CAUSES OF INTER-SCHOOL CONFLICT: THE CASE OF SECONDARY SCHOOLS IN NYERI COUNTY, KENYA

BY

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A Research Project Report Submitted in Partial Fulfilment of the Requirement for the Award of Master of Arts degree in Peace Education of The University of Nairobi

2016
DECLARATION

This project is my original work and has not been presented for an award in any other university.

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JAMES KIGWA MAINA
REG NO: L51/72363/2014

This project has been submitted for examination with my approval as the University Supervisor.

.................................................................

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DEDICATION

I would like to dedicate this entire work to my whole family, especially my wife Jacinta and my children Lilian, Catherine and Alphonsus for their time and sacrifice in ensuring that I finish this project report in time.
ACKNOWLEDGMENT
First is to thank Almighty God for giving me this time and resources to compile this project and present it. This work would not have been completed were it not for the assistance from various people to whom I am greatly indebted. I am grateful to my Lecturer/ supervisor Dr. Ann Aseey, Dr. Mbwesa (Programme coordinator) and Dr. Dorothy Kyalo for their guidance and positive criticisms that they gave me. I am also indebted to Dr. Kiruhi for his tireless effort in accepting to guide me in the initial stages of proposal writing. Without you I would not have come this far, may God bless you immensely. I also give special to Mr. Waweru of Garden Estate School and Ms Lucy Wanjohi for the many hours they gave to shape the literature review and methodology, which gave meaning to this work.
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# LIST OF ABBREVIATION AND ACRONYMS

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<tr>
<td>NACOSTI</td>
<td>National Council for Science, Technology and Innovation</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children Education Fund</td>
</tr>
<tr>
<td>MBO</td>
<td>Management by Objective</td>
</tr>
<tr>
<td>CDE</td>
<td>County Director of Education</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>SCDE</td>
<td>Sub County Director of Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>CPA</td>
<td>Certified Public Accountant</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Doctor of Philosophy</td>
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<tr>
<td>M.Ed.</td>
<td>Master of Education</td>
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<tr>
<td>BOM</td>
<td>Board of Management</td>
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<tr>
<td>CC</td>
<td>County Commissioner</td>
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ABSTRACT

Inter school conflicts have been an issue in the past years. Conflicts between students, teachers and school administration, not once or twice but many times have got so violent that some students are injured. This rivalry is caused by many reasons including academic competition, competition in sports, or competition for attention from their sister schools. Unfortunately, this level of conflict is not only witnessed in boys’ schools but also in girls’ schools as well. Over the past few years, we have witnessed a high level of rivalry between schools, whereby most of this always turns out into violence. This study sought to establish the factors that influence conflict among schools. This study which focused on secondary schools in Nyeri County was informed by the following objectives; To investigate how student indiscipline influence inter-school conflict; To determine the types of conflicts that exist among schools; To determine how academic competition influences inter-school conflict and how teacher incitement influences inter-school conflict; To establish conflict resolution mechanisms that should be employed to curb inter school conflict. Following Galtung’s theories, the study demonstrated the need to curb conflict to improve academic performance. A sample of five (5) Principals, 40 teachers, 300 students and 10 subordinate staff, was drawn from the target population from Nyeri County. Data was drawn from both primary and secondary sources. Field research was carried out in Nyeri County by use of in-depth interviews. The study relied on both qualitative and quantitative methods of data analysis. Study established that students’ indiscipline is a major cause of inter-school conflict. The Data was synthesized and reported thematically. From the data collected the study found that 50% of the Principals agreed that indeed they had experienced conflict between their school and another school. This was echoed by 58% of the teachers who agreed that they had experienced conflict between their school and another school. 43% of the students also agreed that they had experienced conflict between their school and another school; however, a majority 67% of the subordinate staff said they had never experienced conflict between their school and another school, compared to 33% of the subordinate staff who agreed that they had experienced conflict. From the findings, the study established that students’ individual indiscipline was a major cause to inter school conflict; drug abuse and disrespect are among the main indiscipline related factors that influence interschool conflict. The study findings indicated that academic competition was one of the factors leading to interschool conflict. It also established that each school is fighting for the top position and this pressure is usually mounted on the students, hence the students learn to treat their neighbours as enemies. The study findings indicated that although teachers are not directly involved in interschool conflict, they play a minor role in influencing interschool conflict. Teachers not taking action whenever a case of misconduct by their students is reported to them eludes the sense of prevention is better than cure since solving this might prevent it from escalating into conflict. The study findings indicated that although teachers are not directly involved in interschool conflict, they play a minor role in influencing interschool conflict. Teachers not taking action whenever a case of misconduct by their students is reported to them eludes the sense of prevention is better than cure since solving this might prevent it from escalating into conflict. Recommendations were drawn from the interpretation of data collected and the information gathered is deemed useful to Ministry of Education Science and Technology (MoEST), the County Governments (CG), the School Administration and Boards of Management (BOM).
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study.

Inter school conflicts have been an issue in the past years. Conflicts between students, teachers and school administration, not once or twice but many times have got so violent that some students are injured. This rivalry is caused by many reasons including academic competition, competition in sports, or competition for attention from their sister schools. Unfortunately, this level of conflict is not only witnessed in boys’ schools but also in girls’ schools as well.

This rivalry is not witnessed among students only but also between teachers as well. In 2014 the government banned ranking of schools during the national examinations results release. This was meant to reduce the level of rivalry among schools as some schools were accused of going to an extra mile and assisting their students to cheat in exams.

Conflict presently continues to be a factor in academic life. Schools frequently appear to be centers of tension; on occasion, they are perhaps a manifestation of problems in the community, Karen (1987). The term conflict is viewed in a variety of ways because of its confusion with those conditions which lead to situations of different conflict, Beck & Betz (1975). Thomas, (1976) defines conflict as “the process which begins when one party perceives that the other has frustrated, or is about to frustrate, some concern of his” Thomas (1976). Conflict involves situations in which differences are expressed by interdependent people in the process of achieving their needs and goals, and it arises when a difference between two or more people necessitates change in at least one person in order for their engagement to continue and develop, Denohue & Kott. (1992).

Because of diverse and varied definitions of conflict, attitudes towards it and images of its role are also varied. Conflict in schools takes different forms; for example teachers seem reluctant to obey the principals, they do not seem to follow rules or accept extra work, they do not easily get along with their principals. Principals too adopt an authoritative approach, for example they pressurize teachers for an uninterrupted working of the school activities. Therefore, it becomes common that conflict between teachers and the school principal occurs frequently at any time in the school, McNamara (2010). In institutions, conflict occurs between various individuals because of their frequent interaction with each other. Conflict is an expression of hostility, antagonism and misunderstanding between the staff members, David & Roger (1996).
Conflict is inevitable and often good. A good example is that good teams always go through a "form, storm, norm and perform" period. Getting the most out of diversity means often-contradictory values, perspectives and opinions. The better educators and students understand the nature of conflict, the better they are able to manage conflicts constructively, Kinard. (1988). Moran, (2001) sees conflict management as “a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives”, Jhonson & Jhonson (Ibid, p.498). Conflicts as a concept never remain positive or negative but it has always been seen as a basic and result oriented part of school life Hanson (1991). Conflicts offer competitive as well as cooperative context in the organization but it varies according to the situation. Problems exist in managing conflicts when the context is competitive/individualistic or when the context and the conflict resolution procedures are incongruent. The effectiveness of a conflict resolution and peer mediation program may be limited when the classroom and school context is competitive, Fisher (1997). The possible sources of conflict are poor communication, competition for common but scarce resources, incompatible goals and the like, Plunkett& Raymond, (1989). Fisher (1997) notes, “…both individuals and groups have undeniable needs for identity, dignity, security, equity and participation in decisions that affect them. Frustration of these basic needs….becomes a source of social conflict”. According to Plunkett and Attner (1989), the sources of conflict include; shared resources, differences in goals, difference in perceptions and values, disagreements in the role requirements, nature of work activities, individual approaches, and the stage of organizational development, Campbell, Carbally & Nustrand, R.O. (1983). Gray and Stark (1984) suggested that there are six sources of conflict, Gray& Strake (1984).

These are: limited resources, interdependent work activities, differentiation of activities, communication problems, differences in perceptions and the environment of the organization. According to these writers mentioned above, conflict can also arise from a number of other sources, such as: individual differences (some people enjoy conflict while others don't); unclear authority structures (people don't know how far their authority extends), differences in attitudes, task symmetries (one group is more powerful than another and the weaker group tries to change the situation; and difference in time horizons, Gray & Strake (1984). Another author Deutch in camp bell et-al (1983:187), identified a list of sources of conflict. These are: control over resources, preferences and nuisances, values, beliefs, and the nature of relationships between the parties, Campbell, Carbally & Nustrand (1983).
The classification of conflict is often made on the basis of the antecedent conditions that lead to conflict. Conflict may originate from a number of sources such as tasks, values, goals, and so on. It has been found appropriate to classify conflict on the basis of these sources for proper understanding of its nature and implications. Following is a brief description of this classification.

1.2 Statement of the Problem
Conflict is an essential and unavoidable human phenomenon because where there is human interaction; there is a likelihood of personal likes and dislikes. These agreements and disagreements among individuals and groups lead them to conflicts. Conflicts are neither constructive nor disruptive but the ways they are handled make them either positive or negative. Schools, like other human organizations, are prone to one or other type of conflict. It is all too often assumed that public education as we typically think of it today—schooling provided and controlled by government—constitutes the “foundation of democracy.” Such schooling, it is argued, has taken people of immensely varied ethnic, religious, and racial backgrounds and molded them into Kenyans who are both unified and free. Public schooling, it is assumed, has been the gentle flame beneath the great Kenyan academic and political melting pot.

Unfortunately, the reality is very different from those idealized assumptions. Indeed, rather than bringing people together, public schooling often forces people of disparate backgrounds and beliefs into political combat. Whether over the teaching of evolution, the content of library books, religious expression in the schools or several other common points of contention, conflict has constant among Kenyan public schools.

Throughout Kenyan history, public schooling has produced political disputes, animosity, and sometimes even bloodshed between diverse people. This is more common in the college politics. Such clashes are inevitable in government-run schooling. To end the fighting caused by state-run schooling, we should transform our system from one in which government establishes and controls schools, to one in which individual parents are empowered to select schools that share their moral values and educational goals for their children.

Principals have experienced many problems of school administration such as financial problem, school climate and school facilities. Conflict management is also a part of school administration problem. Conflict happens whenever and wherever in school hence principals’
decision making can influence everyone and control the situation to get better or worse. Actually, this challenge occurs everyday at every level in school. Teachers are responsible to help their principals to solve conflict in school. The resolved conflict cannot happen without teachers understanding and cooperation. Therefore, teachers also should know the strategy for solving conflict and try to solve it before the expansion of conflict. The researcher believes that if the principal and teachers can control and resolve conflicts in the school, the effectiveness and efficiency of administration, teaching and learning will be improved.

1.3 Purpose of the study
The primary aim of this study was to examine the factors influencing conflicts among schools in secondary schools in Nyeri County.

1.4 Objectives of the Study
To achieve the purpose of the study, the researcher hoped to achieve the following objectives:

i) To investigate how student indiscipline influences conflict among schools.

ii) To determine how academic competition influences conflict among schools.

iii) To establish how teacher incitement influences conflict among schools

1.5 Research Questions
To achieve the objectives, the research study sought to answer the following research questions:

i) How does students’ indiscipline influence conflict among schools?

ii) How does academic competition influence conflict among schools?

iii) How does teachers’ incitement influence conflict among schools?

1.6 Significance of the Study
This study will be used by many people who may want to know the factors that influence inter school conflict in secondary schools in Nyeri County. Therefore, the study is significant in the following regards; It will offer information and reference to Education planners on conflict management inclusion consideration in the education policies and curricula. It will provide empirical evidence to schools, parents, and pupils about the conflicts that exist among schools, their causes and how to manage them.
It will offer a reference for future research that might investigate the impact of culture, interpersonal conflict and teachers’ training on conflict resolution in schools.

1.7 Delimitation of the study
The study was limited to focus on secondary schools in Nyeri County which are thought to have experienced conflict among each other. The target population was easy to reach as it only focused on those schools that have had conflicts among themselves. The study was also limited to the sample size.

1.8 Limitations of the study
The researcher encountered problems like lack of knowledge on the real causes of conflict between schools by students and especially those in form one and two who joined the respective schools to find the rivalry already existed. This was solved by ensuring that most of the student respondents came from form three and fours' classes. Logistical challenges like acceptance by administrators who mostly take the data collection exercise as a disruption of the school program was also another challenge the researcher encountered. However, the researcher ensured that learning time was not disrupted during the data collection exercise. Financial limitation to reach out every school was a challenge as well and the researcher put in place cost effective measures to address this.

1.9 Assumptions of the study
The study was based on the following assumptions;

1. The respondents gave true and honest information about the study items.
2. All the sample size of the study was explained to the purpose of the research.
3. The sample was a true representation of the target group and the research instruments captured the intended information.
1.10 Definition of significant terms

**Interpersonal conflict:** This occurs when a person or a group of people frustrates or interferes with another person’s efforts of achieving a goal.

**Substantive Conflict:** Substantive conflict occurs when a basic disagreement arises between two organizations at a fundamental level.

1.11 Organization of the study

The study is organized in five chapters. Chapter one provides details about the background to the study, statement of the problem, purpose of the study, research objectives and research questions, limitations and delimitations of the study. Chapter two reviews literature on the factors influencing conflict among schools, it also defines the theoretical framework and the conceptual framework. Chapter three describes the research methodology which includes research design, target population, sample and sampling procedure, research instruments, data collection and analysis procedure. Chapter four presents data analysis, presentation and interpretation of findings and summary findings thereof. Chapter five deals with the summary of findings, conclusions of the study, recommendations based on the study and suggestions for further studies.
2.1 Introduction
The literature review looked at what other authors have written on the subject in efforts to show the research gap which this research shall hence fill. In the study of literature, this chapter was guided by the research questions.

2.2 Students Indiscipline and conflict among schools
Organizational conflict occurs at several levels and appears in different forms, Champoux, (2003). Rahim (2001) divided organizational conflict into two types: Intra-organizational conflict which occurs within the organization and inter-organizational conflict which occurs between two or more organizations which includes education institutions. Mohamad, Johdi & Raman (2011), affirmed that conflict cannot be evaded even in education as schools and colleges are a part of organizations. If conflicts which arise in schools and colleges are not taken care of, it will affect the educators as well as the students by creating unwanted divergence in their learning environment. Basically, the factors of organizational conflict in school can be classified into two main categories: structural factors, which relate to the nature of the organization and the way in which work is organized; and personal factors, which relate to differences between organizational or school members. Auerbach & Dolan (1997), Rahim (2001), Champoux, (2001), De Janasz, et al., (2006), and, Mohamad, Johdi and Raman (2011) identified structural aspects of an organization which are likely to cause conflicts. They are specialization, common resources, goal differences, interdependence, authority relationships, status differences, jurisdictional ambiguities and roles and expectations.

Langat(2014), identified indiscipline on the part of students as one of the major causes of conflict in schools, from 200 teachers and Principals interviewed,90% agreed that indiscipline from the students was the leading course of inter school conflict and rivalry. In many work situations (school), we are obliged to share resources. The scarcer the resource the greater the potential for conflict. For example, having a class with extensive workload which only have one computer may create high chances of conflict, Champoux (2003). According to Rahim (2001), this results into intra school conflict. Champoux (2003), identified that normally groups or departments in the organization (different schools) have different and incompatible goals,
increasing the chances of employees (teachers and students) experiencing conflict. For example, principals in different schools have different goals for improving the way of teaching in school. The principals need to recruit teachers who have more advanced teaching techniques than new teachers and this can only happen if these teachers are transferred from other schools. This will lead to conflict as the other principal will feel like their best teacher has been poached Pilanthananon, (1984).

Sometimes one employee must depend on another to complete a task. When workers are in an interdependent situation, it is easy to blame a co-worker when something goes wrong, Auerbach & Dolan, (1997) and Champoux, (2006). For example, a principal may clash with a teacher who works in the registration department because he/she provides inaccurate data of students Pukkapan (1999). Often, there is underlying tension between managers and employees (it means principal and teacher). This is because most people do not like being told what to do such as manager (principal) who is overly strict is frequently in conflict with their employees (teachers)-hence, the growing popularity of team approaches and empowerment strategies Auerbach & Dolan (1997). In many organizations even in schools the manager or principal is granted privilege denied to other employees or teachers. For instance, manager and principal may enjoy flexible hours, free personal long-distance calls, and longer breaks. In the words of one management consultant, “If you want to know who is really important in the organization, just observe the signs in the parking lot and watch for the distance between the parking and the office building; the bigger the sign and the closer to the building, the higher the status of the incumbent”. Auerbach and Dolan, (1997) and De Janasz, et al. (2006) stated that human beings are unique in checking who possesses a variety of physical, intellectual, emotional, economic, and social differences. However, some organizations are creating a more egalitarian appearance to reduce conflicts that result from status differences.

Jurisdictional ambiguities occur when the lines of responsibility in an organization or school are uncertain. When it is unclear who does what, a teacher will have a tendency to pass unwanted tasks onto the next teacher Auerbach & Dolan, (1997). A role refers to the behaviors and activities expected of an employee. Every employee plays one or more roles within the organization. These roles are usually defined through a combination of such elements as job title, description of duties, and agreements between the employee and the organization. Manager-subordinate conflict can result when the subordinates’ role is not clearly defined and each party has a different understanding of that role Auerbach & Dolan (1997). For example,
International Interdisciplinary Journal of Education - February 2012, Volume 1, alludes to the fact that one teacher has many roles at the same time, teaching students in many classes, being a consultant for students and working for finance department in school, Hannakhin (1983).

According to Auerbach & Dolan (1997), and, Rahim (2001) stated that the most common personal factors associated with inter-organizational conflict are skills and abilities, personality conflicts, perceptions, diversity, and personal problems. Usually the members of a department or work team have different levels of skills and abilities. Conflict can result when an experienced employee must work with a novice who has good theoretical knowledge but few practical skills (Auerbach & Dolan, 1997). For example, a long-teaching teacher in school who graduated many years ago and is familiar to teach in the old way of teaching will have a conflict with young newcomer teacher who has an advance technique of teaching, Pukkapan (1999).

Rahim (2001) admitted that personality conflicts are a reality in any group setting, including the workplace. There always seems to be at least one co-worker who is difficult to get along with. One of the most difficult personality traits is abrasiveness. An abrasive person is often hardworking and achievement-oriented, but critical and insensitive to others feelings. Other irritating personality traits include laziness and gossiping. Kellermann, (1996) suggested that conflict may be simply described as a clash between two individuals who are unwillingly or unable to fulfill expectations of each other. Much organizational conflict stems from the fact that employees and managers have different perceptions of situations. For example, a principal may feel that a teacher is underperforming in teaching, whereas the teacher may feel that the best job possible is being done, Auerbach & Dolan (1997).

There are increasingly heterogeneous, differences in age, cultural background, ethics, and values can be a source of conflict among teachers and students of different schools. For instance, long-serving teachers would not want new teachers to take leadership roles in other schools when the opportunity arises since they feel they deserve the promotion more since they have experience, Auerbach & Dolan (1997) and Rahim (2001).

When we bring our personal problems to work, our performance tends to suffer and we may clash with co-workers who are obliged to “pick up the slack.” Auerbach & Dolan (1997). For example, some teachers have personal problems with teachers of other schools and this misunderstanding trickles down to the students Pilanthananon (1984).
A common cause of conflict is poor communication, which can lead to misunderstandings and allow barriers to be erected. Probably the easiest way to prevent conflict is to ensure good communication. However, both too little and too much communication can lead to conflict. On the one hand, when there is too little communication, associates do not know enough about each other’s intentions, goals, or plans. Coordination becomes difficult, and misunderstandings are more likely to occur, which can result in conflict. On the other hand, too much communication can also result in misunderstandings that cause conflict, Hitt, et al., (2006). For instance, a principal should be clear in details when he notices a new discipline for all teachers and students in school Pilanthananon (1984).

2.3 Competition and Conflict among schools
Schools like any other organizations experience different types of conflict among each other. This is mainly because, like any other organization they are in competition with each other. Morgan (2013) classified inter-organizational conflicts into four groups; Substantive-Substantive conflict occurs when a basic disagreement arises between the two organizations at a fundamental level. For example, the People for the Ethical Treatment of Animals would have substantive conflict with an organization that experiments on laboratory animals; Emotional-Emotional conflicts takes place when individuals between the organizations find themselves reacting on an emotional level—out of fear, jealousy, envy or stubbornness; Cultural-Inter organizational conflict also can occur based on cultural needs and desires. These conflicts are often the result of basic misinterpretation. Resolution of inter organizational conflict sometimes can be through mediation, open dialogue or cultural understanding. In some cases, however, due to the very nature of the various organizations, there can never be a resolution to the inter-organizational conflict.

The classification of conflict is often made on the basis of the antecedent conditions that lead to conflict. Conflict may originate from a number of sources, such as tasks, values, goals, and so on. It has been found appropriate to classify conflict on the basis of these sources for proper understanding of its nature and implications. The following is a brief description of this classification.

Conflicts in values are often seen between individuals raised in different cultural or religious backgrounds that have differing opinions over right and wrong, suggests Melamed. Conflicts often arise when one person tries to enforce his own set of values on another.
managerial styles differ among individuals, which may cause conflict in the work environment (schools). Various factors determine leadership styles and may include personality, expectations and whether or not that leader encourages feedback and opinions of others or is more autocratic or directive in style, according to Leadership-and-Motivation-Training.com. This is a type of conflict that arises when schools don’t agree with the type of leadership and policies that are employed by another school.

Clashing personalities may create conflicts between school, home and work, according to Leadership-and-Motivation-Training.com. Perception and emotions play a large role in whether or not you may like or dislike someone's personality. A person's method of completing tasks or goals may lead to conflict in any scenario, according to Leadership-and-Motivation-Training.com. You can be laid-back, while your partner is eager to get something done, which can create conflict. Or, your team member may be task-oriented, while you're more creative, in schools since they are always in competition with each other, schools have different ways of achieving their targets, often counter accusations arise when different schools won’t understand what the other school is doing differently to achieve better results.

Ethical conflict can be defined as an external factor influencing a decision although it is something often seen in the health care industry it can be witnessed in schools also, according to Entrepreneur.com. For example, breaching confidentiality is considered unethical in the medical field. A nurse who knows something private about a sick patient may feel an ethical conflict about revealing that knowledge to someone else, even when that information may be used to aid or save that patient, this type of ethical conflict also occurs in schools when teachers use unethical means like cheating in examinations and in sports to ensure their school emerges as winners.

Conflict within an individual can also arise when a person has to choose between two equally desirable alternatives or between two equally undesirable goals, this is called Interpersonal conflict. Interpersonal conflict involves conflict between two or more individuals and is probably the most common and most recognized conflict. This may involve conflict between two Principals who are competing for limited capital and manpower resources. This conflict can become further acute when the scarce resources cannot be shared and must be obtained. Similarly, if there are two equally deserving professors and they are both up for promotion, but only one of them can be promoted because of budget and positional constraints, and then this
could result in interpersonal conflict between the two professors. Another type of interpersonal conflict can relate to disagreements over goals and objectives of the organization. For example, some members of a board of directors of a school may want to offer courses in sex education while others may find this proposal morally offensive thus causing interpersonal conflict among the members of the board.

Similarly a college or a university may have a policy of quality education so that only top quality students are admitted while some members of the organizational board may propose “open admission” policy where all high school graduates are to be considered for admission. Such a situation can cause conflicts among the members of the governing board. In addition to conflicts over the nature and substance of goals and objectives, the conflicts can also arise over the means for achieving these goals and objectives.

For example, two marketing managers may argue as to which promotional methods would result in higher sales. These conflicts become highlighted when they are based upon opinions rather than facts. Facts are generally indisputable, resulting in agreements. Opinions are highly personal and subjective and may provide for disagreements and criticism. These interpersonal conflicts are often the results of personality clashes. People with widely different characteristics and attitudes are bound to have views and aims that are inconsistent with the views and aims of others.

As it has been discussed before, all formal groups and informal groups have established certain norms of behaviour and operational standards which all members are expected to adhere to. An individual member may want to remain within the group for social needs but may disagree with the group goals and the methods to achieve such goals.

For example, in some restaurants, all tips are shared equally by all waiters and waitresses. Some particular waitress who may be overly polite and efficient may feel that she deserves more, thus causing conflict between her and the group. Similarly, if a group is going on strike for some reasons, some members of the group may not agree with these reasons or simply may not be economically able to afford to go on strike, thus causing conflict with the group.
This conflict may also be between the manager and a group of subordinates or between the leader and the followers. A manager may take a disciplinary action against a member of the group causing conflict with the group and this may result in reduced productivity. “Mutiny on the Bounty” is a classic example of rebellion of the crew of the ship against their leader, based upon the treatment that the crew received at the hands of their leader. The conflict among the armed forces is taken so seriously that the army must obey their commander even if the command is wrong and in conflict with what others believe in.

An organization is an interlocking network of groups, departments, sections or work teams. The inter group conflicts are not so much personal in nature as they are due to factors inherent in the organizational structure. For example, there is active and continuous conflict between the union and the management. One of the most common conflicts is between the line and the staff members of the organization. The line managers may resent their dependence on staff for information and recommendations. The staff may resent their inability to implement directly their own decisions and recommendations. This interdependence causes inter group conflict.

Different functional groups in schools (organizations) may come into conflict with each other because of their different specific objectives. There are some fundamental differences among different units of organization both in the structure as well as operations and processes and thus each unit develops its own organizational sub-structure. These sub-structures according to Lawrence and Lorsch, differ in terms of goal orientation which can be highly specific for production but highly fluid for research and development, time orientation which is short run for sales and long run for research, formality of structure which is highly informal for research and highly formal in production and supervisory style which may be more democratic in one area as compared to another area. A classic example of inter-unit conflict is between sales and production as described earlier. The sales department is typically customer-oriented and wants to maintain high inventories for filling orders as they are received which is a costly option as against the production department which is strongly concerned about cost effectiveness requiring as little inventory of finished product at hand as possible.

Conflict also occurs between organizations (schools) like if schools are in business or arrangements to carry some tasks together, like organizations which are dependent upon each other in some way. This conflict may be between buyer organizations and supplier organizations about quantity, quality and delivery times of raw materials and other policy
issues. Such conflict could also be between unions and organizations employing (teacher transfers) their members, between government agencies that regulate certain organizations and the organizations that are affected by them.

### 2.4 Conflict resolution among schools

Conflict, both inter-organizational and intra-organizational, affect the accomplishment of organizational goals due to their attending stress, hostilities and other undesirable factors when it’s vaguely handled. These views were shared by Rahim (1992) that, conflict as an interactive process is manifested in the incompatibility, disagreement or difference within or between social entities. From the foregoing, the term conflict could be explained as tensions within a social system. These tensions are observable looking at factors such as competition for scarce resources among departments, interpersonal relationship among members, lack of effective communication and poor organizational structure.

Conflict to an organization (schools) is synonymous with violence due to the characteristics both conflict and violence possess. United Nation International Children’s Emergency Fund (1995) stated that conflict is not necessarily synonymous with “violence” and that conflicts inevitably occur between people. According to Kerzer (1998) on the issue of violence, stated that, conflict can occur with anyone over anything. This statement was collaborated by Seville (1997) stating that “it is not part of human nature to be violent and that violence is learned response to conflict and if violence can be learned, other responses are possible and can be learned as well. Whether conflict is synonymous to violence or not statement of Sisk and William (1951), it cannot be under-estimated and no one can give a definite definition to issues that concern human endeavor.

Manicoe (1998) identified types of conflict to include; interpersonal, intrapersonal, inter group, intra-group. He again identified various forms of conflict which include; horizon conflict, role conflict and vertical conflict. Owen (1987) stated that sources of conflict in organizations include competing for scarce resources, autonomy and goals divergence due to mission, vision and leadership ability exhibited by managers. According to Leas & Kittlaus cited in Ivancevich (1996), there are factors that contribute greatly to viable conflict in organizations and they include differences in goal setting, divergence in perception, overuse of expertise and work interdependency.
According to Pondy (1969), five major levels of conflict should be acknowledged to enable managers become conscious of vulnerability of their employees. These include latent conflict, perceived conflict, felt conflict, manifest conflict and post conflict. According to Wright and Quincy (1951), conflict outcome could be positive since it is an evidence of life and vitality in an organization. Cosier and Dalton, cited in Hellriegel (1992), contend that conflict in organization can be a positive force. He mentioned that conflict in organization leads to low efficiency and effectiveness. Zikman (1992), comments that “effectively managed conflict can help identify previously unidentified problems and attitudes, and can also help clarify uncertain and improve overall cooperation.

The researchers are of the view that conflict should not be seen to have only detrimental effects on organizational performance. The literature review so far has helped to establish that conflict exists in every endeavor of man and so where two or more people meet, there is likely to be conflict. Conflict Management Strategies are therefore paramount to curb any type of conflict to improve organizational performance.

Focus should be on deep-rooted causes rather than superficial effects when assessing conflicts. Parties to a conflict often claim to have issues with the behavior of co-workers (teachers/students) or the outcome of company policies and work procedures, but these issues are likely being caused by something deeper. Attempting to resolve the conflict by addressing surface issues will rarely create meaningful change or lasting solutions. We need to look deeper to address the reasons that incidences occur.

It is imperative to give all parties in a conflict an equal voice, regardless of their position, length of service or political influence. Conflict participants can become defensive if they feel they are being marginalized or are going through a process leading to a predetermined outcome. It can be tempting to take the word of students in your school for instance over students from another school, but remember that your most trusted associates are not necessarily infallible. Go beyond simply giving everyone an equal chance to speak; give their arguments an equal weight in your mind when mediating a conflict.

Involve all parties, if possible, when drafting conflict resolutions. The theory of Management By Objectives (MBO) states that employees (teachers and students) are generally more committed to goals that they have helped to create. The same holds true for conflict resolutions.
There is more than one side to every conflict, and all sides should benefit from conflict resolution. Seek resolutions that will prevent the conflict from occurring again, rather than simply delaying a repeat occurrence.

2.5 Summary of Literature Review
Schools like any other Organizations face conflicts internally or externally with other schools. Inter school conflicts are caused by many things among them being student indiscipline, competition in different fields including academics and sports. The literature review has identified the different types of conflict that exist in organizations and schools being one of them, there is conflict between teachers and administration, between teachers and students, teachers and the subordinate staff. The same applies to interschool conflict as there exists conflict among the school administration, between teachers of the different schools, and between students of different schools as well. It is important to give all parties in a conflict an equal voice, regardless of their position, length of service or political influence. Conflict participants can become defensive if they feel they are being marginalized or are going through a process leading to a predetermined outcome. It can be tempting to take the word of students in your school for instance over students from another school, but remember that your most trusted associates are not necessarily infallible. Go beyond simply giving everyone an equal chance to speak; give their arguments an equal weight in your mind when mediating a conflict.

Involving all parties, if possible, when drafting conflict resolutions. The theory of Management By Objectives (MBO) states that employees (teachers and students) are generally more committed to goals that they have helped to create. The same holds true for conflict resolutions. There is more than one side to every conflict, and all sides should benefit from conflict resolution. Seek resolutions that will prevent the conflict from occurring again, rather than simply delaying a repeat occurrence. From the literature review there is a need to come up with proper conflict resolution mechanisms to curb this conflict as in the long run they have a negative impact to the academic performance of the schools at large.

2.6 Conceptual Framework
The conceptual framework illustrates the three core variables that the study wanted to establish. The main independent variables are; student indiscipline, teacher incitement and academic competition.
2.7 Theoretical Framework
The study was based on Walbergs (1981) theory of educational productivity, Wang, Haertel, and Walberg (1997) analyzed the content of 179 handbook and chapters, and carried out surveys on educational researchers trying to establish the most significant influences on learning (Greenberg et al., 2003, p. 470) from their findings they identified 28 categories of learning influence. Of the 11 most influential domains of variables, 8 involved social-emotional influences: classroom management, parental support, student-teacher interactions, social-behavioral attributes, motivational-effective attributes, the peer group, school culture, and
classroom climate. Greenberg et al., 2003, Haertel, Walberg, and Weinstein (1983) identified 8 major models of school learning that are either based on psychological learning theory; (Glaser, 1976) or time-based models of learning; (Bennett, 1978; Bloom, 1976; Carroll, 1963; Cooley & Leinhardt, 1975; Harnischfeger & Wiley, 1976). Despite variations in names of constructs, Haertel et al. (1983) found that most of the 8 theories included variables representing ability, motivation, quality of instruction, and quantity of instruction. Constructs less represented in the models were social environment of the classroom, home environment, peer influence, and mass media (Watson & Keith, 2002). Haertel et al.’s (1983) review of theories, multiple quantitative syntheses of classroom research, and secondary data analyses of large-scale national surveys (Reynolds & Walberg, 1992), generally support Walberg’s global model of educational productivity.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
The chapter outlines the overall methodology used in the study. This includes the research design, population of the study, sample size, sample frame, data collection methods, research procedures and data analysis and presentation, ethical considerations and operational definition of variables.

3.2 Research Design
Chadran (2004), describes research design as an understanding of conditions for collection and analysis in a way that combines their relationships with the research to the economy of procedures. Krishnaswamy (2009) suggests that research design deals with the detailing of procedures that was adopted to carry out the research study. The study employed a descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Mugenda and Mugenda (2008) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg and Gall (1989) noted descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The study fits within the provisions of descriptive survey research design because the researcher will collect data and report the way things are without manipulating.

3.3 Target population
The target population defines those units for which the findings of the survey are meant to generalize (Dorneyey, 2007). The target population was drawn from 5 secondary schools in Nyeri County, it included, 1000 pupils, 100 teachers, 5 Principals and 30 subordinate staff.

3.4 Sample size and sampling procedure
A sample is a small part of a large population which is a representation of a larger population. Sampling is the selecting of a given number of subjects from a defined population as a representation of that population (Mugenda and Mugenda). Any statements made about the sample should also be true of the population (Orodho, 2002). The researcher used simple random sampling technique to select a sample size of 40 teachers, 5 Principals and 300 pupils, and 10 subordinate staff a from 5 secondary schools, since at least 30% of the total population
must be represented (Borg and Gall, 2003). Thus, 30% of the accessible population is enough for the sample size.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population size</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>30</td>
</tr>
<tr>
<td>Principals</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Pupils</td>
<td>1000</td>
<td>300</td>
</tr>
<tr>
<td>Subordinate Staff</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1155</td>
<td>355</td>
</tr>
</tbody>
</table>

Source: Researcher

3.5 Research Instruments
The main data collection tool for this study was questionnaires. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Gay, 1992) Using a questionnaire the respondents were requested to complete the questionnaire on their own time or in the form of a structured interview. Using of a questionnaire enabled large amount of information to be collected at a low cost. The questionnaires were used to collect data from the schools. The questionnaires had both closed-ended and open-ended items. Questionnaire is a fast way of obtaining data as compared to others instruments (Mugenda & Mugenda, 2003).and they give the researcher comprehensive data on a wide range of factors.

3.6 Instrument validity
Validity is concerned with the question ‘am I measuring what I intend to measure?’ Validity is that quality of a data-gathering tool/instrument that enables it to measure what it is supposed to measure. This was ensured by making sure the questionnaire has objective questions.
3.7 Instrument reliability
Reliability is concerned with the question ‘does the instrument yield the same or similar results consistently?’ Reliability is the degree of consistency that the instrument or tool demonstrates on repeat trials (Mugenda & Mugenda 2003). The researcher involved the procedure of correlating two sets of scores. That is the questionnaire was divided into two halves. The higher the correlation coefficient, the greater the reliability. Correlation coefficient varies on a scale of 0.00 (indicating total unreliability) and 1.00 (indicating perfect reliability). 0.8 -0.9 indicates high reliability, 0.6 -0.8 indicates acceptable reliability value while below 0.5 is unacceptable.

3.8 Data Collection Procedures
After approval of the research proposal by the supervisor, the researcher sought permission from the University of Nairobi, in order to obtain a research permit from the National Council of Science and Technology (NACOST) before conducting the research, then a copy of the permit and the introduction letter was presented to the Sub County District Education Officer (SCDE) and District Commissioner Nyeri Division, and the Principals of all schools where the researcher intended to carry out the study. After securing permission from the relevant authorities the researcher then proceeded and visited the respective schools and administered the questionnaires to the respondents. The researcher started with the office of the head teacher and formally introduced himself, the purpose of the visit and the rationale for choosing their schools as part of research study. All respondents were assured of confidentiality and security.

3.9 Methods of Data Analysis
After data collection, the researcher cross-examined the data to ascertain accuracy, completeness and uniformity. The collected raw data was sorted, coded and arranged serially to make it easy to identify. The coded data was entered in the computer for analysis using Excel (2016). Quantitative data was analyzed through descriptive statistics using frequencies and percentages. Qualitative was analyzed by arranging them according to the research questions and objectives. Data was analyzed and recorded using frequency distribution and percentages as Borg and Gall (1983) argues, the most used and understood standard proportion is the percentage. The Likert scale question was also used to analyze the mean score of the answers. The findings were presented in tables, figures and charts.
3.10 Ethical considerations
The Ethical issues considered included consent and confidentiality, in order to secure the selected participants. The aims and purpose of the study must be stated well in the questionnaires. There was assurance that there would be no disclosure of any information of a particular school to anyone and that findings would be generalized to a zone not a specific school. The research would be guided by producing benefit for the participant and respecting participants’ values and decisions (Murphy & Dingwall, 2001).
### 3.11 Operational definition of variables

**Table 3. 2: Table of definition of variables**

<table>
<thead>
<tr>
<th>Objective Research Questions</th>
<th>Types of variable</th>
<th>Indicators</th>
<th>Measure</th>
<th>Level of Scale</th>
<th>Data collection Method</th>
<th>Approved analysis</th>
</tr>
</thead>
</table>
| To investigate how student indiscipline influence inter-school conflict | Independent variable | - Many registered indiscipline cases in the black book.  
- Number of suspended students  
- Class in attendance | subjective | Ordinal | Survey(questionnaires) | Qualitative |

| To investigate how academic competition influence inter-school conflict | Independent variable | - Competition in contests  
- School rankings in major examinations | subjective | Ordinal | Survey(questionnaires) | Qualitative |

| To establish How teacher incitement influence inter-school conflict | Independent variable | - Teachers addresses during assemblies of other schools  
- Failure to attend to invited events in other schools | subjective | Ordinal | Survey(questionnaires) | Qualitative |

| Inter-school Conflict | Dependent variable | Peaceful interactions among students and teachers from rival schools | objective | Ordinal | Analyze examination results | Qualitative analysis |
4.1 Introduction
In this chapter the results of the data analysis are presented, the data collection process and the analysis process were influenced by the objectives posed in chapter one, which were; to investigate how student indiscipline influences conflict among schools, to investigate how teacher incitement influences conflict among schools and to analyze how academic competition promotes conflict among schools. The various responses received from the respondents were analyzed and the findings will be captured in this chapter.

4.2 Response rate
In any research, stating the response rate of respondents is important as it reflects the indepth of the data collected. Mugenda (2003), argues that a return rate of 50% and above is satisfactory for data analysis. From a total of 345 questionnaires issued by the researcher, 316 of them were returned implying a return rate of 92%, this return rate was deemed adequate for the study and it did set a good base that is satisfactory for analysis.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Issued questionnaires</th>
<th>Returned questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>30</td>
<td>26</td>
</tr>
<tr>
<td>Principals</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Pupils</td>
<td>300</td>
<td>280</td>
</tr>
<tr>
<td>Subordinate staff</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>345</td>
<td>326</td>
</tr>
</tbody>
</table>

Source: Researcher

4.3 Demographic Characteristics of the Respondents
This part sought to capture the demographic data of the respondents, the respondents were asked to directly state their age, their gender, academic qualifications and their experience at their current working locations.
4.3.1 Gender distribution of the respondents

Majority of the respondents were male, they constituted 66% of the total respondents, and the remaining 34% were female.

Table 4.2: Gender distribution of respondents

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Subordinate Staff</th>
<th>Principals</th>
<th>Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>54%</td>
<td>33%</td>
<td>75%</td>
<td>68%</td>
<td>66%</td>
</tr>
<tr>
<td>Female</td>
<td>46%</td>
<td>67%</td>
<td>25%</td>
<td>32%</td>
<td>34%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher

From the data above, the study established that, 3 (75%) of the Principals were male while (25%) was female, data from teachers indicates that 54% were male while minority 46% were female, this contradicts with UNICEF (2008) that majority of the teachers in both primary and secondary schools are female. However, this clearly shows that although there was relatively same number female teachers compared to males in Nyeri County, the females had not taken the leadership roles, indicating further that the constitutional two thirds gender rule had not been met in either case. Data from the students indicate that majority, 68% were male while 32% were female, although this also contradicts with a report from UNICEF that there are more girls enrolling in primary schools than boys, the researcher concentrated more on boys schools since they were the most involved in conflicts.

4.3.2 Academic qualifications of the respondents

The Principals and the teachers and subordinate staff were asked to state their highest academic qualifications. From the data, majority of the respondents 60% had a Bachelor’s degree and above. The results are shown in table 4.3 below;
Table 4.3: Academic qualification of respondents

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Teachers</th>
<th>Principals</th>
<th>Subordinate Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.ED</td>
<td>3 12%</td>
<td>3 60%</td>
<td>6 16%</td>
<td></td>
</tr>
<tr>
<td>B.ED</td>
<td>16 62%</td>
<td>2 40%</td>
<td>18 49%</td>
<td></td>
</tr>
<tr>
<td>DIPLOMA</td>
<td>7 27%</td>
<td>4 67%</td>
<td>11 30%</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td>2 33%</td>
<td>2 5%</td>
<td>2 5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26 100%</td>
<td>5 100%</td>
<td>6 100%</td>
<td>37 100%</td>
</tr>
</tbody>
</table>

Source: Researcher

From the head teacher’s data, majority, 60% of the Principals had a Master’s degree in Education, while 40% had a Bachelors degree. The study established that, although majority of the Principals had an M.Ed none had a Ph.D and also none had a diploma as the highest level of education. Despite this, the results indicate that they had the necessary skills in school management. Data from the teachers indicated that majority 62% had a Bachelor’s degree in Education, 27% had a Diploma and a minority 12% had a Masters Degree. These findings show that most Principals and teachers were professionally qualified teachers. Principals and teachers were deemed literate enough to answer the questionnaires. Data from the subordinate staff indicate that majority 67% had at least a diploma as the highest academic level while a minority 33% had at least a certificate with one member indicating that they had CPA(K). This also showed that the subordinate staff were literate enough to answer the questionnaires.

The Principals, the teachers and the subordinate staff were further asked to state how long they had been working at their current station. The results are as shown in table 4.4 below;

Table 4.4: Principals’ response on their experience

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>6-10</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>11-15</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>16-20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>21-25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher
From the results tabulated in table 4.4 above, 50% of the Principals had stayed at their current school for a period of between 1-5 years, the remaining 50% had stayed at their current school for a period of between 6 -10 years. This indicated that they had the necessary experience and they could clearly identify the factors affecting the academic performance of children from war torn countries. Teachers were also asked to state their teaching experience at their current school; their response is tabulated in table 4.5 below:

**Table 4.5: Teachers response on their experience in at their current school**

<table>
<thead>
<tr>
<th>Experience in Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>9</td>
<td>35%</td>
</tr>
<tr>
<td>11-20</td>
<td>12</td>
<td>42%</td>
</tr>
<tr>
<td>21-30</td>
<td>6</td>
<td>23%</td>
</tr>
<tr>
<td>30 and above</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher

From the table 4.5 above, majority of the teachers, 42%, had stayed at their current stations for a period of between 11 and 20 years, 35% had stayed at their current work station for a period between 1 to 10 years while the minority 23% had stayed for a period of 21-30 years. Although none had stayed for a period of more than 30 years, the result indicated that the teachers had adequate experience to identify the factors promoting conflict among schools. The subordinate staff were also asked to give their experience at their workplace and the results are explained in the table below.

**Table 4.6: Subordinate staff experience**

<table>
<thead>
<tr>
<th>Experience in Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>2</td>
<td>33%</td>
</tr>
<tr>
<td>11-20</td>
<td>2</td>
<td>33%</td>
</tr>
<tr>
<td>21-30</td>
<td>2</td>
<td>33%</td>
</tr>
<tr>
<td>30 and above</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher
From the data above, 33% had stayed at their current workplace for between 1-10 years, another 33% had stayed between 11 and 20 years while the remaining 33% had stayed between 21-30 years, the study established that, although none of the subordinate staff had stayed for more than 30 years, all of them had the relevant experience to understand conflict among schools.

The students were also asked to state in what class they were in, the results is analyzed in the table below

Table 4.7: Students Distribution

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form one</td>
<td>50</td>
<td>18%</td>
</tr>
<tr>
<td>Form two</td>
<td>70</td>
<td>25%</td>
</tr>
<tr>
<td>Form three</td>
<td>90</td>
<td>32%</td>
</tr>
<tr>
<td>Form four</td>
<td>70</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>280</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher

Majority, 32% of the respondents were form three students. 25% of the respondents were form four and form two students respectively while a minority 18% consisted of form one students. Since most of the respondents were from the upper classes, the researcher concluded that the respondents had enough information on the different influences to interschool conflict.

4.4 Interschool conflict

The purpose of the study was to establish the factors influencing conflict among schools in Nyeri County. First the respondents were asked if they had experienced any instances of conflict between their school and another school, the results were analysed in the table below;

Table 4.8: If Respondents had experienced Conflict at their School

<table>
<thead>
<tr>
<th>Response</th>
<th>Principals</th>
<th>Teachers</th>
<th>Students</th>
<th>Subordinate Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50%</td>
<td>58%</td>
<td>43%</td>
<td>33%</td>
</tr>
<tr>
<td>No</td>
<td>50%</td>
<td>42%</td>
<td>36%</td>
<td>67%</td>
</tr>
<tr>
<td>No response</td>
<td>-</td>
<td>21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher
From the data above, 50% of the Principals agreed that indeed they had experienced conflict between their school and another school. This was echoed by 58% of the teachers who agreed that they had experienced conflict between their school and another school. 43% of the students also agreed that they had experienced conflict between their school and another school; however, a majority 67% of the subordinate staff said they had never experienced conflict between their school and another school, compared to 33% of the subordinate staff who agreed that they had experienced conflict. 50% percent of the Principals, 42% of the teachers and 36% of the students also said they had never experienced conflict between their school and another. This was a clear indication that indeed not all schools are involved in conflict with each other.

The respondents were asked to state the different forms of conflict that exist among schools. Table 4.9 below explains this:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Competition</td>
<td>290</td>
<td>92%</td>
</tr>
<tr>
<td>Competition in sports</td>
<td>284</td>
<td>90%</td>
</tr>
<tr>
<td>Traditional Rivalry</td>
<td>252</td>
<td>80%</td>
</tr>
</tbody>
</table>

Source: Researcher

From the data above, there were three particular forms of conflict that stood out. A majority, 92% of the respondents mentioned conflict arising from competition in academic performance, where schools compete with each other for top position in the county ranking. Although the Ministry of Education had stopped ranking of schools to reduce cases of cheating in examinations and reduce this form of conflict, the researcher established that still there exists conflict arising from academic competition.

Another majority, 90% of the respondents mentioned conflict arising from competition in sports, 30 of those who mentioned, sports also mentioned extra curriculum activities. This goes against the spirit of sportsmanship and reconciliation where it’s viewed that sports is a way of bringing two conflicting parties together.
80% of the respondents mention conflict arising from traditional rivalry between schools. The study established that there indeed existed traditional rivalry among school and this rivalry was passed from one generation to another. From further investigation by the researcher, the study established that some traditional rivalry dated back to 40 years.

4.4.1 How students’ indiscipline influences conflict among schools

The first object of the study sought to establish the influence of student indiscipline to conflict among schools. The study asked the Principals, teachers, subordinate staff and the students to state the different forms of indiscipline and how they promote conflict among schools. The results are explained in table 4.10 below;

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug abuse</td>
<td>221</td>
<td>70%</td>
</tr>
<tr>
<td>Bullying</td>
<td>189</td>
<td>60%</td>
</tr>
<tr>
<td>Insults and lack of respect</td>
<td>199</td>
<td>63%</td>
</tr>
</tbody>
</table>

Table 4.10: Forms of student indiscipline that influence conflict

Source: Researcher

Majority of the respondents, 70%, mentioned drug abuse as a form of student indiscipline that influences conflict among schools. The study established that there are some students, who take alcohol and other drugs before they attend functions in other schools. The students then become unruly and this leads to them being evicted from the venue of the function. This usually doesn’t go down well with the rest of the students who believe their comrades have been unfairly treated, and this gives a basis for conflict between the two schools. Infact one student mentioned a scenario where they boarded a Matatu with some drunken students from another school. Before long, the drunken students started harassing the other students and this resulted in personal conflicts between the students which could escalate to interschool conflict.

60% of the respondents mentioned bullying as cause of conflict between schools. Bullying usually happens when students from one school visit another school. While some students are bullied by the host students, some of their personal belongings are stolen and some are beaten up. When these students go back to their school and tell the story to their friends, they
promise to revenge. This conflict will go on and on since a series of revenge bullying will happen to innocent victims.

63% of the respondents mentioned disrespect and insults as a cause for conflict among schools. Most of the respondents mentioned that during sporting activities, supporters from different schools usually trade insults at each other through songs and other acts. Some of these insults get personal to the extent they turn violent. One respondent gave an example when during a football match supporters from another school insulted their teacher. The teacher in return tried to punish this particular student which elicited reaction from his group who tried to beat up the teacher. This also did not go down well with the teacher’s students hence a violent confrontation between the two groups. Majority of the respondents agreed that these insults usually occur during sporting activities and drama festivals.

4.4.2 Academic competition and conflict among schools.

The second objective of the study sought to find out the influence of academic competition to conflict among schools. To achieve this objective, the researcher asked the respondents how academic competition influence conflict among school. The researcher had established earlier that academic competition was one of the leading causes of conflict among schools as mentioned by 92% of the respondents, hence the researcher went further to establish how academic competition influence conflict among schools. The data is analysed in the table below;

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superiority Complex</td>
<td>95</td>
<td>30%</td>
</tr>
<tr>
<td>Cheating</td>
<td>127</td>
<td>40%</td>
</tr>
<tr>
<td>Pressure on Students</td>
<td>95</td>
<td>30%</td>
</tr>
</tbody>
</table>

Table 4. 11: Respondents View on how academic competition influences conflict

Source: Researcher

Although most of the subordinate staff had no opinion on how academic competition promotes conflict among schools, 40% of the respondents mentioned that due to academic competition and each school fighting to take the top position in the county, some schools go to the extent of helping their students cheat in the national examinations. They treat this as a
secret but eventually the rest of the schools get to know about it and feel cheated and unfairly defeated and this in return, generates hate towards this particular school. This hate and rivalry gets worse when this school meets with the rest of the school and they start insulting each other.

30% of the respondents mentioned superiority complex as a cause of conflict among schools. Majority of the respondents who mentioned superiority complex said that, due to some schools better performance in academics than others. These schools usually look down upon those performing poorly and discriminate students from these schools during school events, joint examinations and other activities; this promotes rivalry between the students and the schools at large.

Another 30% of the respondents mentioned pressure from teachers to students to perform better than their counterparts from other schools leading to rivalry among these schools. The study established that the students are constantly reminded that they need to perform better than a particular school; one teacher mentioned that in one school, students were punished because their rival performed better than them in a joint examination. This constant reminder and pressure makes the students believe that students from the other school are their rivals hence the basis of conflict between them. This rivalry will not only exist in the academic field but also move to other competitive activities.

4.4.3. Teachers incitement to interschool conflict

The third objective of the study sought to find out the influence of teacher incitement to conflict among schools. To achieve this objective, the researcher asked the respondents if they believed teachers were involved in inter school conflicts.

Table 4.12: Principals response on if teachers are involved in conflict among school

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>YES</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher
Majority of the Principals believed that teachers were not involved in conflict among schools. This concurred with the subordinate staff, teachers and students believe as seen in the table below;

**Table 4.13: Respondents view on if teachers are involved in conflict among school**

<table>
<thead>
<tr>
<th>Response</th>
<th>Principals</th>
<th>Subordinate</th>
<th>Students</th>
<th>Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>100%</td>
<td>83%</td>
<td>90%</td>
<td>81%</td>
<td>89%</td>
</tr>
<tr>
<td>YES</td>
<td>0%</td>
<td>17%</td>
<td>10%</td>
<td>19%</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source: Researcher**

Majority of the respondents believe that teachers are not directly involved in conflict among schools as depicted by 89% of the respondents while a small minority 11% believed that teachers were indeed involved directly inter school conflict.

The researcher went further to ask the respondents how the teachers were involved in interschool conflict. Since majority of the respondents were of the opinion that teachers were not directly involved, 34 respondents, representing 11% of the respondents agreed that teachers were directly involved. 55% of the respondents who believed that teachers were directly involved in interschool conflict mentioned that there were some teachers who buy drugs and alcohol for the students, and some even indulge together. This usually happens during interschool functions. The indulged students become unruly and disrespectful, to the rest of the students and this promotes rivalry between schools.

18% said that, some teachers had neglected their duties as to instill discipline in students while others turn a blind eye to indiscipline cases by their students. Two students mentioned a case where they had gone to a school, were bullied by some of the host students, when they went to report the matter to their teachers the teachers took no action and this made these students develop a negative attitude towards the teachers and students of that school promoting conflict. Some teachers pressure their students to believe it is a mistake to be defeated in any particular competition by other schools. They make the students believe that
the other schools are their enemies and not just competitors. This was expressed by 36% of the respondents who believed that teachers were directly involved in conflict among schools.

Table 4.14: Respondents view on teachers influence on conflict

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buy drugs/Alcohol</td>
<td>6</td>
<td>55%</td>
</tr>
<tr>
<td>Turn a blind eye to a mistake</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>promote rivalry</td>
<td>4</td>
<td>36%</td>
</tr>
</tbody>
</table>

Source: Researcher

The respondents were instructed to respond to the statements on a 5 point Likert scale and indicate the extent to which some factors promote conflict among schools: they were to choose, 5-Very Great Extent, 4-Great Extent, 3-Not Opinion, 2-Little Extent, 1-Very Little Extent. A mean (M) score of 0-1.5 means that the respondents indicated very little extent, between 1.50 to 2.50 means they indicated little extent, 2.50 to 3.50 means the respondents had no opinion, 3.50- 4.50 means they indicated great extent, and a mean above 4.50 means they indicated very great extent.

Table 4.15: Respondents rating on factors influencing interschool conflict

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Indiscipline</td>
<td>4.63</td>
<td>316</td>
</tr>
<tr>
<td>Rivalry in Sports</td>
<td>4.54</td>
<td>316</td>
</tr>
<tr>
<td>Academic competition</td>
<td>4.64</td>
<td>316</td>
</tr>
<tr>
<td>Traditional Rivalry</td>
<td>3.52</td>
<td>316</td>
</tr>
<tr>
<td>Competition for attention from schools of opposite gender</td>
<td>2.60</td>
<td>316</td>
</tr>
<tr>
<td>Teacher incitement</td>
<td>2.40</td>
<td>316</td>
</tr>
</tbody>
</table>

Source: Researcher
From the table above, majority of the respondents believe that student indiscipline, academic competition and rivalry in sports influence conflict between school by a very great extent, since they scored a mean of 4.63, 4.64 and 4.54 respectively. The respondents also indicated that traditional rivalry influence conflict among school by a great extent as it scored a mean of 3.52. However, the respondents had no opinion on the influence of competition for attention from school of opposite gender to inter school conflict. With a mean score of 2.40 the respondents believed that teachers’ incitement influences conflict among schools to a little extent.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents a summary of the findings of the study and the conclusions, recommendations and suggestions for further research.

5.2 Summary of the study
The primary aim of this study was to examine the factors influencing interschool conflict among schools in Nyeri County. The study focused on secondary schools in Nyeri County. The objectives of the study were: To investigate how student indiscipline influences conflict among schools; To determine the types of conflicts that exists among schools and To establish conflict resolution mechanisms that should be employed to curb inter school conflict. Following Galtung’s theories, the study demonstrated the need to curb conflict to improve academic performance. A purposive sample of 5 Principals, 40 teachers, 300 students, and 10 subordinate staff, was drawn from the target population of 1000 students, 140 teachers, 5 Principals and 10 subordinate staff drawn from Nyeri County. Data was drawn from both primary and secondary sources. Field research was carried out in Nyeri County by use of Questionnaires as the main tool for data collection. Qualitative research and data analysis was used to collect and analyze data. Quantitative data was analyzed through descriptive statistics using frequencies and percentages and qualitative data was analyzed by counting the number of respondents who mentioned a particular theme that influence interschool conflict. The results were presented in terms of frequency. The Data was synthesized and reported thematically. Recommendations were drawn from the interpretation of data collected and the information gathered is deemed useful to Ministry of Education, the County government, and the school administration.

The first objective sought to establish the influence student indiscipline to interschool conflict. To achieve this, the study asked the respondents to state the different forms of student indiscipline that influence interschool conflict and how they influence conflict.

Majority of the respondents cited drug abuse as one of the indiscipline related factors that influence conflict among schools. The study established that, there are students who indulge
in drugs and alcohol during interschool function whereby these particular students tend to become unruly and intolerable, hence they have to be sent away from the venue of the function. This however may not go down well with their fellow comrades who may feel that they have been treated unfairly. This tends to bring conflict between the two schools involved.

Another greater majority mentioned bullying as another indiscipline related factor that influences conflict among schools. The study was given an example where students visit a school for a function, when they are there, they are harassed, bullied and mugged. They are usually not in a position to defend themselves and when they go back to their school and tell this to their friends, they plan on revenging when the other schools also visits. A series of revenge attacks on sometimes innocent victims leads to the existence of violent conflict among the involved schools in that every time the two schools meet, there is a high chance of violence erupting.

Disrespect and insults was also mentioned by the respondents as a factor that influences conflict among schools. The study established that especially during sporting activities, in the name of cheering their teams up, the two involved schools always throw insults at each other and many a times these insults result into violence, and hence conflict.

The second objective sought to find out the effect of academic competition on interschool conflict. A simple majority mentioned that due to academic competition and each school fighting to take the top position in the county, some schools go to the extent of helping their students cheat in the national examinations. They treat this as a secret but eventually the rest of the schools get to know about it and feel cheated and unfairly defeated. This in return generates hate towards this particular school whereby this hate and rivalry gets worse when this school meets with the rest of the school and they start insulting each other. The study also shows that pressure is usually mounted on the student to make sure they perform better than their neighbors, this creates a sense of enmity between the two schools.

The third objective sought to establish the influence of the teachers’ incitement to interschool conflict. Majority of the respondents agreed that the teachers were not directly involved in interschool conflict. However the study established that there are some teachers who buy
drugs for the students which promotes students indiscipline especially during interschool functions. This will result into conflict because the students are more likely to misbehave. The study also established that some teachers had neglected their duties of instilling discipline in students. Some teachers turn a blind eye to indiscipline cases by their students. Two students mentioned a case where they had gone to a school, were bullied by some of the host students, when they went to report the matter to their teachers the teachers took no action and this made these students develop a negative attitude towards the teachers and students of that school promoting conflict.

The respondents also mentioned some teachers pressure their students to believe that it’s a mistake to be defeated in any particular competition by other schools. They make the students believe that the other schools are their enemies and not just competitors.

5.3 Conclusion
The study was set to establish the factors influencing interschool conflict among secondary schools in Nyéri County. The study findings indicate that there are a lot of factors that influence interschool conflict. From the findings, the study established that students’ individual indiscipline was a major cause to inter school conflict; drug abuse and disrespect are among the main indiscipline related factors that influence interschool conflict.

The study findings indicated that academic competition was one of the factors leading to interschool conflict. It also established that each school is fighting for the top position and this pressure is usually mounted on the students, hence the students learn to treat their neighbours as enemies.

The study findings indicated that although teachers are not directly involved in interschool conflict, they play a minor role in influencing interschool conflict. Teachers not taking action whenever a case of misconduct by their students is reported to them eludes the sense of prevention is better than cure since solving this might prevent it from escalating into conflict.
5.4 Recommendations
Based on the findings, the study recommends the following;

1. The students should be educated and made to understand the fact that competition does not mean enmity; they should be taught the values of healthy competition.

2. Teachers from different schools should collaborate together to ensure discipline is maintained during interschool meetings; to ensure that the students interact peacefully without any party harassing the other.

3. The government through the county administration should investigate the claims that there are teachers who provide drugs and alcohol to the students and action taken against them.

4. The students should be educated on conflict resolution skills to help them deal with situations when there happens to be a misunderstanding hence preventing conflict that may turn violent.

5.5 Recommendation for further study
Taking the limitations and delimitations of the study the following areas were suggested by the researcher for further study;

1. A similar study should be carried out to find ways of solving inter school conflicts.

2. A study should be carried out on other factors influencing interschool conflicts like cultural practices, ethnicity and clanism.

3. A similar study to be carried out in either private primary schools or private secondary schools.
REFERENCES


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Jhonson & Jhonson, Ibid, p.498


Karen L. Fleetwood, (1987), The Conflict Management Styles And Strategies Of Educational Managers, A thesis submitted to the Faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Master of Arts in Communication


APPENDICES

APPENDIX I: INTRODUCTORY LETTER

University of Nairobi
School of Education
P. O. Box 30197
Nairobi.

The Principal,

_______________________Secondary School

Dear Sir/Madam,

REF: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a post graduate student at the University of Nairobi pursuing a course leading to the award of a Masters’ degree in Peace Education. As part of fulfillment of the award, I wish to conduct a study on the factors influencing conflict among schools. I request for your assistance and cooperation to enable the study come up with accurate findings by allowing me to collect information from your school.

Be assured that utmost confidentiality will be maintained concerning any information gathered from the Institution.

Thanks in advance.

Yours faithfully,

James Maina Kigwa.
APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is designed to gather data about yourself and your school to be used in the study I wish to conduct on Factors influencing Conflict among schools in Nyeri County. You are kindly requested to tick (√) in the appropriate box as response.

SECTION A: Demographic Information

1. What is your gender?
   Male [ ]    Female [ ]

2. What is your highest professional qualification?
   [ ] Ph.D. [ ] M.Ed. [ ] B.Ed [ ] Diploma

   Any other, specify .................................................................

3. For how long have you been a Principal in the current school?
   [ ] 1–5 years [ ] 6–10 years [ ] 11–15 years [ ] 16–20 years [ ] 20–25 years

4. What is the size of your school?
   [ ] Single stream [ ] Double stream [ ] Three streams [ ] Four streams

SECTION B: Factors influencing conflict Among Schools

5. Have you ever experienced conflict between your school and another school?
   [ ] Yes [ ] No

6. What are the forms of conflicts between schools that you know of?

   ..............................................................................................................................

   ..............................................................................................................................

   ..............................................................................................................................

7. Who are usually involved in this conflict?
   [ ] School Administration [ ] Teachers [ ] Students

8. How often do these conflicts occur?
   [ ] Very Often [ ] Quite Often [ ] Often [ ] Rarely
9. What are the Main causes of this conflicts?

………………………………………………………………………………………………………………………………………………………………………………

10. For how long are the conflicts believed to have existed? (Tick where appropriate)

1-5 years [ ] 6-10 years [ ] 11-15 years [ ] 16-20 years [ ]

11. Please indicate the extent to which the following factors influencing conflict among schools with;

1. Very little extent  2. Little extent  3. No opinion

4. Great extent  5. Very great extent

<table>
<thead>
<tr>
<th>Factor</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Indiscipline</td>
<td></td>
</tr>
<tr>
<td>Rivalry in sports</td>
<td></td>
</tr>
<tr>
<td>Competition in Academic performance</td>
<td></td>
</tr>
<tr>
<td>Traditional Rivalry</td>
<td></td>
</tr>
<tr>
<td>Competition for attention from schools of the different gender</td>
<td></td>
</tr>
<tr>
<td>Incitement from Teachers</td>
<td></td>
</tr>
</tbody>
</table>

12. As the school administrator, What conflict resolution Mechanism have you employed to reduce the occurrence of this conflicts?

………………………………………………………………………………………………………………………………………………………………………………

13. Are these mechanisms having any effect to the levels of conflicts between your school and its rivals?

[ ] Yes  [ ] No
b) Explain how they have affected the levels of conflicts.

14) Do there exist conflict between teachers in your school and teachers from another school(s)?

[ ] Yes  [ ] No

b) What courses this conflict between teachers?

Thank you
APPENDIX III: QUESTIONNAIRE FOR TEACHERS
This questionnaire is designed to gather data about yourself and your school to be used in the study I wish to conduct on Factors influencing Conflict among schools in Nyeri County. You are kindly requested to tick (√) in the appropriate box as response.

Section A: Demographic information
1. What is your gender?
   Male [ ]   □Female [ ]
2. What is your highest professional qualification?
   [ ] Ph.D.     [ ] M.Ed.     [ ] B. Ed     [ ] Diploma
   Any other, specify .................................................................
3. For how long have you been a Teacher in the current school?
   [ ] 1–5 years     [ ] 6–10 years     [ ] 11–15 years     [ ] 16–20 years[ ] 20–25 years

SECTION B: Factors influencing conflict Among Schools
5. Have ever experienced conflict between your school and another school?
   [ ] Yes     [ ] No
6. What are the forms of conflicts that you know of?
7. Who are usually involved in this conflict?
   [ ] School Administration     [ ] Teachers     [ ] Students [ ]
8. How often do this Conflicts occur?
   [ ] Very Often     [ ] Quit Often     [ ] Often     [ ] Rarely
9. What are the Main causes of this conflicts?
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………
10. For how long are the conflicts believed to have existed? (Tick where appropriate)
    1-5 years     [ ] 6-10 years     [ ] 11-15 years     [ ] 16-20 years [ ]
11). Please indicate the extent to which the following factors influencing conflict among schools with;

1. Very little extent  2. Little extent  3. No opinion
4. Great extent  5. Very great extent

<table>
<thead>
<tr>
<th>Factor</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Indiscipline</td>
<td></td>
</tr>
<tr>
<td>Rivalry in sports</td>
<td></td>
</tr>
<tr>
<td>Competition in Academic performance</td>
<td></td>
</tr>
<tr>
<td>Traditional Rivalry</td>
<td></td>
</tr>
<tr>
<td>Competition for attention from schools of the different gender</td>
<td></td>
</tr>
<tr>
<td>Incitement from Teachers</td>
<td></td>
</tr>
</tbody>
</table>

12) As the school teachers? What conflict resolution Mechanism have you employed to reduce the occurrence of this conflicts?

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

13) As a teacher, have ever witnessed conflict/rivalry between your fellow teachers and teachers from another school?

[ ] Yes  [ ] No

b) When do this conflicts occur?

………………………………………………………………………………………………………
………………………………………………………………………………………………………

14) What are the main causes of these conflicts between teachers?

………………………………………………………………………………………………………

Thank you
APPENDIX IV: QUESTIONNAIRE FOR STUDENTS
This questionnaire is designed to gather data about yourself and your school to be used in the study I wish to conduct on Factors influencing Conflict among schools in Nyeri County. You are kindly requested to tick (√) in the appropriate box as a response

Section A: Demographic information

1. What is your gender?
   Male [ ]  Female [ ]

2. What class are you in?
   [ ] Form 1.  [ ] Form 2.  [ ] Form Three  [ ] Form Four

SECTION B: Factors influencing conflict Among Schools

5. Have ever experienced conflict between your school and another school?
   [ ] Yes  [ ] No

6. What are the forms of conflicts that you have ever experienced?
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................

7. Who are usually involved in this conflict?
   [ ] School Administration  [ ] Teachers  [ ] Students [ ]

8. How Often do this Conflicts occur?
   [ ] Very Often  [ ] Quit Often  [ ] Often  [ ] Rarely

9. What are the Main causes of this conflicts?
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................

10. For how long are the conflicts believed to have existed? (Tick where appropriate)
11). Please indicate the extent to which the following factors influencing conflict among schools with:

1. Very little extent 2. Little extent 3. No opinion

4. Great extent 5. Very great extent

<table>
<thead>
<tr>
<th>Factor</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Indiscipline</td>
<td></td>
</tr>
<tr>
<td>Rivalry in sports</td>
<td></td>
</tr>
<tr>
<td>Competition in Academic performance</td>
<td></td>
</tr>
<tr>
<td>Traditional Rivalry</td>
<td></td>
</tr>
<tr>
<td>Competition for attention from schools of the different gender</td>
<td></td>
</tr>
<tr>
<td>Incitement from Teachers</td>
<td></td>
</tr>
</tbody>
</table>

12) Do your teachers support this rivalry?

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

13) What conflict resolution Mechanism has the school administration employed to reduce the occurrence of this conflicts?

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

b) Have these conflict resolution mechanisms had an effect in the levels of conflict witnessed between your school and another?

[] Yes  [] No
C) If yes, how?

........................................................................................................................................
........................................................................................................................................

14) Have ever witnessed conflict between your teachers and teachers from another school?

[ ] Yes  [ ] No

B) If yes what was the course of this conflict?
APPENDIX V: QUESTIONNAIRE FOR SUBORDINATE STAFF

This questionnaire is designed to gather data about yourself and your school to be used in the study I wish to conduct on Factors influencing Conflict among schools in Nyeri County. You are kindly requested to tick (✓) in the appropriate box as response

Section A: Demographic information

1. What is your gender?
   Male [ ]   Female [ ]

2. What is your highest professional qualification?
   [ ] Ph.D.   [ ] M.Ed.   [ ] B.Ed   [ ] Diploma
   Any other, specify ………………………………………………………………………

3. For how long have you been a staff in the current school?
   [ ] 1–5 years   [ ] 6–10 years   [ ] 11–15 years   [ ] 16–20 years   [ ] 20–25 years

SECTION B: Factors influencing conflict Among Schools

5. Have ever experienced conflict between your school and another school?
   [ ] Yes   [ ] No

6. What are the forms of conflicts among schools that you now of?
   ………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………

7. Who are usually involved in this conflict?
   [ ] School Administration   [ ] Teachers   [ ] Students [ ]

8. How often do this Conflicts occur?
   [ ] Very Often   [ ] Quite Often   [ ] Often   [ ] Rarely

9. What are the Main causes of this conflicts?
   ………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………
10. For how long are the conflicts believed to have existed? (Tick where appropriate)

1-5 years [ ] 6-10 years [ ] 11-15 years [ ] 16-20 years [ ]

11). Please indicate the extent to which the following factors influencing conflict among schools with;

1. Very little extent 2. Little extent 3. No opinion

4. Great extent 5. Very great extent

<table>
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<td></td>
</tr>
<tr>
<td>Incitement from Teachers</td>
<td></td>
</tr>
</tbody>
</table>

12) What conflict resolution Mechanism have the school Administration employed to reduce the occurrence of this conflicts?

...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................

Thank you for your cooperation
## APPENDIX VI: WORK PLAN

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PERIOD</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Development</td>
<td>3 months</td>
<td>January 2016 – March 2016</td>
</tr>
<tr>
<td>Proposal Defense</td>
<td>1 day</td>
<td>April 12th 2016</td>
</tr>
<tr>
<td>Proposal Adjustment</td>
<td>2 days</td>
<td>April 2016</td>
</tr>
<tr>
<td>Data Collection</td>
<td>1 month</td>
<td>May 2016</td>
</tr>
<tr>
<td>Report Writing</td>
<td>1 month</td>
<td>June 2016</td>
</tr>
<tr>
<td>Project Defense</td>
<td>1 day</td>
<td></td>
</tr>
<tr>
<td>Project Adjustment</td>
<td>1 week</td>
<td></td>
</tr>
<tr>
<td>Report submission</td>
<td>1 day</td>
<td></td>
</tr>
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</table>
## APPENDIX VII: BUDGET ESTIMATES

<table>
<thead>
<tr>
<th>No</th>
<th>ITEM/DESCRIPTION</th>
<th>COST (KSH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Subsistence</td>
<td>6,000/=</td>
</tr>
<tr>
<td></td>
<td>- Lunch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Breakfast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Dinner</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Travel- Hiring of TAXI</td>
<td>5,000/=</td>
</tr>
<tr>
<td>3.</td>
<td>Writing materials/stationary</td>
<td>8,000/=</td>
</tr>
<tr>
<td></td>
<td>- Pen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pencil</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Rulers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Duplicating papers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Rubber</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Computer</td>
<td>15,000/=</td>
</tr>
<tr>
<td></td>
<td>- Computer time and Internet costs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Typesetting and printing</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Photocopying and binding</td>
<td>15,000/=</td>
</tr>
<tr>
<td>6.</td>
<td>Miscellaneous cost</td>
<td>5,000/=</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>54,000/=</strong></td>
</tr>
</tbody>
</table>
APPENDIX VIII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
JAMES KIGWA MAINA
of UNIVERSITY OF NAIROBI 0-31500 NYERI, has been permitted to conduct
research in Nyeri County

on the topic: FACTORS INFLUENCING INTER-
SCHOOL CONFLICTS, A CASE OF NYERI
COUNTY

for the period ending:
31st August, 2016

Applicant's
Signature

Secretary
National Commission for Science,
Technology & Innovation

CONCILATIONS
1. You must report to the County Commissioner and
the County Education Officer of the area before
embarking on your research. Failure to do that
may lead to the cancellation of your permit.
2. Government Officers will not be interviewed
without prior appointment.
3. No questionnaire will be used unless it has been
approved.
4. All research, filming and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.
5. You are required to submit at least two(2) hard
copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

RESEARCH CLEARANCE
PERMIT

CONDITIONS: see back page