should therefore be used as the first main physical indicator of mental status of University students’ at onset of unrest especially with extraverted students.

The second most frequently observed physical indicator of mental status of university students’ at onset of unrest is violent tendencies ($M = 4.25$, $SD = .939$). Jung (1995) theorized that extraversion personalities have the habit of being predominantly concerned with obtaining gratification from what is outside the self, hence the violence tendency at onset of unrest. Notably, Rothman (2015) found that as long as justice is postponed, there will be reoccurrences of violence and riots over and over again. Rothman noted further that despair is linked to anger and thus riots. The university students therefore can very easily go violent even for very flimsy reasons as long as it can bring some despair in them. Any situation that tends to bring despair on the university students is likely to trigger violence and hence riots. Violent tendency should therefore be used by Psychologists or administrators as the second main physical indicator of mental status of university students’ at onset of unrest particularly if observations are made on extrovert students.

The third most frequently observed physical indicator of mental status of university students’ at onset of unrest is hostile attitude manifestation ($M = 4.16$, $SD = .939$). Hickson (2010) recommended further investigation on the meaning behind prolonged and intense eye contact as relates to hostility in different cultures, which in this case portraying hostile attitude manifestation at onset of unrest by university students’ at onset of unrest. Using neuroticism theory by Eysenck’s (1967), those who score high in neuroticism are likely to display this indicator at onset of unrest because of their vulnerability to stress. It may require prior knowledge of the individual students in order to notice their hostile attitude manifestations, although the introverted personalities may at times make

attempts to hide this. This hostility will most frequently be displayed towards the people they have grievances to. This can therefore be used as a third main physical indicator of mental status of university students' at onset of unrest.

The fourth most frequently observed physical indicator of mental status of university students' at onset of unrest is anger gestures ($M = 4.10$, $SD = .817$). The finding affirms Bowden (2011) that people tend to gesture more when they are enthusiastic, excited, and energized, which in this case anger gestures signifying mental status at onset of unrest. According to Knapp and Hall (2006), the face is rich in communicative potential and therefore anger gestures are likely to be displayed on the faces of the students especially when they are not aware that they are being observed. The students will most frequently appear charged with any form of anger gestures at onset of unrest.

This should therefore be used as one of the main physical indicators of mental status of University students at onset of unrest.

The findings further show that upward or forward pointing fist is a common display of hand, thumb and fingers coordination of group responses of University students' at the onset of unrest ($M = 4.08$, $SD = .878$). This is the fifth most commonly observed physical indicator and the finding fills the knowledge gap left by Vrij (2011) who suggested that the meaning of upward / forward pointing fist in different cultures be investigated further which in this case is the Kenyan University students' culture at onset of unrest. This will be seen particularly when they are expressing their demands or when they are responding to their ring leaders. This however may not be true in all circumstances but should also be used as a main physical indicator of mental status of University students' at onset of unrest.

The sixth most frequently observed physical indicator of mental status of university students' at onset of unrest is secretive and suspicious behavior ($M = 4.07$, $SD = .964$). Mulder, Joyce and Sullivan (1999) theorized that cluster B personalities are likely to perfect this art of secretive behavior as they are naturally inclined to be more patient even after reaching the threshold of a mental status that would otherwise call for outbursts in cluster A personalities. Prior knowledge of the personalities of University students would be necessary for proper application of this as a physical indicator of onset of unrest. This finding can be used as a main physical indicator of mental status of University students' at onset of unrest. Depending on the personality of the students, they initially tend to hide their intentions until they reach a climax time.

The seventh most frequently observed physical indicator of mental status of university students' at onset of unrest is casual attire dressing style ($M = 4.07$, $SD = .977$). Greenwood (2010) recommended that further research be done in the old adage 'clothes make the man or woman', which in this case casual attire dressing style as relates to unrest. Hooyman and Kiyagat (2008) also noted that many young people's mental status can be predicted in times of a pending unrest and can provide useful clues into their quality of self-care, lifestyle and daily living skills. The students will be dressed in

casual attire that will easily allow them to take any form of action. Given that most of their actions are violently oriented, casual attire dressing style will be a symbol of getting ready for such an event. This can therefore be used as a main physical indicator of mental status of university students' at onset of unrest.

The findings further show that tense facial emotional expression are most commonly displayed by university students at onset of unrest ($M = 4.04$, $SD = .786$). This finding is in agreement with Knapp and Hall (2006) who noted that individuals who seek visual contact with another are signaling that they want to engage in communication, which in this context with the person who they feel has aggrieved them. The students are likely to display a lot of communication in their faces. This can also be used as a main physical indicator of mental status of university students at onset of unrest.

The least commonly observed physical indicator of mental status of university students at onset of unrest is open legged sitting posture ($M = 3.14$, $SD = .921$). Whereas Vrij (2011) observed leg and feet sitting position have significant meaning in North America and some European countries cultures, the results show that it does not seem to have significant meaning in the Kenyan university students' culture especially as it relates to onset of unrest.

4.2.3 Answers to Research Question Three

The third research question which was derived from the third objective of this study stated that: What are the main social indicators of mental status of university students at onset of unrest? To answer this question, the participants were to respond to 36 to 47 items in the questionnaire which was used in data collection (see Appendix II). The 12 items were statements on the social indicators which are common during onset of unrest at the universities. The questionnaire was a 5-point Likert scale in which the participants were instructed to respond to each item by circling only one of the following alternatives: Strongly Disagree, Disagree, Neutral, Agree or Strongly Agree. The responses were keyed into a computer data file and mean scores calculated using SPSS programme. The mean scores are presented in Table 4.8

Table 4.8

Social Indicators of Mental Status at Onset of Unrest

Item Number	Social Indicator	Mean	Std. Deviation
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44	Stressful Conditions and unrest	4.33	.797
46	Arrogant Conducts	4.32	.742
39	WhatsApp and unrest	4.23	.811
43	Cummulated Grievances	4.13	.909
37	Anonymous Messages	4.07	.911
45	'Sheng' Language and unrest	4.04	1.048
36	Sms Spreading unrest	3.95	1.156
40	Tribal Groupings and unrest	3.93	1.165
38	Tribal Offensive Messages	3.81	1.071
47	Unusual Drug Abuse and unrest	3.75	1.015
41	Cessation of Routine	3.68	.874
42	Establishing Rapport	2.57	1.135
Grand mean		3.90	

The first most frequently observed social indicator of mental status of university students' at onset of unrest is stressful conditions. This is followed by: arrogant conducts, WhatsApp postings, cummulated grievances triggering unrest, anonymous messages being posted everywhere and 'sheng' language being common among the students, in that order.

The first most frequently observed social indicator of mental status of university students' at onset of unrest is stressful conditions ($M = 4.33$, $SD = .797$). This finding affirms Pape (2015) who noted the difficulty in getting the cooperation of university students even when there are clear stress symptoms to take a break from their common routine. IFRCRCS (2008) noted that prolonged stress can break some people down emotionally and mentally, leading to mental status problems. These problems will exhibit themselves through major changes in social behavior. These social changes are distinct and consistent enough to be used as indicators of a pending unrest. Any source of adverse stressful condition will easily trigger unrest among university students. This should therefore be used as the first main social indicator of mental status of university students' at onset of unrest.

The findings also show that arrogant conducts are the second most common among social indicators of university students at the onset of unrest ($M = 4.32$, $SD = .742$). Hooyman and Kiyagat (2008) noted that unusual and incongruous social behaviours noted in a MSE indicates the need for involvement in Mental Health services for intervention before the situation turns violent. Even students who are normally known to be humble may suddenly become arrogant. When this is noticed, appropriate counselling services can be adopted as an intervention strategy. This will only work well if the Psychologist is well versed with the students' behaviours in order to notice the changes. This

finding should therefore be used as the second main social indicator of mental status of university students' at onset of unrest.

The third most frequently observed social indicator of mental status of university students' at onset of unrest is that WhatsApp postings being commonly used to organize them in readiness for group unrest ($M = 4.23$, $SD = .811$). Schapiro (2015) and Greenfield (2008) also affirms that students of university of Rochester posted racially offensive and threatening comments or advocated burning down part of the campus in Yik Yak, which in this case they can post in the local popular platforms like group WhatsApp. Lenhart (2010) gives another aspect of social media that can be misleading and hazardous as the ability for teens to mask their identities and this provides them with an opportunity to say anything to another individual without the worry of any repercussions. There will be clear indications of the planned unrest in the individual or group WhatsApp postings. This should therefore be used as the third main social indicator of mental status of university students' at onset of unrest, though it could offer challenge on how to monitor individual WhatsApp postings.

Built up or cummulated grievances are the fourth most commonly observed social indicator of mental status of university students' at onset of unrest ($M = 4.13$, $SD = .909$). This finding affirms Pape (2015) who noted the difficulty in getting the cooperation of University students when they are stressed. He also noted that stressed students are often not in touch with themselves and hence can easily initiate unrest. Cummulated grievances leading to extreme stress can therefore be used as a main social indicator of mental status of university students' at onset of unrest.

It was noted that anonymous messages is the fifth most common aspect of social media communication that can easily indicate onset of university students' unrest ($M = 4.07$, $SD = .911$). This finding affirms Schapiro (2015) who pointed out the provocations of University students in Eastern Michigan of three professors using anonymous messages posted in Yik

Yak. Students have used this in Cyber bullying even in the Kisii University situation. Lenhart (2010) gives another aspect of social media that can be misleading and hazardous as the ability for teens to mask their identities provides them with an opportunity to say anything to another individual without the worry of any repercussions. This can therefore be used as a main social indicator of mental status of university students at onset of unrest.

The sixth most frequently observed social indicator of mental status of university students' at onset

of unrest is abrupt change of language to 'sheng' as being the most common mode of communication of university students upon spotting administrators at onset of unrest ($M = 4.04$, $SD = 1.048$). There was no literature available to support this finding but it can also be used as a main Social indicator of mental status of university students at onset of unrest.

The least most common social indicator of mental status of university students at onset of unrest is the difficulty of establishing rapport with university students ($M = 2.57$, $SD = 1.135$). The finding upholds Pape (2015) who noted the difficulty in getting the cooperation of university students when they are approaching a crisis. Even students who are normally very cooperative may suddenly become uncooperative.

4.2.4 Answers to Research Question Four

The fourth research question which was derived from the fourth objective of this study stated that: Do security officers and secretaries differ in their perceptions on the verbal, physical and social indicators of mental status of university students' at onset of unrest? To answer this question, three hypotheses were formulated that:

i. **H₀**: There was no significant difference between security officers and secretaries in their perceptions on the verbal indicators among university students at the onset of unrest. ii. **H₀**: There was no significant difference between security officers and secretaries in their

perceptions on the physical indicators among university students at the onset of unrest. iii. **H₀**: There was no significant difference between security officers and secretaries in their

perceptions on the social indicators among university students at the onset of unrest.

To test these hypotheses, the participants were asked to respond to the 47 items in the questionnaire used in data collection. Their responses were analyzed and the mean scores are presented in Tables 4.9, 4.10, 4.11, 4.12, 4.13, 4.14

Table 4.9

Comparison of perceptions on Verbal Indicators of Unrest using Mean Rank Ordering

Item No.	Verbal Indicators of Unrest	All Respondents		Security Officers		Secretaries	
		Mean	Rank	Mean	Rank	Mean	Rank
11	Word 'Comrade'	4.39	1	4.57	1	4.29	3
2	Word 'Power'	4.36	4	4.35	12	4.26	6
5	Increased Talkativeness	4.24	4	4.08	7	4.19	5
	Loud Speech Tone	4.26	6	4.08	7	4.55	2
	Threatful Speech	4.39	2	4.35	3	4.40	1
		4.24	4	4.08	7	4.19	5
		4.26	6	4.08	7	4.55	2
		4.39	2	4.35	3	4.40	1
		4.24	4	4.08	7	4.19	5
		4.26	6	4.08	7	4.55	2
		4.39	2	4.35	3	4.40	1

10	Euphoric Speech	4.16	6	4.38	3	4.20	4	1	Very fast Speech Rate
		4.14	7	4.07	9	4.14	5		
9	Hurtful Speech		4.12		8	4.14		8	4.02
8									
4	Spontaneous Arguments		3.90		9	4.31		5	3.94
10									
7	Tangential Speech		3.88		10	3.83		11	4.01
9									
13	Strike theme Songs		3.86		11	3.62		1	3.81
11									
6	Inflectioned Speech		3.60		12	3.60		12	3.60
12									
3	Rehearsed Speech		3.48		13	3.57		13	3.42
13									

Security officers perceive the following as the main verbal indicators of mental status of university students at onset of unrest: Word ‘comrade’ common in speech, loud speech tone, euphoric speech and threatful speech in that order of ranking. The secretaries on the other hand perceive: Word ‘power’ being common especially in group speech, threatful speech, word ‘comrade’ and euphoric speech in that order of ranking. This finding affirms Badcock (2015) postulation that all researched psychological traits are influenced by both genes and environment, which in this case is most probably the environment due to the different training environment of both the security officers and secretaries.

On the basis of mean rank ordering, there is significant statistical difference on the perceptions of security officers and secretaries on the main indicators of mental status of university students at the onset of unrest. The null hypothesis H_0 is rejected and hence the alternative hypothesis H_1 is accepted. Perceptions of security officers and secretaries on verbal indicators of mental status of university students at the onset of unrest are not the same. The main verbal indicators of mental status of university students in both the respondents are still pronounced, only a slight difference in their rank ordering. This slight difference in perceptions is therefore solved through triangulation which reinforced the significance of the main verbal indicators identified for objective i.

Table 4.10

Comparison of perceptions on Main Verbal Indicators of Unrest using t-test analysis

Main Verbal Indicators of unrest	Department of Work	Mean	Std. Deviation	F-Values	t-test Values
'Comrade in speech	Security	4.57	.590	6.495	2.071
	Secretaries	4.29	.917		
Threatful speech	Security	4.36	.906	.103	-.178
	Secretaries	4.39	.879		
'Power' in speech	Security	4.26	.857	.162	-.903
	Secretaries	4.40	.686		
Talkativeness Speech	Security	4.55	.739	.196	3.155
	Secretaries	4.08	.868		
Loud speech tone	Security	4.38	1.035	6.130	1.795
	Secretaries	4.09	.750		
Euphoric Speech	Security	4.07	.640	7.399	-.973
	Secretaries	4.20	.786		
Very fast speech rate	Security	4.14	.566	8.322	.040
	Secretaries	4.14	.896		
Hurtful speech	Security		.869	1.517	1.526
	Secretaries	4.31	1.158		
		4.02			

Note: $R: |zI| \geq 1.96$

The data analysis show that security officers perceive the use of the word 'comrade' by

University students at onset of unrest as slightly more pronounced than secretaries (means

4.57, 4.29). When their perceptions on this variable as a main verbal indicator of onset of unrest was subjected to t-test, it gave $t(2.071)$ which is within the set range of $R: |zI| \geq 1.96$. This finding affirms Badcock (2015) postulation that all researched psychological traits are influenced by both genes and environment, which in this case is precisely the environment due to the different training background of both the security officers and secretaries. Since the t-test value is within the set range ($p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the use of the word 'comrade' by University student at onset of unrest. The null hypothesis is accepted and hence the alternative hypothesis is rejected. The security officers and secretaries perceive the variable as a main verbal indicator at onset of unrest. This means that this indicator is very reliable in detecting the onset of unrest by university students.

The data analysis shows that security officers and secretaries perceive the use of threats in speech by University students at onset of unrest in more or less the same way (means 4.36, 4.39). When their perceptions on this variable as a main verbal indicator of onset of unrest was subjected to t-test, it gave $t(-.178)$ which is within the set range of $R: |z| \geq 1.96$. Since the t-test value is within the set range ($p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the use of threats in speech by University student at onset of unrest. The null hypothesis H_0 is accepted and hence the alternative hypothesis H_1 is rejected. The security officers and secretaries perceive the variable as a main verbal indicator of mental status of University students at onset of unrest. This means that this indicator is very reliable in detecting the onset of unrest by university students.

The data analysis show that security officers perceive the use of the word 'power' by University students at onset of unrest as slightly less pronounced than secretaries (means 4.26, 4.40). When their perceptions on this variable as a main verbal indicator of onset of unrest was subjected to t-test, it gave $t(-.903)$ which is within the acceptable set region of $R: |z| \geq 1.96$. Since the t-test value is within the acceptable set range ($p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the use of threats in speech by University students at onset of unrest. The null hypothesis H_0 is accepted and hence the alternative hypothesis H_1 is rejected. The security officers and secretaries perceive the variable as a main verbal indicator of mental status of University students at onset of unrest. This means that this indicator is very reliable in detecting the onset of unrest by university students.

Security officers have a higher perception than secretaries that University students at onset of unrest normally become more talkative. When their perceptions on this variable as a main verbal indicator of onset of unrest was subjected to t- test, it gave $t(3.155)$ which is outside the acceptable set region of $R: |z| \geq 1.96$. Since the t-test value is outside the acceptable set range ($p = .05$), there is statistically significant difference in the perceptions of security officers and secretaries on the fact that University students are normally more talkative at onset of unrest. The null hypothesis H_0 is rejected and hence the alternative hypothesis H_1 is accepted. Security officers and secretaries differ in their perceptions that University students normally become talkative at onset of unrest. This means that this indicator is not very reliable in detecting the onset of unrest by university students.

The data analysis show that security officers and secretaries perceive that the speech tone of University students at onset of unrest is slightly more pronounced with security officers (mean 4.38, 4.09). When their perceptions on this variable as a main verbal indicator at onset of unrest was subjected to t-test, it gave $t(1.627)$ which is within the acceptable set range of $R: |z| \geq 1.96$. Since the t-test value is within the set range ($p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the fact that there is increased speech tone of University students' at onset of unrest. The null hypothesis H_0 is accepted and hence the alternative hypothesis H_1 is rejected. The security officers and secretaries perceive the variable as a main verbal indicator of mental status of University students at onset of unrest. This means that this indicator is very reliable in detecting the onset of unrest by university students.

The data analysis show that security officers and secretaries perceive the use of euphoric speech by University students at onset of unrest as being more or less the same way (means 4.07, 4.20). When their

perceptions on this variable as a main verbal indicator of onset of unrest was subjected to t-test, it gave t(-.973) which is within the acceptable set range of $R: |zI| \geq 1.96$. Since the t-test value is within the set range ($p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the use of euphoric speech by University students at onset of unrest. The null hypothesis is accepted and hence the alternative hypothesis is rejected. The security officers and secretaries perceive the variable as a main verbal indicator of mental status of University students at onset of unrest.

This means that this indicator is very reliable in detecting the onset of unrest by university students.

The data analysis shows that both security officers and secretaries have the same perception that University students' normally have very fast speech rate at onset of unrest (means 4.14, 4.14). When their perception on this variable as a main verbal indicator of onset of unrest was subjected to t-test, it gave t (.040) which is within the acceptable set region of $R: |zI| \geq 1.96$. Since the t-test value is within the acceptable set range ($p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the fact that University students normally display very fast speech rate at onset of unrest. The null hypothesis is accepted and hence the alternative hypothesis is rejected. Security officers and secretaries do not differ in their perceptions that University students normally display very fast speech rate at onset of unrest. This means that this indicator is very reliable in detecting the onset of unrest by university students.

The data analysis shows that security officers and secretaries perceive differently that the speech of University students at onset of unrest is characterized by hurtful comments (means 4.31, 4.02). When their perceptions on this variable as a main verbal indicator at onset of unrest was subjected to t-test, it gave t (1.526) which is within the acceptable set range of $R: |zI| \geq 1.96$. Since the t-test value is within the set range ($p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the fact that speech of University students' at onset of unrest is normally characterized with hurtful comments. The null hypothesis is accepted and hence the alternative hypothesis is rejected. The security officers and secretaries perceive the variable as a main verbal indicator of mental status of University students at onset of unrest. This means that this indicator is very reliable in detecting the onset of unrest by university students.

Table 4.11

Comparison of Perceptions on Physical Indicators of Unrest using Mean Rank Ordering

Item No.	Physical Indicators of Unrest		All Respondents		Security Officers		Secretaries	
			Mean	Rank	Mean	Rank	Mean	Rank
29	Yelling Expressions		4.27	1	4.26	3	4.28	1
34	Violent Tendencies	4.25 2	4.52 2	4.10	4 26	Hostile Manifestations		
	4.16 3	4.05 7	4.22 2 28	Anger Gestures	4.10	4	3.98	9
	4.16 3 19	Forward Pointing Fist	4.08 5	4.24	5	4.00	6 27	
	Secretive Behaviours	4.07 6	4.24 5	3.99	7			

32	Casual Attire Dressing	4.07	6	4.55	1	3.81	77
30	Tensed Face	4.04	8	3.93	10	4.10	4
22	Wide Mouth opening	3.96	9	4.26	3	3.80	12
35	Agitated Body Movement	3.90	10	3.86	11	3.92	8
20	Arm's length Distance	3.75	11	4.00	8	3.62	16 21
		3.72	12	3.55	18	3.81	10
23	Stone Faced	3.71	13	3.40	20	3.88	9
17	Hand Waves and Talking	3.68	14	3.69	16	3.68	14 31
	Wandering Eyes	3.66	15	3.83	13	3.58	17 33
	Careless Grooming	3.66	15	3.50	19	3.75	13 16
	Bending While Talking	3.62	17	3.86	11	3.50	18 18
	Aggressive Hand Grip	3.57	18	3.38	21	3.66	15 24
	Side-Head Movements	3.52	19	3.79	14	3.39	20 15
	Erect Standing Posture	3.50	20	3.62	17	3.44	19 25
	Mouth Tapping	3.35	21	3.71	15	3.16	21
14	Open-legged Sit Posture	3.14	22	3.29	22	3.06	22

There is a slight difference in the rank ordering of physical indicators of mental status of university students in the way they are perceived by security officers and secretaries, though the main overall physical indicators are still pronounced in both categories of respondents. Security officers perceive the following as the main physical indicators of mental status of university students at onset of unrest: Casual attire dressing style, violent tendencies, yelling emotional expressions and wide mouth opening in anticipation in that order of ranking. The secretaries on the other hand perceive: Yelling emotional expressions, hostile attitude manifestations, anger gestures and violent tendencies in that order of ranking. Whereas Hockenbary and Hockenbary (2010) focused their studies in group dynamics, Badcock (2015) postulation that all researched psychological traits are influenced by both genes and environment, which in this case is most probably the environment due to the different training background of both the security officers and secretaries. There is significant statistical evidence that Perceptions of security officers and secretaries on physical indicators of mental status of university students at the onset of unrest are not the same. The null hypothesis ii is rejected and hence alternative hypothesis ii is accepted.

Table 4.12

Comparison of Perceptions on Main physical Indicators of Unrest using

Main Physical Indicators of unrest	Department of Work	Std.		t - Values	
		Mean	Deviation	F – Values	
Yelling emotional Expressions	Security	4.26	.734	1.608	-.087
	Secretaries	4.28	.886		

Violent Tendencies	Security	4.52	.969	.332	2.357
	Secretaries	4.10	.894		
Hostile Attitude Manifestations	Security	4.05	.882	.008	-1.125
	Secretaries	4.22	.711		
Anger Gestures	Security	3.98	.841	1.275	-1.181
	Secretaries	4.16	.803		
Forward and upward pointing Fist	Security	4.24	.906	.615	1.405
	Secretaries	4.00	.857		
Secretive behaviours	Security	4.24	1.031	.572	1.322
	Secretaries	3.99	.921		
Casual attire Dressing g Style	Security	4.55	.993	.400	4.047
	Secretarial	3.81	.873		
Tensed Face	Security	3.93	.513	11.005	-1.344
	Secretarial	4.10	.894		

Note: $R: |z| \geq 1.96$

The data analysis show that security officers and secretaries perceive ‘yelling emotional expressions’ by University students at onset of unrest more or less the same way (means 4.26, 4.28). When their perceptions on this variable as a main physical indicator of onset of unrest was subjected to t-test, it gave $t(.087)$ which is within the acceptable set range $R: |z| \geq 1.96$. This finding affirms Chryssochoi (2015) postulation that human behaviour is influenced by formation of beliefs, attitudes and stereotypes about other people. This influence in this case could be due to the different training background of both the security officers and secretaries. Since the t-test value is within the set range ($p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on ‘yelling emotional expressions’ by University student at onset of unrest. The null hypothesis ii is accepted and hence the alternative hypothesis ii is rejected. The security officers and secretaries perceive the variable as a main physical indicator at onset of unrest. This means that this indicator is very reliable in detecting the onset of unrest by university students because of the unanimous agreement in their perceptions.

The data analysis shows that security officers and secretaries perceive ‘violent tendencies’ by University students at onset of unrest slightly different (means 4.52, 4.10). When their perceptions on this variable as a main physical indicator of onset of unrest was subjected to t- test, it gave $t(2.357)$ which is outside the acceptable set range $R: |z| \geq 1.96$. This finding fills the gap left by Jurgen, Marthias and Flovian (2008) who recommended that active research should be done to understand in depth the genetic and environmental bases of behavior and interaction. This difference could be attributed to different training environment. Since the t-test value is outside the set range ($p = .05$), there is statistically significant difference in the perceptions of security officers and secretaries on the fact that there is violent tendency by University student at onset of unrest. The null hypothesis ii is rejected and hence the alternative hypothesis ii is accepted. The security officers and secretaries perceive the variable as a main physical indicator of mental status at onset of unrest.

The data analysis shows that security officers and secretaries perceive 'hostile attitude manifestations' by University students at onset of unrest slightly differently (means 4.05, 4.22). When their perceptions on this variable as a main physical indicator of onset of unrest was subjected to t-test, it gave $t(-1.125)$ which is within the acceptable set range of $R: |z| \geq 1.96$. Since the t-test value is within the set range (at $p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the fact that 'hostile attitude manifestations' are normally displayed by University students' at onset of unrest. The null hypothesis H_0 is accepted and hence the alternative hypothesis H_1 is rejected. The security officers and secretaries perceive the variable as a main physical indicator at onset of unrest. This means that this indicator is very reliable in detecting the onset of unrest by university students.

The data analysis show that security officers and secretaries perceive 'anger gestures' by University students at onset of unrest in slightly different ways (means 3.93, 4.16). When their perceptions on this variable as a main physical indicator of onset of unrest was subjected to t-test, it gave $t(-1.181)$ which is within the acceptable set range of $R: |z| \geq 1.96$. Since the t-test value is within the set range (at $p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the fact that varied 'anger gestures' are normally displayed by University students' at onset of unrest. The null hypothesis H_0 is accepted and hence the alternative hypothesis H_1 is rejected. The security officers and secretaries perceive the variable as a main physical indicator at onset of unrest. This means that this indicator is very reliable in detecting the onset of unrest by university students.

The data analysis show that security officers and secretaries perceive 'forward or upward pointing fist in group responses' by University students at onset of unrest as slightly different (means 4.24, 4.00). When their perceptions on this variable as a main physical indicator of onset of unrest was subjected to t-test, it gave $t(1.405)$ which is within the acceptable set range $R: |z| \geq 1.96$. Since the t-test value is within the set range (at $p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the fact that there is normally forward or upward pointing fist display by University students in group responses at onset of unrest. The null hypothesis H_0 is accepted and hence the alternative hypothesis H_1 is rejected. The security officers and secretaries perceive the variable as a main physical indicator at onset of unrest. This means that this indicator is very reliable in detecting the onset of unrest by university students.

The data analysis show that security officers and secretaries perceive 'secretive behaviours' of University students at onset of unrest in slightly different ways (means 4.24, 3.99). When their perception on this variable as a main physical indicator of onset of unrest was subjected to t-test, it gave $t(1.322)$ which is within the acceptable set range of $R: |z| \geq 1.96$. Since the t-test value is within the set range (at $p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the fact that 'secretive behaviours' are normally displayed by University students' at onset of unrest. The null hypothesis H_0 is accepted and hence the alternative hypothesis H_1 is rejected. The security officers and secretaries perceive the variable as a main physical indicator at onset of unrest. This means that this indicator is very reliable in detecting the onset of unrest by university students.

The data analysis show that security officers and secretaries perceive ‘casual attire dressing style’ by University students at onset of unrest in slightly different ways (means 4.55, 3.81). When their perceptions on this variable as a main physical indicator of onset of unrest was subjected to t-test, it gave $t(4.047)$ which is outside the acceptable set range of $R: |z| \geq 1.96$. Since the t-test value is outside the set range (at $p = .05$), there is statistically significant difference in the perceptions of security officers and secretaries on the fact that ‘casual attire dressing style’ are normally displayed by University students’ at onset of unrest. The null hypothesis is rejected and hence the alternative hypothesis is accepted. The security officers and secretaries perceive differently the variable as a main physical indicator at onset of unrest. This means that this indicator is not very reliable in detecting the onset of unrest by university students.

The data analysis show that security officers and secretaries perceive ‘tensed face emotional expressions’ of University students at onset of unrest in slightly different ways (means 3.93, 4.10). When their perceptions on this variable as a main physical indicator of onset of unrest was subjected to t-test, it gave $t(-1.344)$ which is within the acceptable set range of $R: |z| \geq 1.96$. Since the t-test value is within the set range (at $p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the fact that ‘tensed face emotional expressions’ are commonly displayed by University students’ at onset of unrest. The null hypothesis is accepted and hence the alternative hypothesis is rejected. The security officers and secretaries perceive the variable as a main physical indicator at onset of unrest. This means that this indicator is very reliable in detecting the onset of unrest by university students.

Table 4.13

Comparison of Perceptions on Main Social Indicators of Unrest

Main Social Indicators of unrest	Department of Work	Std.		t – Values	
		Mean	Deviation	F - Values	
Stressful conditions	Security	4.31	.563	6.079	-.211
	Secretarial	4.34	.899		
Arrogance conducts	Security	4.45	.772	.215	1.408
	Secretarial	4.25	.720		
WhatsApp and unrest	Security	4.12	.772	2.398	-1.116
	Secretarial	4.29	.830		
Cummulative	Security	4.28	.804	.470	3.277

grievances	Secretarial	3.95	.913		
Anonymous messages	Security	4.17	.935	.276	.806
	Secretarial	4.02	.900		
'Sheng' Language	Security	4.21	.842	1.050	1.455
	Secretarial	3.95	1.135		

Note: $R: |zI| \geq 1.96$

Though the main social indicators of mental status of university students at the onset of unrest are commonly agreed upon by both security officers and secretaries, they are perceived slightly different in the ranking order. Security officers perceive the following as the main social indicators of mental status of university students' at the onset of unrest: Cummulative grievances, arrogant conducts, stressful conditions and 'sheng' language in that order. Secretaries on the other hand perceive the following: Stressful conditions, WhatsApp coordination and planning of the unrest, arrogant conducts and Sms communication about the unrest in that order.

There is adequate statistical difference in the perceptions of security officers and secretaries on the rank ordering of the main social indicators of mental status of university students' at the onset of unrest. The null hypothesis iii is rejected and the alternative hypothesis iii is accepted. Security officers and secretaries differ in their perceptions on the verbal, physical and social indicators of mental status of university students' at the onset of unrest. The use of participants from different training background was therefore useful in identifying predictable or reliable main social indicators of mental status of university students' at the onset of unrest. The difference in perceptions can also be attributed to the big difference in numbers of the security officers which were half the numbers for secretaries that participated. In either case, they both identified common main indicators of mental status of university students at the onset of unrest, the difference was only in the perceptions of their ranking.

Table 4.14

Comparison of Perceptions on Main Social Indicators of Unrest using t-test analysis

Main Social Indicators of unrest	Department of Work	Mean	Std. Deviation	F - Values	t - Values
Stressful conditions	Security	4.31	.563	6.079	-.211
	Secretaries	4.34	.899		
Arrogance conducts	Security	4.45	.772	.215	1.408

	Secretaries	4.25	.720		
WhatsApp and unrest	Security	4.12	.772	2.398	-1.116
	Secretaries	4.29	.830		
Cumulative Grievances	Security	4.28	.804	.470	3.277
	Secretaries	3.95	.913		
Anonymous messages	Security	4.17	.935	.276	.806
	Secretaries	4.02	.900		
'Sheng' Language	Security	4.21	.842	1.050	1.455
	Secretaries	3.95	1.135		

Note: R: $|z| \geq 1.96$

The data analysis show that security officers and secretaries perceive 'stressful conditions' as most common social indicator of mental status at onset of unrests displayed by University students in slightly different ways (means 4.31, 4.04). When their perceptions on this variable as a main social indicator of onset of unrest was subjected to t-test, it gave t(-1.44) which is within the acceptable set range of $R: |z| \geq 1.96$. Since the t-test value is within the set range (at $p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the fact that 'stressful conditions' are common social indicator of unrest by University students. The null hypothesis iii is accepted and hence the alternative hypothesis iii is rejected. The security officers and secretaries perceive the variable as a main social indicator at onset of unrest in the same way. This means that this indicator is very reliable in detecting the onset of unrest by university students.

The data analysis shows that security officers and secretaries perceive arrogant conducts' are most common social indicator of unrest by University students in slightly different ways (means 4.45, 4.25). When their perceptions on this variable as a main social indicator of onset of unrest was subjected to t-test, it gave t(1.408) which is within the acceptable set range of $R: |z| \geq 1.96$. Since the t-test value is within the set range (at $p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the fact that 'arrogant conducts' are most commonly displayed by University students' at onset of unrest. The null hypothesis iii is accepted and hence the alternative hypothesis iii is rejected. The security officers and secretaries perceive the variable as a main social indicator of mental status of university students at onset of unrest in the same way. This means that this indicator is very reliable in detecting the onset of unrest by university students.

The data analysis show that security officers and secretaries perceive 'WhatsApp postings of appending unrest' are most common social indicators of mental status of University students at onset of unrest in slightly different ways (means 4.12, 4.29). When their perceptions on this variable as a main social indicator of onset of unrest was subjected to t-test, it gave t(-1.116) which is within the acceptable set range of $R: |z| \geq 1.96$. Since the t-test value is within the set range (at $p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the fact that 'WhatsApp postings of appending unrest' are most commonly used by University students' at onset of unrest. The null hypothesis iii is accepted and hence the alternative hypothesis iii is rejected. The security officers and secretaries perceive the variable as a main

social indicator at onset of unrest. This means that this indicator is very reliable in detecting the onset of unrest by university students.

The data analysis shows that security officers and secretaries perceive ‘cummulative grievances’ are the most common social indicators of mental status of University students at onset of unrest in slightly different ways (means 4.48, 3.277). When their perceptions on this variable as a main social indicator of onset of unrest was subjected to t-test, it gave $t(3.277)$ which is outside the acceptable set range of $R: |z| \geq 1.96$. Since the t-test value is outside the set range (at $p = .05$), there is statistically significant difference in the perceptions of security officers and secretaries on the variable that ‘cummulative grievances’ are most common social indicator of mental status of University students’ at onset of unrest. The null hypothesis iii is rejected and hence the alternative hypothesis iii is accepted. The security officers and secretaries perceive the variable as a main social indicator at onset of unrest in the same way. This means that this indicator is very reliable in detecting the onset of unrest by university students.

The data analysis show that security officers and secretaries perceive ‘anonymous messages’ as most common social indicator of mental status of University students at onset of unrest in slightly different ways (means 4.17, 4.02). When their perceptions on this variable as a main social indicator of onset of unrest was subjected to t-test, it gave $t(.806)$ which is within the acceptable set range of $R: |z| \geq 1.96$. Since the t-test value is within the set range (at $p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the variable that ‘anonymous messages’ as most common social indicator of onset of unrest by University students’. The null hypothesis iii is accepted and hence the alternative hypothesis iii is rejected. The security officers and secretaries perceive the variable as a main social indicator at onset of unrest in the same way. This means that this indicator is very reliable in detecting the onset of unrest by university students.

The data analysis show that security officers and secretaries perceive use of ‘sheng’ language as a main social indicator of mental status of University students’ at onset of unrest in slightly different ways (means 4.21, 3.95). When their perceptions on this variable as a main social indicator of onset of unrest was subjected to t-test, it gave $t(1.455)$ which is within the acceptable set range of $R: |z| \geq 1.96$. Since the t-test value is within the set range (at $p = .05$), there is no statistically significant difference in the perceptions of security officers and secretaries on the variable that ‘sheng’ language is a main social indicator of mental status of University students’ at onset of unrest. The null hypothesis iii is accepted and hence the alternative hypothesis iii is rejected. The security officers and secretaries perceive the variable as a main social indicator at onset of unrest in the same way. This means that this indicator is very reliable in detecting the onset of unrest by university students.

4.2.5 Answers to Research Question Five

The fifth research question which was derived from the fifth objective of this study stated that: Which are the preventive measures used to forestall University students’ unrest? To answer this question, the participants were interviewed using the guideline questions on the interview schedule (see appendix

III). The 8 items were open ended questions on the preventive measures of university students' unrest. The findings of objective V were obtained through qualitative data collections from the respondents drawn from the Dean of students' department (14 respondents) and student leaders department (24 respondents). Before interviewing the respondents, the researcher had done content analysis via several readings of transcripts. The researcher found that preventive measures are actions that can be taken to prevent University students' strike. The findings still upholds Schapiro (2015) findings that it might be relevant to remind people that elected student representatives have every right to recommend whatever they want, just as the administration has every right not to abide by whatever they suggest, and aggrieved students have a process to adjudicate harassment charges against a faculty member. The preventive measures range from detection of mental status of University students at onset of unrest and then applying short term preventive measures to effective management of university student affairs to prevent unrest. There were a total of 38 respondents (14 from Dean of student staff and 24 from the student leaders' strata) of which some were interviewed individually while some participated in the focus interview forum. The respondents were queried on the preventive measures of students' unrest. The respondents from the Dean of student's stratum were given different coding (Rd1, Rd2,...Rd14) from those from the Students leaders stratum (Rs1, Rs2,.....Rs24). Their responses revealed the following themes and sub-themes:

4.2.5.1 Short term Preventive measures of unrest theme

The respondents were asked to state and explain the preventive measures of university students' unrest. 30 out of 38 respondents pointed out that any major issue concerning the students should be communicated early enough. Respondent Rs4 gave out a straight forward response that:

'If the University want to avoid students unrest then they should desist from sudden changing of exam dates.... Imagine you have been reading for a given paper...only to be surprised that a different paper is the one to be done! That one even me I'll go on rampage!' 'If there is any change, communicate this information early enough.'

'communication lines must be opened...' said respondent Rs21. Respondent Rs17 remarked that '...detecting a problem early and then curbing it...' can be an effective way of preventing unrest.

Respondent Rd6 remarked that:

'Strikes are always experienced at the university when students are not ready to do exams!'

This confirms Oduor and Kajitwa's (2016) findings that one reason for mass students strike in June –

July, 2016 in Kenya secondary schools, was the impromptu change of term dates by Fred Matiang'i (Cabinet secretary for education) for secondary schools in Kenya. This may not be the main underlying cause but it can actually trigger unrest.

A total of 21 respondents also pointed out that delays in communication normally cause anxiety and hence should be avoided. Respondent Rd7 explained that:

‘If there is to be delay in provision of a service like issuance of transcript or any other essential service, let it be communicated in good time by the relevant authority and valid reasons also given...’
 ‘...majorly delay of transcripts...brings anxiety....hence causing strike!’ (Rd9).

This finding affirms Suber (2012) advocacy of initiating discussions on campus about the existing problems with scholarly communication and demonstrating that open access on campus is a viable solution. Problems will always be there in any University and therefore the leaders must adopt an open communication system or dialogue with the students when such situations arise.

Respondent Rd1 recommended that:

‘Students should be given adequate orientation... especially when they report – like the

‘Freshers’. This will help them to know where to take their concerns while at the university. This should be detailed and meaningful and if possible be done verbally and in written form.’

‘...orientation to first years’

‘Orientation programs must be detailed and meaningful’ (Rd5).

Notably, 11 out of the 14 respondents from Dean of students’ stratum emphasized that where possible; there should be constant monitoring of the e-mail communications for signs of discontent. This means that at the time of reporting, each student should give both their detailed physical address as well as digital addresses. Brucker and Ciccone (2010) also noted that social unrest diffusion is often transmitted by some sort of communication network and therefore this approach will most probably work. This also confirms Wambui’s (2016) findings that peer pressure influence through telecommunication can be used to spread or prevent University students’ unrest. This approach though good, can pose a challenge with legal issues on privacy.

Respondent Rd10 proposed that:

‘I think Kisii University should enact effective law enforcement programs for cyber related crimes if they are to succeed in this war!’ This can be done through: ‘Punishing the offenders’ (Rd9);

‘shutting down the internet / social media platforms that are used to plan criminal activities or even blocking cell-phone services’ (Rd6).

This approach was also noted by Tim (2011) who described Tunisian protestors’ utilizing social media as their primary outlet to communicate and organize their demonstrations. The Tunisian government responded with increased efforts to control internet by blocking various websites covering the protests. If this approach is adopted, the students should be adequately informed about these laws. This approach though may work, may interfere with freedom of speech and communication at the University.

The respondents from the Dean of students’ staff all agreed that there should be consistent monitoring of the WhatsApp groups of students by the Dean of students personnel. This will help in detecting any discontent arising from the students’ body. This finding fills the gap left by

Morton (2015) who suggested further investigation on how to effectively deal with campus community members on the social media platforms. This will however need competent staff to do the monitoring. It will only be practicable with group WhatsApps.

Respondents Rd3 and Rd8 all indicated that:

‘If the University staff can be empowered, then constant and consistent monitoring of Social media communications... like Facebook and Twitter, for signs of discontent. You will not miss some hint of onset of university unrest... will not miss to be posted in such sites, after which appropriate action can be taken promptly to forestall the unrest’.

Respondent Rs18 indicated that:

‘May be social media net-work censoring for University students...The administration can then unplug the University environment from the internet to confuse the students when unrest is pending’.

Respondent Rs4 remarked that:

‘it will be easy.... Because already there are WhatsApp groups, face-book pages, e-mail addresses,...student post.’

This however, will pose a challenge on how to deal with students who live off-campus or students with private e-mail addresses!

Out of 38 respondents, 18 of them indicated that there is a burn out problem of some of the staffs in the Dean of students' office and therefore recommended that there should be regular workshops and seminars for University student Counselors / Psychologists. Respondent Rs14 emphasized that:

‘It should be made mandatory that every University student counselor should attend at least one relevant workshop in a semester...In fact some of them look very incompetent.’

This approach will address the burn out Problem and also make them adequately updated on their management skills. They should be encouraged to take more refresher courses in order to be updated with the fast changing University student lifestyle.

The respondent Rs2 bursted out that:

‘The University should employ more male Counselors than female counselors... they are more effective in detecting and managing student strikes...women are only good in spiritual matters’.

The majority of the respondents (26 out of 38) pointed out that there should be adequate training for student leaders to provide effective linkage between students and administration. Respondent Rs2

indicated that:

‘let them train the student leaders the basic skills for detecting and managing university student unrest...We are always with the students...We know when a strike is being planned’

The respondent Rd13 said that:

‘student counselors should always be very close to the student leaders...The student leaders are always aware of what is cooking up among students’

It emerged clearly that very useful information can be obtained if the student leaders are adequately involved in unrest detection and prevention. This confirms Wambui (2016) findings that widening the gap between students and the administration can cause strike as was identified with the students of Kaimosi Secondary School. If the gap is narrow, it makes it easy for the students to air their grievances and hence preventing unrest.

It was unanimously agreed that the Dean of students should ensure that student leaders are united because they can be a source of discontent among the student body if they are not united. This confirms Oduor and Kajitwa’s (2016) findings that management wrangles even among student leaders can itself initiate unrest. Respondent Rd12 commented that:

‘some strikes are caused by wrangling factions of student leaders...Particularly during elections’

19 out of 38 respondents argued that closed circuit television (CCTV) is the way to go in detecting and preventing strikes. The following are some of their verbal comments:

‘The university should install CCTV cameras in all its premises’ (Rs3). ‘Competent personnel should be employed to manage and monitor them’ (Rd7).

Table 4.15 gives a summary of the sub-themes that emerged from short term preventive measures theme.

Table 4.15

Emerging Sub-themes of short term preventive measures of unrest

Dean of Students Staff Views	Students’ Leaders Views
	<ul style="list-style-type: none"> • United student leaders*
<ul style="list-style-type: none"> • Timely communication of major issues concerning students • Monitoring telecommunications* • Monitoring Social media for discontent* • Equipping student leaders with detection and management skills of unrest • United student leaders* • CCTV installation • Timely communication of major issues concerning students* • Monitoring telecommunications • Monitoring Social media for discontent* • Equipping student leaders with detection and management skills of unrest* 	<ul style="list-style-type: none"> • CCTV installation

*Note: * Indicates most sited preventive measure*

4.2.5.2 Effective Management strategies theme

It emerged in the focus group discussion and from four respondents from the Dean of students' staff that there should be adequate number of competent staff employed to manage the stress level of University students. At the moment, the ratio of counselor per student was one counselor to

400 students. This finding complement Harrison (2011) and Alimoglu (2010) findings of hiring adequate staff to help impart coping strategies to stress in campuses. There were varied recommendations on the counselor to student ratio:

'1 counselor to 300 students' (Rs1) 'there should be at least 1 counselor to 200 students' ratio' (Rd5). 'Let there be more competent counselors' (Rs9).

The respondents Rd8 remarked that:

'There should be good chaplaincy services'. 'Good chaplaincy services will definitely promote spiritual programs which can reduce stress levels' Rd4.

This finding up-hold's Wambui (2016) findings that the banning of third term prayers was the reason for students of Samanga Mixed Secondary School in Homa Bay County going on strike and hence burning their dormitory. This cannot be a very reliable finding but Pape (2015) also noted that stressed students are often not in touch with themselves. This therefore confirms that enhanced Chaplaincy services can help prevent University students' unrest.

Respondents Rd3 and Rd14 all recommended that there should be more programmed: peace education programmes, peaceful conflict resolution programmes and educating the students to know their stress symptoms and hence take the necessary management steps.

The respondents (15 out of 38) recommended that there should be adequate net-working of intelligent security officers on the ground for detection of unrest indicators. The respondent Rd13 remarked that:

‘The staff in the Dean of students department should be on the look-out for any new research findings on University unrest preventive methods and then implement the measures appropriately’.

Respondent Rd2 cautioned that: ‘they should not be slack at implementing new findings on preventing University student strikes’.

This finding up-hold Goolam (2010) suggestion that African Universities should learn from other parts of the world on their effective ways of preventing University students’ strikes. Universities with less students’ strikes are those that take seriously the research findings on prevention of university strikes.

Most respondents (26 out of 38) agreed that the University should recruit adequate number of student peer counselors (peer educators). One of the focus group resolutions was that:

‘apart from training the peer counselors on the basic counseling skills, they should also be trained on skills of detecting indicators of mental status of University students at onset of unrest. These categories of students will be able to detect when students are about to go on strike and attempt to reason with them or if unable to do so will easily report to the senior student counselors who will in turn use the appropriate skills to forestall the unrest’.

This finding is in agreement with Alimoglu (2010) that psycho-educational group counseling can be explored with the aim of solving social unrest. Each University should invest more on this programme.

Respondent Rs22 recommended that:

‘there should be regular Guidance and Counseling programmes for all students.... regularly programmed guest speakers for all the student body on relevant topics as the situation may dictate. This should be done at least once a month’.

When commenting on other preventive measures of unrest, the respondent Rs14 recommended that the University administration should increase channels of dialogue. There should be many communication channels where students can air their concerns. There was scanty literature on this except Wambui’s (2016) noted that students of Muslim secondary School in Kakamega County went on strike and blamed it on

teachers failing to embrace dialogue. If the University administration can listen to students concerns, then they can prevent unnecessary unrest.

‘Let us have more programmed open forum meetings with the administration’ (Rs6).

‘Some sensitive concerns can be detected during open forums and hence will be acted upon before things get out of hand’ (Rs23). ‘let the University be complaints friendly...more open boxes or those things called suggestion boxes which should be checked on daily basis’ (Rs9).

Both the respondents from the two strata were in agreement that University students should be encouraged to prepare well for examination so as to reduce examination phobia which is a common cause of anxiety which normally make the students to become vulnerable to unrest. Respondent Rs5 observed that:

‘there are no cases of exam leakages here’ ‘sometimes we are just confirming and not cheating... and if there are exam irregularities it should be handled professionally by avoiding intimidating the student’. University exams should be prepared and administered on time’.

‘There should be consistency in the examination programmes’ (Rs12).

Out of the 38 respondents, 29 of them pointed out that the University should set up a more accessible complain office with executive powers. Respondent Rs16 described that:

‘the personnel can be hired on contract basis and be coming to the University on a regular basis like weekly to listen to general student concerns’. ‘The University administration should be quick in taking action especially those brought by the Campus Ombudsman’ (Rd3).

It was generally agreed that the University management should be quick in taking action once a complaint has been brought by the university or Campus Ombudsman. This finding is workable as is noted by Goolam (2010) that African Universities can learn from other parts of the world. Since the mid-1960’s almost all US Universities and Colleges appoint a ‘Campus Ombudsman’, a respected external personality who listens to students’ grievances and attempts to resolve a problem before it bursts into a major crisis. This could be the reason why University students’ unrest is comparatively low in US than African Universities.

All the student leaders recommended that the University management should be more open in their management style. Respondent Rd3 said that:

‘let the administration listen to all views from all departments / Faculties’.

‘the administration should desist from high handedness especially when dealing with students concerns’ (Rs13).

‘improve systems operations... and you will see very few unrest!’ (Rd9). Respondent R20 pointed that ‘being sluggish from the administration in taking action...even after reporting’

It was strongly recommended that everybody at the University should be made aware that the key components of every University are students and therefore they deserve efficient services from every stakeholder. This is true as noted by Goolam (2010) that in UK, since 2004, the Government has appointed an ‘Independent Adjudicator’ to deal with complaints from University students and this seem to be working there.

All the respondents emphasized that the University administration should avoid having vested interest in the elections of students’ leaders. They should just help in facilitating the process but should not actively participate. They noted that this is a sensitive area that often brings unrest from the students’ body especially when they realize that the University management has vested interest.

Respondent Rs7 remarked strongly that:

‘the administration should just keep off student elections’ ‘oh! if they want fire, let them tamper with our elections!’ (Rs12). ‘Imagine in the past, they have brought men in black suits’(Rs3).

The respondents from the Dean of students (12 out 14) recommended that the student ring leaders of previous strikes should be given adequate corrective measures. The respondent Rd8 remarked that:

‘the corrective measure should be well known to the rest of the students’ body so as to deter any future attempts of organizing for the strike....it should be severe enough’

‘Student leaders should be given appropriate corrective measure when-ever they go wrong so as to deter repeat of the mistake...’ (Rd7). ‘...yes! a policy should be enacted that student leaders who misbehave should be barred from participating in future politics’ (Rd11).

The participants agreed that the University administration should avoid implementing immediate or hurriedly made decisions. The respondent Rs10 noted that:

‘The administrators should not be hasty in implementing some hurriedly made decisions. Even if it is a good decision, let them weigh out its impact when implemented immediately!’

Table 4.16 gives a summary of the sub-themes that emerged from the effective management strategies theme.

Table 1.6

Emerging Sub – themes of Effective Management strategies

Dean of Students Staff Views	Students’ Leaders Views
<input type="checkbox"/> Stress management programs*	<input type="checkbox"/> Stress management programs*
<input type="checkbox"/> Regular Peace education programmes	<input type="checkbox"/> Regular Peace education programmes
<input type="checkbox"/> Networking	<input type="checkbox"/> Networking
<input type="checkbox"/> Enhanced peer counseling programmes	<input type="checkbox"/> Enhanced peer counseling programmes
<input type="checkbox"/> Divergent channels of dialogue	<input type="checkbox"/> Divergent channels of dialogue
<input type="checkbox"/> More Complaints boxes	<input type="checkbox"/> More Complaints boxes
<input type="checkbox"/> Examination issues	<input type="checkbox"/> Examination issues*
<input type="checkbox"/> Campus ombudsman*	<input type="checkbox"/> Campus ombudsman*
<input type="checkbox"/> Democratic management system	<input type="checkbox"/> Democratic management system*
<input type="checkbox"/> The management should keep off student elections	<input type="checkbox"/> The management should keep off student elections*
<input type="checkbox"/> Appropriate corrective measures for strike ring leaders*	<input type="checkbox"/> Appropriate corrective measures for strike ring leaders
<input type="checkbox"/> Improved systems of operations	<input type="checkbox"/> Improved systems of operations
<input type="checkbox"/> Avoiding implementing immediate decisions	<input type="checkbox"/> Avoiding implementing immediate decisions*

*Note: * Indicates most sited preventive measure*

4.2.5.3 Reduction of Poverty disparity theme

A few respondents (eight out of 38) remarked that the gap between the rich and poor students at the University should be narrowed, at least in terms of the services being offered by the University.

Respondent Rd4 commented that:

‘students should be empowered economically by helping the very needy get sponsorship through HELB.’ ‘Alumni Associations should be more sensitive to the very needy students’ (Rs6). ‘though it is out of our jurisdiction but Constituency Development Fund Bursaries should only be given to the very needy students’ (Rd13).

Other areas that were mentioned that can help in reducing the gap between rich and poor students is students work study Programmes or other private sponsors. This can help reduce poverty disparity among students.

Wambui (2016) noted that just an increment of school fees by Shs.

3000 was enough to trigger a strike by Ololunga Boys’ secondary School students in Narok County. Rothman (2015) also quoted that ‘desegregation was the law and civil rights act had been passed, but economic inequality and racism were alive and well in United States of America. The result was despair which is linked to anger

and thus to riots. As long as there exist a very big gap on the economic status of the University students, they will be easily vulnerable to unrest. In view of this, it is prudent to reduce this gap by availing various sponsorship programmes to the needy students.

It emerged from the focus group discussion that the University should ensure that the essential services are provided to the students without any discrimination. This includes medical services, catering services, accommodation services and other resources and facilities within the University where applicable.

Sacks (2012) noted that poverty may fuel protest.

Rs12 remarked that:

‘there should be provision of prompt essential services, High standards of observance of hygiene as well as provision of adequate social amenities equally to all students.

This was also confirmed by Wambui (2016) who noted that students of Njonjo Girls’ High School in Laikipia County and Rongai Agric-Tech Boys’ High School in Nakuru County went on strike because of poor diet. In addition, respondent Rd5 said that:

‘strike can easily occur when majority of students do not have school fees and hence not having the examination card’ ‘give the students economic empowerment and you will minimize University strikes’ (Rd14). ‘Sometimes we just bring chaos when we realize some of our poor colleagues are denied the opportunity to sit for exam’ (Rs2).

16 out 38 respondents recommended that there should be proper economic empowerment of student leaders so that they are not easily bought by interested parties for their selfish gains. Rs1 remarked that:

‘we are always seen as traitors by our fellow students....there are also frequent demands of money from us by our fellow students’

Table 4.17 gives the emerging sub-themes from the reduction of poverty disparity theme.

Table 4.17

Emerging Sub-themes of Reduction of Poverty Disparity

- Only needy students to get HELB
- CDF bursaries for needy students only

*Note: * Indicates most sited preventive measure*

- Only needy students get HELB*
 - Alumni association to support only needy students
 - Work study programs to support needy students
 - CDF bursaries for needy students
 - Economic empowerment for student leaders*
-

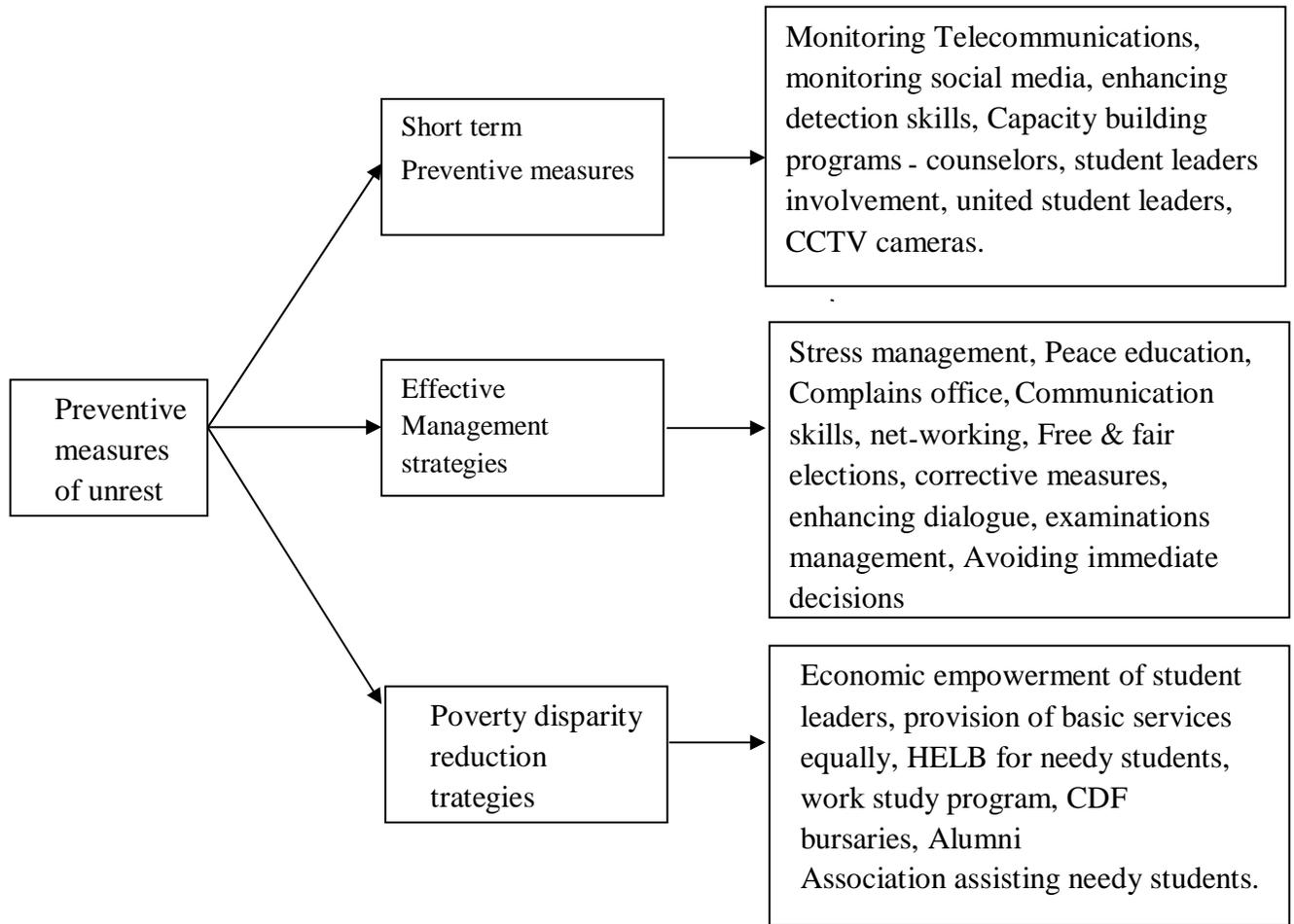


Figure 4.1: Concepts Mapping of Emerged Themes and Sub-Theme CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Overview

This chapter discusses the summary, conclusion as well as recommendations and suggested areas for further research within the field of study.

5.2 Summary of the Findings

The following summary has been drawn on the basis of the findings of this study. The research found out that at the onset of unrest, mental status of university students will be manifested in predictable verbal, physical and social indicators.

There are seven main verbal indicators of mental status of university students' at onset unrest (refer Table 4.6) and of these, the use of the word 'comrade' in speech is the first most commonly observed. Other verbal indicators will be: 'threatful speech', the use of the word 'power' in speech, increased talkativeness in speech than usual, loud speech volume, euphoric speech and fast speech rate, in that order.

There are several physical indicators of mental status of university students' at onset of unrest (refer Table 4.7). The main physical indicators of mental status of university students at onset of unrest are seven. 'Yelling emotional expressions' is the most commonly observed physical indicator among university students at the onset of unrest. This will be followed by: Violent tendencies, hostile attitude manifestations, anger gestures, upward or forward pointing fists in group responses, secretive behaviours and tense emotional expressions, in that order.

The research found out that at onset of unrest, the mental status of University students will be manifested in predictable social indicators. The main social indicators includes; Stressful conditions as the most common, arrogant conducts, use of WhatsApp to organize one another for the unrest, cumulative grievances bursting into unrest, anonymous messages and use of 'sheng' language, in that order.

The findings from the comparison of perceptions of security officers and secretaries show that there is slight predictable difference in influence of professional training on perceptions on verbal, physical and social indicators of onset of unrest. Where there is adequate statistical difference in the perceptions of security officers and secretaries on the rank ordering or t-test analysis of the main verbal, physical and social indicators of mental status of university students' at the onset of unrest called for triangulation process which harmonized the difference (refer Tables 4.9, 4.10, 4.11, 4.12, 4.13, 4.14). In this case, the null hypothesis is rejected and the alternative hypothesis is accepted. Security officers and secretaries differ in their perceptions on the verbal, physical and social indicators of mental status of university students' at the onset of unrest. The harmonization of the differences in their perceptions through triangulation helped reinforce the main indicators.

Preventive measures for forestalling University students' unrest are in three themes one of which is short term preventive measures (refer Table 4.15) which include; timely communication of major issues concerning students, monitoring telecommunications and social media for discontent, equipping student leaders with detection and management skills of unrest, unity in the student leadership and CCTV installation in all the University premises.

Effective management strategies theme (refer Table 4.16) of preventing students unrest include: Stress management programs, regular peace education programs, net-working to implement any new findings, enhanced peer counseling programs, divergent channels of dialogue, more complaints boxes, addressing examination issues promptly, establishing Campus ombudsman office, democratic management system, the university management to keep off student elections, appropriate corrective measures for strike ring leaders and improved systems of operations.

Other preventive measures of university students' unrest are on the reduction of poverty disparity among students (refer Table 4.17). This can be done through availing many support services to the needy students like HELB, CDF bursaries, Alumni association fund, work study programs, economic empowerment for student leaders as well as providing the essential services promptly and efficiently.

5.3 Conclusion

From the findings the following conclusions were made:

- i. The research identified verbal indicators of mental status of university students at the onset of unrest of which the main ones are: The word 'comrade' being common in their speech, speech full of threats, word 'power' common especially in group speech, increased talkativeness of students, loud speech volume, euphoric speech and fast speech rate, in that order.
- ii. The findings of the research show that there are physical indicators of mental status of university students at the onset of unrest of which the main ones are: Yelling emotional expressions, violent tendencies, hostile attitude manifestations, anger gestures, upward or forward pointing fist, secretive behaviours and tense facial manifestations, in that order.
- iii. At the onset of university students' unrest there are social indicators of mental status of the students. The main ones are: Stressful conditions, arrogant conducts, postings in their individual and group WhatsApps, cummulated grievances, anonymous messages posted everywhere and 'sheng' language, in that order.
- iv. Perceptions of Security officers and Secretaries differ slightly on the verbal, physical and social indicators of mental status of university students' at onset of unrest, but in each case the main indicators are still pronounced and hence very useful in determining and designing MSE tool

- v. The preventive measures for forestalling University students' unrest emerged in three themes which are: Short term preventive measures, effective management strategies to prevent unrest and strategies of reduction of poverty disparity among students. Key among these measures is the establishment of the Campus Ombudsman's office.

5.4 Recommendations

- i. Dean of students' staff should always be on high alert in observing main verbal indicators of mental status of university students at onset of unrest as is indicated in Table 4.6 ii. Dean of students' staff should always be on high alert in observing main physical indicators of mental status of university students at onset of unrest as is indicated in Table 4.7 iii. Dean of students' staff should always be on high alert in observing main verbal indicators of mental status of university students at onset of unrest as is indicated in Table 4.8
- iv. The management of public universities should make it a requirement when employing staff in the Dean of students' Department to have adequate Psychological competence in order to enhance proper use of the MSE tool made.
- v. The management of all public universities to adopt the recommended preventive measures of university students' unrests and in particular establishment of Campus Ombudsman office.

5.5 Suggestions for further Research

The researcher suggested further research in the following areas:

- i. Influence of work experience of security officers and secretaries in identifying mental status of university students' at onset of unrest.

- ii. Appropriate ratio of student counselors to university students.
- iii. Competency of university staffs in identifying and preventing university students' unrest on time.

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Appendices Appendix I: Biographical Form

BIOGRAPHICAL FORM

INSTRUCTIONS

Please do not write your name on this form. Please respond to all items in this form by putting a tick in boxes provided.

1. In which department are you currently working at Kisii University?

- Security
-
- Secretarial Staff

Student Leader

2. What is your gender?

- Male
-
- Female

3. What is your age?

- Under 20 years
-
- 20 – 29 years
- 30 – 39 years

40 – 49 years

Over 50 years

4. How long have you worked in this University?

0 – 5 years

6 – 10 years

Over 10 years

Appendix II: Questionnaire for Security Officer / Secretary

INSTRUCTIONS

Please read the following items carefully and rank your answers according to the 5 point scale provided. Respond by **circling the number** which corresponds to your knowledge/experience about each statement in this questionnaire. There are **no right or wrong answers** in this questionnaire. Do **not write** your **name** in this questionnaire.

Scale: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)

1. Speech rate (speed) of University students at onset of unrest is normally very fast (pressured)

1 2 3 4 5

2. Speech tone of University students at the onset of unrest is normally loud (noisy)

1 2 3 4 5

3. Speech of University students at the onset of planned unrest is characterized with rehearsed memories

1 2 3 4 5

4. Speech of University students at onset of unrest is normally characterized with spontaneous arguments

1 2 3 4 5

5. University students normally become very talkative at the onset of unrest

1 2 3 4 5

6. Speech fluency and rhythm of University students at onset of unrest is characterized with appropriately placed inflections (intentional change)

1 2 3 4 5

7. Speech fluency and rhythm of University students at onset of unrest is characterized with tangential/inclined thinking.

1 2 3 4 5

8. Speech of University students at onset of unrest is normally full of threats

1 2 3 4 5

9. Speech of University students at onset of unrest is normally full of hurtful (provocative) comments

1 2 3 4 5

10. Speech quality of University students at onset of unrest is normally euphoric (feeling high)

1 2 3 4 5

11. The word 'comrade' is most frequently used by University students as they warm up for unrest

1 2 3 4 5

12. The word 'power' is normally used by University students as they warm up for unrest

1 2 3 4 5

13. Strike theme songs are normally sung by University students at onset of unrest

1 2 3 4 5

14. Open legged sitting posture is normally assumed by University students at onset of unrest

1 2 3 4 5

15. Erect and alert standing body posture is normally assumed by University students at onset of unrest when they are alone

1 2 3 4 5

16. Bending towards each other is the common standing body posture assumed by University students at onset of unrest, when talking to one another

1 2 3 4 5

17. Hand waves (quick front sideways movement) is the common body movement of University students when communicating with each other at the onset of unrest

1 2 3 4 5

18. University students normally greet one another with aggressive hand grip at onset of unrest

1 2 3 4 5

19. Upward or forward pointing fist is a common display of hand, thumb and fingers coordination of group response of University students at the onset of unrest

1 2 3 4 5

20. Less than an arm's length is the usual distance between two talking University students at the onset of unrest

1 2 3 4 5

21. Rapid hand movement with palms spread outwardly is a common display of University students at onset of unrest

1 2 3 4 5

22. Wide mouth opening in anticipation is the usual facial expression shown by University students at the onset of unrest

1 2 3 4 5

23. Lack of smiles (stone face) but with strong flashes of the eye-brow is the most common facial expression shown by University students at onset of unrest

1 2 3 4 5

24. Frequent quick side-ways head movement is most commonly displayed by University students at onset of unrest

1 2 3 4 5

25. Tapping the mouth (lips) is most common display of University students at onset of unrest

1 2 3 4 5

26. Hostile attitude manifestation is most common with University students at the onset of unrest

1 2 3 4 5

27. Secretive and suspicious behavior is most common with University students at onset of unrest

1 2 3 4 5

28. Anger gestures are most commonly displayed by University students at onset of unrest

1 2 3 4 5

29. Yelling facial emotional expressions are most commonly displayed by University students at onset of unrest

1 2 3 4 5

30. Tense facial emotional expression are most commonly displayed by University students at onset of unrest

1 2 3 4 5

31. Contractions of the pupils/wandering eyes is the most common eye contact state displayed by University students at onset of unrest

1 2 3 4 5

32. Casual attire is the most common dressing style of University students at the onset of unrest

1 2 3 4 5

33. Careless grooming is the most common physical appearance of University students at onset of unrest

1 2 3 4 5

34. The violent tendency of University students at onset of unrest is very high

1 2 3 4 5

35. Agitated body movement of University students is most common behaviour at onset of unrest

1 2 3 4 5

36. Sms is the fastest means of spreading student unrest messages

1 2 3 4 5

37. Anonymous messages is the most common aspect of social media communication that can easily initiate University students' unrest

1 2 3 4 5

38. Tribal offensive messages sent through social media are common methods of triggering

University students unrest

1 2 3 4 5

39. WhatsApp is most commonly used to organize University students in readiness for group unrest

1 2 3 4 5

40. Tribal groupings is most evident among University students at onset of unrest

1 2 3 4 5

41. Cessation of common routines is the most common aspect of change in inter-personal relationship of University students at onset of unrest

1 2 3 4 5

42. It easy to establish rapport with University students at the onset of unrest

1 2 3 4 5

43. Built up/cummulated grievances are most common triggers of University students' unrest

1 2 3 4 5

44. Stressful conditions are likely to influence University students to go on strike

1 2 3 4 5

45. Abrupt change of language to 'Sheng' is the most common mode of communication of University students upon spotting administrators at onset of unrest

1 2 3 4 5

46. Arrogance conducts are most common among University students at the onset of unrest

1 2 3 4 5

47. Unusual drug abuse among University students are most common when planning unrest

1 2 3 4 5

Appendix III: Interview Schedule for Personnel in the Dean of students' Department and Students' Leaders

INSTRUCTIONS

Please participate in this interview by answering questions honestly and accurately. Be as free as you can as there are no right or wrong answer.

1. Have you witnessed University students' unrest at Kisii University?
2. What is the frequency of students' unrest at Kisii University?
3. Comment briefly about students' unrest at Kisii University.
4. Mention the personnel that are very instrumental in preventing students' unrest at Kisii University.
5. What should each of the personnel mentioned in item 4 do to prevent students' unrest at the onset?
6. Which preventive measures are used to stop students' unrest at Kisii University?
7. What are the strengths of this University (Kisii) in preventing students' unrest?
8. What are the weaknesses of this University (Kisii) in preventing students' unrest?

Appendix IV: Informed Consent Letter



Dear Participant,

RE: INFORMED CONSENT LETTER

I am pleased to inform you that I am a Ph.D. student in the Department of Educational Psychology, Rongo University College. I am currently conducting my thesis research whose

purpose is to identify indicators of mental status of University students' at the onset of unrest. Case study at Kisii University, Kenya.

May I kindly request you to participate in this study by honestly and accurately responding to all items in the questionnaires or interview schedule used in data collection. Your responses will be treated anonymously and with utmost confidentiality, and will not be used for any other purpose except to achieve the objectives of this study. Please do not write your name on any of the questionnaires used in data collection.

Your participation in this study is voluntary and you are free to withdraw from it at anytime you deem fit. There are no risks directly or indirectly related to participating in this study. You may request the researcher to send to you the findings of this study.

Please sign in the space provided below if you accept to participate in this study.

Thank you for your time.

Eliud Oure Oyoo

(0733443891)

Participant Signature.....Date.....

Appendix V: Research Assistants Training Guide



AREAS TO BE TRAINED IN

1. Objectives of the research
2. Ethical Considerations
3. Protocols
4. Procedures in approaching respondents and in data collection
5. Rapport building with respondents
6. Basic concepts of the study and terminologies
7. The process of data collection
8. Methods of data collection / proper techniques to be used in the study
9. Data collection using multiple techniques
10. Time deadlines
11. Formats for narrative reporting
12. Listening skills
13. Facilitating focus interview schedule
14. Video-taping interview sessions
15. Expected disappointments / challenges

RONGO
UNIVERSITY COLLEGE
(A Constituent of Moi University)

OFFICE OF THE DEAN

SCHOOL OF GRADUATE STUDIES

Tel. 0771349741

RONGO

P.O. Box 103 - 40404

Our Ref: PES/7504 /2014

Date: Thursday, May 5 , 2016

The Chief Executive Officer,
National Commission for Science, Technology & Innovation,
Utalii House,
Off Uhuru Highway, Nairobi,
P.O Box 30623 -00100 ,
Nairobi-KENYA.

Dear Sir,

RE : RESEARCH PERMIT FOR ELIUD OURE OYOO - PES / 7504/2014

We wish to inform you that the above person is a bona fide graduate student of Rongo University College in the School of Education pursuing a Ph.D degree in Educational Psychology . He has been authorized by the University to undertake research titled; "*Indicators of Mental Status of University Students at the Onset Unrest - A Case Study of Kisii University, Kenya*".

This is, therefore, to request the commission to issue him with a research permit to enable him proceed for field work.

Your assistance to him shall be highly appreciated.

Thank you .

J-1

P U-1H bom Kodero

DEAN . SCHOOL OF GRADUATE STUDIES

Copy to: Deputy Principal (ASA)

Dean, SoE

Coordinator, Graduate Studies- SoE



NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

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Web: http://www.nacosU.go.ke
when replying please quote

Ref No

Date

N A COSTUP/16/88427/11323

13th May, 2016

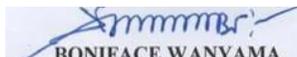
Eliud Oure Oyoo
Rongo University
College P.O. Box 103-
40404 RON GO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Indicators of mental status of university students at onset of unrest*," I am pleased to inform you that you have been authorized to undertake research in Kisii County for the period ending 12th May, 2017.

You are advised to report to the Vice Chancellors of selected Universities, the County Commissioner and the County Director of Education, Kisii County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

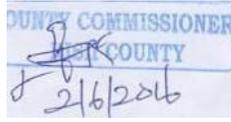

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellors
Selected Universities.

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.



Commission for Science

Commission is ISO 9001:2008 Certified

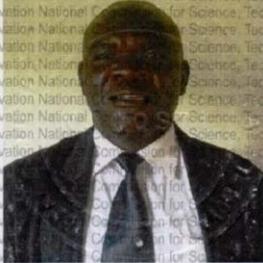
Appendix VIII: Research Permit Identification Card

THIS IS TO CERTIFY THAT:
MR. EL JUD OURE OYOO of **RONGO UNIVERSITY COLLEGE,** 16]-40222 Oyugls, has b'een permitted to conduct rese rch in *l(isii County*

on the topic ; **INDICATORS OF MENTAL STATUS OF UNIVERSITY STUDENTS AT ONSET OF UNREST**

for the period ending : **12 th May, 2017**

Permit No : NACOSTI/P/16/88427/11323
Date Of Issue : 13th May, 2016
Fee Received : Ksh 2000



Applicant's Signature **Director General National Commission for Science, Technology & Innovation**

JAMHURI YA KENYA f al, REPUBLIC OF KENYA

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Appendix XI: Map of Kisii County showing location of Kisii University

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LIST OF ABBREVIATIONS AND ACRONYMS

ADA:	Alcohol and Drug Abuse Prevention
AIM:	America Instant Messenger
AOL:	America Open Learning
APA:	American Psychiatric Association
C:	Cooperativeness
CBT:	Cognitive Behavioural Therapy
CCTV:	Closed Circuit Television
COD:	Chairman of Department
DPRVI:	Division of Psychiatry Royal Victoria Infirmary
DSM-IV:	Diagnostic and Statistical Manual of mental disorders, Fourth Edition
DSM-IV-TR:	Diagnostic and Statistical Manual on mental disorders, Fourth Edition, Text Revised
ECOWAS:	Economic Community of West African States
EI:	Eversheds International
FANRM:	Faculty of Agriculture and Natural Resources Management
FASS:	Faculty of Arts and Social Sciences
FEDHURED:	Faculty of Education and Human Resource Development
FIST:	Faculty of Information Studies and Technology
FLSO:	Front-Line Security Officer
GTM:	Grounded Theory Method
HA:	Harm Avoidance
HELB:	Higher Education Loans Board
HOD:	Head of Department
IFRCRCS:	International Federation of Red Cross and Red Crescent Societies

KIM:	Kenya Institute of Management
KNHRC:	Kenya National Human Rights Commission
M:	Sample Mean
MSE:	Mental Status Examination
N:	Population Size
NACOSTI:	National Commission of Science, Technology and Innovation
NEO-FFI:	Neuroticism Extraversion and Other-Five-Factor Inventory
NS:	Novelty Seeking
PS:	Persistence Syndrome
RD:	Reward Dependence
S:	Sample Size
SCID-II:	Structural Clinical Interview Deviants-II
SD:	Self Directedness
SD:	Standard Deviation
SOBE:	School of Business and Economics
SPAS:	School of Pure and Applied Sciences
SPSS:	Statistical Package for Social Sciences
ST:	Self-Transcendence
Std:	Standard Deviation
TCI:	Temperament and Character Inventory
UNDP:	United Nations Development Program
USA:	United States of America