

**INFLUENCE OF INTERPERSONAL CONFLICTS ON THE
STUDENTS' ACADEMIC PERFORMANCE IN KENYA
CERTIFICATE OF SECONDARY EDUCATION IN PUBLIC
SECONDARY SCHOOLS: A CASE OF HOMA BAY
COUNTY, KENYA**

BY

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**A Research Project Report Submitted in Partial Fulfilment for the
Requirements of the Award of the Master of Arts Degree in Peace
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DECLARATION

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

Signature Date

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L51/63600/2013

This research project report has been submitted for defence with my approval as the university supervisor.

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DEDICATION

I dedicate this work to my daughter Cindy Elena, my wife Linet Taabu and my parents Joshua Ayoma and Hellen Abonyo. Thanks for your patience and support.

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To my supervisor, Dr. Angeline Sabina Mulwa, I send a special heartfelt gratitude. Thank you for your patience and keen interest in my research work. Your valuable insight and guidance has kept me in focus.

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LIST OF ABBREVIATIONS

KCSE	-	Kenya Certificate of Secondary Education
BOG	-	Board of Governors
SPSS	-	Statistical Package for Social Sciences
TSC	-	Teachers Services Commission

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ABSTRACT

The purpose of this study was to investigate the influence of interpersonal conflicts on students' performance in KCSE in public secondary schools: A case of Kasipul Sub County, Homabay County, Kenya. The objectives of this study were to determine the influence of teacher-teacher conflicts on performance in KCSE in Kasipul Division, to assess the influence of administration-teacher conflicts on performance in KCSE in Division and to establish the influence of teacher-student conflicts on performance in KCSE in Kasipul Division. This study used descriptive survey design to collect data from the respondents who were teachers and students in public secondary schools in Kasipul Division. A sample of 11 principals, 49 teachers and 125 form four students were selected into the study. Piloting was done in two public secondary schools. Split half method was used to ascertain reliability of the instrument and the results correlated using Pearson's Correlation Coefficient. A correlation coefficient of 0.92 was obtained. Questionnaires were used to collect data. Data collected were coded and analyzed using SPSS. They were analysed using descriptive statistics and the results presented using frequency distribution tables and percentages to give emphasis on the responses. This study found out that teacher-teacher conflict was being experienced in the studied secondary schools and that they negatively influenced students' academic performance. Furthermore, administration teacher conflicts were also rampant in the studied secondary schools and have devastating influence on students' academic performance. Finally, teacher-student conflict was common in the studied secondary school in which case they negatively influenced students' academic performance. This study recommended that public secondary schools should ensure better working condition and fair treatment of all teachers so as to avoid interpersonal conflicts and improve on the academic performance of learners. Equal treatment of all teachers should be ensured by the school administration at all times. Public secondary schools should ensure adequate and equitable resource allocation among teachers as this may help minimise interpersonal conflict that arises from resource sharing among teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Schools are social organizations with defined rules and procedures that determine the degree of activities and behaviour of each member (Mbithi, 1974). Secondary schools play an important role in providing knowledge for further education as well as providing work force to the community. The education system in Kenya is highly selective. Advancement is solely based on students' performance in examinations. Examinations are used above to identify and define those deemed suitable to continue to the next stage of education. Success in educational institution is measured by the performance of students in external examinations. This makes exams central to any institution (Mji and Makgato, 2006).

According to Coser (2007), human beings interact with each other for their mutual give and take and as such come into conflict with one another. Conflict has been viewed differently by different people; according to them it connotes negative impact as is viewed in war, destruction, aggression, violence, and competition. Conflict has been a common phenomenon from time immemorial which has remained the main cause of strife between the members of the organization. Coser (2007) argues about conflict that it is a struggle over values and claims to scarce status, power, and resources in which the aims of the opponents are to neutralize, injure, or eliminate the rivals. Different individuals while having different goals are prone to interact for the achievement of their mutual gains which in one way or the other lead them to conflict. Similarly, Miller and

King (2005) see conflict as basically a disagreement in establishment between two or more individuals or groups over incompatible behaviors.

According to Hencley (1961), evidences about interpersonal conflict show that it can be seen in the working relationship of the school principal and his subordinates, such types of conflicts can be found not only in theory but in practice as well. Thus interpersonal conflicts exist between the school members. Interpersonal conflict has been defined as a phenomenon that happens to occur between two opposing but interdependent parties due to the experience of negative emotional feelings for the achievement of their respective goals.

Jandt (2010) opined that conflict on its face value seems to be negative in nature but in fact it is through these negative feelings or conflicts which lead to a competitive environment and thus existing norms of the organization are challenged. It is strongly defended by him that conflicts should not be discarded from the organizational life. Conflicts occur because of the primary sources in the individual life; these are; personality difference, power struggles, and competition. Conflicts also arise between the individuals because of their differences about objectives and goals of the institution.

Conflict is when two or more values, perspectives and opinions are contradictory in nature and have not been aligned or agreed about yet, including: within oneself when you are not living according to one's values; when values and perspectives are threatened; or discomfort from fear of the unknown or from lack of fulfilment. Conflict is inevitable and

often good, for example, good teams always go through a form, storm, and norm and perform period. Getting the most out of diversity means often contradictory values, perspectives and opinions (McNamara, 2007).

Inter-personal conflicts in secondary schools have been noted by a number of researchers for example FPG (2013) indicated that teachers in rural schools in America commonly struggle in their relationships with children of both genders who are less self-regulated, less attentive, and more hostile in their reactions. There is an increasing problem of teacher-student conflict in American schools especially those from low socio-economic status, African American origin and the Hispanic American as well. Cases of school principal mistreatment-abuse of public school teachers have also been noticed in countries such as; Finland, Sweden, Norway, France, Great Britain, Australia, the United States, and Canada (Blase, 2009). Intensified interpersonal conflicts in secondary schools in Nigeria were noted by Gaya-Best in 2005.

In Kenya, the education institutions have been faced with interpersonal conflicts. Most of these conflicts occur in secondary schools (Republic of Kenya 2001). Many of the conflicts are characterised by violence and wanton destruction of institutional property and low academic performance. Between 1980 and 2008, the number of conflicts in public secondary schools alone increased from 22 (0.9%) to 300 (7.5%) (Republic of Kenya, 2008). The height of interpersonal conflict in secondary schools in Kenya was achieved in 2008 when the students went on strike in many schools throughout the

country in protest against mock examinations that was been imposed on them by the school administration and teachers.

Republic of Kenya (2001) indicates that conflicts in Kenya's secondary schools had become a major problem that all stake holders in education should take a great concern. It affects the community, the school administration and the government directly or indirectly. If allowed to continue, it will ruin educational institutions and education itself.

In secondary schools in Kasipul Division, interpersonal conflict has been manifold. A report of the Rachounyo South Sub County (2012) indicates that out of 48 public secondary schools 19 schools representing 40% had experienced many cases of interpersonal conflict related cases. This is disturbingly very high statistic compared to neighbouring Rachuonyo North District with 23% occurrence of conflicts in the same period (Sub County education office reports 2012).

Teachers complain that administration is overworking them as compared to other staff mates, issues with timetabling where some teachers complain of their lessons being scheduled at un-preferred times of the day. Issues of insubordination by fellow teachers have often been dominating staffroom discourse among teachers. Newstorm and Davis (2002) posit that prolonged interpersonal conflicts lead to deterioration of cooperation and team work, at personal level some people may feel defeated while the self-image of others will decline and personal stress level will rise. Teachers faced with such interpersonal conflicts are unlikely to help students perform well in exams. It is against

this background that this study sought to determine the influence of interpersonal conflicts in secondary schools on the students' performance in Kenya Certificate of Secondary Education in Kasipul Sub County.

1.2 Statement of the Problem

The nature of teaching-learning atmosphere is a key determinant of whether a school will realize its mission and vision thus achieving its goals and objectives (Fuller, 1985). When this atmosphere is interfered with, adds Fuller (1985), strife sets in in form of conflicts which interfere with learning process in the institutions. Students' performance in academics will be affected either positively or negatively depending on how the conflicts are treated. The most notable type of conflict in schools is interpersonal conflict. A report of the Rachounyo South Sub County Education Office (2013) indicates that out of 48 public secondary schools, 19 schools representing 40% had experienced many interpersonal conflict related cases. This is disturbingly very high statistic even as compared to neighbouring Rachuonyo North District with 23% occurrence of conflicts in the same period (Sub County education officers' reports, 2013).

There are rising cases of teacher-teacher conflict where inappropriate communication channels, poor conflict resolution methods and inadequate resources have taken toll. Administration-teacher conflict has been manifested in the form of impartiality, leadership styles and patronage. Furthermore teacher student conflict has been on the rise where favouritism, students' background and students' discipline have brought about antagonistic relationship between students and teachers. Yet no study has been done to

determine the influence of interpersonal conflicts in public secondary schools on students' performance in Kasipul Division. This study therefore sought to determine the influence of interpersonal conflicts in public secondary schools on the students' academic performance in Kenya Certificate of Secondary Education in Kasipul Division, Kenya.

1.3 Purpose of the Study

The purpose of this study was to determine the influence of interpersonal conflicts on the students' performance in Kenya Certificate of Secondary Education in public secondary schools in Kasipul Division.

1.4 Objectives of the Study

This study sought to achieve the following objectives;

- i. To determine the influence of teacher-teacher conflicts on students' academic performance in KCSE in Kasipul Division.
- ii. To assess the influence of administration-teacher conflicts on students' academic performance in KCSE in Kasipul Division.
- iii. To establish the influence of teacher-student conflicts on students' academic performance in KCSE in Kasipul Division.

1.5 Research Questions

The following were the research questions that guided the study:

- i) How does a teacher-teacher conflict influence students' academic performance in KCSE in Kasipul Division?

- ii) In what ways does an administration-teacher conflict influence students' academic performance in KCSE in Kasipul Division?
- iii) To what extent do teacher-student conflicts influence students' academic performance in KCSE in Kasipul Division?

1.6 Significance of the Study

This study is likely to inform the government of Kenya, on the inter-personal conflict in public secondary schools and how its influence on performance in KCSE hence make necessary policy regulation to avert the current situation. This study is also likely to enlighten the head teachers and other education stakeholders to take necessary measures to reduce what is causing interpersonal conflicts in secondary schools in Kenya. Finally this study is likely to contribute to the body of knowledge specifically on the influence of interpersonal conflicts on performance in KCSE. The results can be used policy makers and educational planners to make adequate adjustments to enhance students' performance in exams.

1.7 Limitations of the Study

This study encountered constraint in terms of time since the researcher is a student and working at the same time. The researcher planned well to avoid interruption of the research process. There might were inadequate resources to conduct the study more specifically finances. To overcome the researcher made a budget from the start of the study to use the available resources in order to achieve the objectives of the study.

1.8 Delimitations of the Study

The study concentrated on the influence of interpersonal conflict in public secondary schools on the students' academic performance in Kenya Certificate of Secondary Education in Kasipul Division, Homa-Bay County. This study focused on eleven schools within the Division; 11 principals, 49 teachers and 125 students were be the major focus of this study giving a total sample of 185 respondents.

1.9 Assumptions of the Study

1. This study assumed that all the respondents were cooperative and that they answered all the questions truthfully and accurately.
2. The assumed that the teachers and students had good intrapersonal relations.
3. The study also assumed that teachers were teaching effectively.

1.10 Definition of Significant Terms

The following were the significant terms of this study.

Student's academic performance Refers to the grade both per subject and the overall grades that students obtain in KCSE examinations.

Teacher – teacher conflict It is a sharp disagreement or opposition of interests or ideas between teachers

Administration – teacher conflict It is a sharp disagreement or opposition of interests or ideas between administration and teachers.

Teacher- student conflict It is a sharp disagreement or opposition of interests or

ideas between teachers and students.

Interpersonal conflict

It is a struggle between individuals over values and claims to scarce status, power, and resources in which the aims of the opponents are to neutralize, injure, or eliminate the rivals.

Public school

It refers to a school that receives government support and its operations controlled by the government for example, posting of teachers and funding in the schools under investigation.

1.11 Organization of the Study

This study is organized into five chapters. Chapter one presents the background to the study, a statement of the problem, research objectives, and significance of the study, limitation of the study, operation definition of key terms and finally the organization of the study. Chapter Two provides the review of literature pertinent to the topic. Chapter Three is on research methodology and design, sample and sampling technique, research instruments, data collection procedures, and data analysis. Chapter Four contains description of the population, presentation of findings according to research questions, discussion and summary. Chapter five offers summary of the findings, conclusions, and recommendations for action and further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature on what other scholars have done in relation the influence of interpersonal conflict in public secondary schools on the students' performance. It is divided into sections that include empirical review, theoretical review, research gap and conceptual framework.

2.2 Students' Academic Performance

In educational institutions, academic performance is the outcome of educational goals that are achieved either by students or the teacher for example, how well a student meets standards set out by the institution itself. Hughes (2004) defines performance as a measurement of how much learning has taken place and can be observed and measured using various instruments such as written tests, quizzes and assessments. It is the manifestation of learning. Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers (Hatcher and Prul, 1996). It is the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper. Thus, it implies a process where a student's success in school is measured to determine how they stand up to others in the same areas.

In school situations, sometimes parents differ greatly with the teachers over academic performance of their children. Recently a lot of emphasis has been laid on students' academic performance. Studies by Omboko (2010), indicates that conflicts in schools may reduce strengths and resources such as social support and integration among teachers and all those involved in education which ultimately increase problems in schools among students. Thus, conflicts not only threaten school functioning, but may trigger a chain of other educational and social problems which include abuse of office, disagreement, quarrels, hostility and violent fights which may have a negative impact on the successful running of the school. There are more and more tussles about roles of school's stakeholders in education.

Mji and Makgato (2006) concur by stating that success in educational institution is measured by the performance of students in external examinations. Examinations are used among others to measure the level of candidates' achievements and clarify the candidates' level of education, training and employment. They also provide the basis for evaluating the curriculum both at local and national level. Examinations can when used properly, improve the quality of teaching and learning and because of this reason when Kenya Certificate of Secondary Education (KCSE) results are released the feedback is sent to schools through a report indicating not only how students have performed but also what teachers and students should do to improve on future examinations.

Ongiri and Abdi (2004) reported that many of the country's 4,000 secondary schools do not excel in KCSE exams, it is only 600 schools that excel and if a student is not in any of these schools he or she is not expected to get a credible grade. According to Republic of Kenya (2001), parents place a lot of pressure on the teachers claiming that they contribute to poor academic performance of the students in KCSE. Such parents at times agitate for the removal of the head teacher and transfer of teachers to other schools. The students sometimes support the parents in the move and become indisciplined to the extent of physically demanding for the removal of the teachers. This is supported by Okotoni and Okotoni (2003) that poorly performing schools many at times are characterized by a lot of conflicts by the stakeholders. In Kasipul Division, the situation is the same; schools that do perform well academically are under pressure to provide a reason for the same.

2.3 Teacher-teacher Conflicts and Students' Academic performance Performance

The literature reviewed revealed that majority of schools experienced conflicts among teachers which does augur well academic performance of students. Newstorm and Davis (2002) posit that prolonged interpersonal conflicts lead to deterioration of cooperation and team work, at personal level some people may feel defeated while the self-image of others will decline and personal stress level will rise. Teachers faced with such interpersonal conflicts are unlikely to help students perform well in exams.

Conflict is the struggle or fight or collision generated if and when two or more parties seek to achieve or defend incompatible principles goals, values, needs and interests (Steers, 1991). Luthans (1989) noted that effective communication is a basic prerequisite

to for the attainment of organisational goals. Conflicts between teachers can become destructive due to poor communication. Communication is the process by which an interchange of ideas, information, feelings and emotions among two or more persons take place in a way that they share a common understanding about it (Agarwal, 1990). Dubrin (1978) said that it is the basic process by which everything between people happens in an organisation. Teachers usually engage in lateral communication to co-ordinate activities or projects between departments or units. In 'healthy' school environment teachers find it easier and more comforting to communicate with peers because they have relatively equal status. Lateral communication is good for the school if it is meant for task coordination thus enhances achievement of institutional goals (Okumbe, 1998) hence communication channels should be appropriate to achieve proper communication among teachers that avoid conflict.

Lack of proper communication breeds destructive conflict resolution. This is especially true for teachers who do not know how to articulate their needs and interests effectively. It also applies to those who cannot listen to others and lack the skills to observe carefully. It also exists when individuals do not have a forum to express their feelings, interests and fears and concerns. Similarly, inappropriate expression of emotion can escalate conflicts when for example, people's emotions are suppressed. Individuals can also inappropriately express their emotions if they do not know non-aggressive alternatives to expressing anger and frustration or lack self-control (Kreidler, 1994). This type of conflict eats into academic time which eventually affects the performance of students in KSCE.

Conflict is inevitable in the organisation and therefore its management determines it will generate positive or negative effect on the organisational performance. Mgbekem (2004) in his study revealed that negative effect of conflict can cause individuals or group to become hostile and can withhold information or resources. It can cause hard working employees to leave the organisation and conflict has a detriment effect on organisational performance. Some conflicts positively affect the goal of group organisation and improve its performance. Such conflicts are regarded as functional and constructive forms of conflict. Omboko (2010) affirms this view in a report presented to the area education stakeholders' forum in Kapsabet division of Nandi Central district which indicates that 11 out of 36 secondary schools had experienced a lot of problems mainly due to conflicts between teachers. As a result, head teachers and teachers were either transferred, interdicted or sacked.

Conflict resolution education in secondary schools, particularly in Kenya, is still a dream. Against this background, most people believe that physical force is the procedure by which conflicts are resolved. Most teachers in secondary schools lack constructive conflict management methods (Johnson and Johnson, 1994; Kreidler, 1984). Albert (2001) posited that there are productive and destructive conflicts. According to him, a conflict is said to be positive when it is constructively discussed by the parties and amicable terms for resettlement reached. Constructively managed conflict induces a positive performance while poorly managed conflict heats up the environment to bring dislocation of the entire group and polarization, reduced productivity on job performance, psychological and physical injury, emotional distress and inability to sleep, interference

with problem activities escalation of differences into antagonistic position and malice and increased hostility (Akanji, 2005)

Conflict resolution in schools implies sharing authority with fellow teachers and students. Bickmore (2007), agrees that most teachers are reluctant to embrace this because they fear they would lose their power over colleagues and/or students. It is important for teacher to acquire negotiating resolutions to their own conflicts and mediating the conflicts of their fellow staff mate. Legg (1993), on the other hand, argues that an intolerant atmosphere can also be a source of conflict. Teachers need to create an understanding and a tolerant atmosphere as opposed to that of unfriendly and mistrustful. Such an atmosphere can involve intolerance for racial, cultural, religious, gender and sexual orientation among other differences. An intolerant atmosphere can also cause resentment of the accomplishments, possessions and qualities of others leading to poor performance in KSCE (Kreidler, 1984).

Studies by Amaize and Onoyoume on Conflict resolution in Osun State in Nigeria reveal that when conflicts are not resolved or resolution is delayed, properties, lives and academic hours of unimaginable quantity are lost. Delay in conflict resolution led to disruption of academic calendars leading to economic as well as psychological exhaustion. Since conflict is inevitable in the organisation, its management determines whether it will generate positive or negative effect on the organisational performance. Mgbekem (2004) posited that some conflict positively affect the goal of the group of the

organisation and improve its performance. Such conflicts are regarded as functional and constructive forms of conflict.

2.4 Influence of Administration-teacher Conflicts on Students' Performance

Some principals run into conflicts with other teachers because of the way they view their office. Their leadership style either excludes teachers in running of the school or oppressed the teachers. Walker (1979) supports this view by indicating that some principals tend to be taken up by the status of their position and occupy its authority and privileges. He emphasizes that such head teachers regard themselves as inseparable from the status of the office. They often react with threat and counter aggressive behaviour when under attack. The BOG, students and teachers who have different notion of such leadership are perceived to be perverse. Teachers are seen as impractical if not trouble makers while students as naïve, mischievous and easily influenced to commit acts against the head teacher. The BOG is perceived as non-professionals who know nothing about running of schools. Walker (1979) adds that such tendencies undermine the performance of students in exams. Poor management behaviour is the main cause of conflict in secondary schools (Fabunimi and Alimba, 2010)

The argument is supported by Mbiti (1989), who posits that the head teacher has to decide on the allocation of scarce teaching and learning materials, enrolment of students, employment of teaching and non- teaching staff, the introduction of a new curriculum, student and staff discipline, staff training and methods of improving pedagogy. The head teacher may decide to involve others or not. In the case of the former conflicts are bound

to arise (Cambell 1989). Further, personal expectations held by teaching staff also may differ considerably, from the coordinator's expectations. These differences in perspective subsequently led to conflict between the two groups and the resignation or resignation of those teachers finding the situation intolerable (Henry, 2003). Teachers who are excluded in the decision making may lack the morale to prepare students adequately for exams (Henry, 2003).

Findings from the study by Okotoni and Okotoni (2003) also reveal that conflict between the administration and teachers most of the time resulted into disruption of academic programmes. Inadequate staffing due to unplanned transfers of teachers and withdrawal from active participation in school activities were also effects that resulted from conflicts. Other effects according to Okotoni and Okotoni included inequitable distribution of qualified teachers since most avoided schools with conflicts and cancellation of results. They concluded that in the final analysis, pupils and their parents suffer unquantifiable losses as a result of poor performance.

Survey studies carried out in the university college of Cape Town by Wyllie and reported by Seamus (1995) indicate that over working cause conflicts in educational administration with teachers who are unmotivated in their work. Some teachers go into teaching profession as a last resort when other alternatives are absent. These teachers will never settle in their jobs as professionals. They work to earn a salary with the hope that they will soon leave the profession. Foster (1989) affirm this view and indicates that unmotivated teachers will not produce good results. Complaint, laxity, grumbling and

fighting the head-teacher characterizes their work. The head teacher will always be in the centre of blame. He or she will not get anything done without running into trouble with the teachers. Such situations affect the performance of students negatively.

The existing literature revealed that conflict between the administration and teachers also arise from teachers' indiscipline or non-performance. Republic of Kenya (2001) demonstrates that some teachers are forced to teaching profession without commitment. These teachers cause problems, lack discipline, and are chronic absentees in schools. Some engage in immoral acts with students or incite them against the school administration. Philips (2000) affirms the above views and says that there are teachers who take up the noble teaching profession yet they have no interest in it. These teachers display incompetence, laziness and lack interest in students' work. They lack self-discipline and are biased and inconsistent in their application of punishment meted out to students who break school rules. These teachers have no respect for school administration and sometimes incite students against the principal.

The same views are shared by Mutsotso (2004) who while investigating the role of social education and ethics in the management of student violence in secondary schools in Vihiga District found out that many conflicts had come up in schools' management. The study revealed that the conflicts had resulted into some teachers inciting students to riot so that they achieve their goals. He also found out that religious and tribal differences had created clashes, rifts and strives among students and the wider community. A study by Waitchella, Suppiah and Raduon (2006) found out that school management conflicts

resulted into many negative effects. The negative effects of conflicts included, wasted time on conflicts, low employee motivation, lower productivity and increased legal costs. The study also found out that school managers usually spent 20% of their time dealing with conflicts. That resulted into a lot of wastage of time and resources.

Studies by Yee and Cuba (1996) found out that some head teachers were unable to adopt and respond to complexities in their institutions that fast. In such cases, the head teacher was quickly ejected out of the school and a new one brought in. Rono (2001) shares the same views and indicates that some head teachers display poor leadership qualities that created conflicts in schools. Gordon (1991) indicates that inexperienced head teachers sometimes ran into serious problems when they fail to use their scarce resources properly. Meager resources available in the school may be used on trivial projects while major ones were untouched. In another study, Clemens (1999) observed that autocratic leaders often exhibit poor judgment in conflict situations. He noted that autocracy is of very little benefit in the management of conflicts because it promotes unitary perspective. It also creates further conflict because it pitches the leader against his/her followers who sees the leader as despotic and power-drunk.

Favouritism is also another factor that leads to conflict. Okombo (2010) reports that favouritism in time tabling and work load allocations more often than not put schools administration and teachers into a conflict which often than not affect the performance of students in national exams. Karugu (1987) in his study on perceptions of head teachers and teachers pertaining to the role of secondary school heads concluded that

administration can no longer be seen as one man's job. The present head teacher is expected to identify with his or her peers and subordinates. He is expected to involve and consult staff as colleagues in matters relating to school organisation. Nguru (1978), outline various styles the head teacher could employ. These include high communicative style, high discussion style, high work organisation style, high outside orientation style and high work direction styles. An administrator who employs these styles will reduce administration – teacher related conflicts which will translate into better performance in KCSE exams.

Kempiles (1997) indicates that teachers are less troublesome when they have job security, high interaction opportunity and institutional support. He indicated that teachers are motivated to work when their efforts are recognized. He also indicates that teachers need good working conditions such as quality teaching materials, supervisory, supportive services and opportunities for initiative. Besides these, teachers need to be accorded with working environment conducive to efficient and effective delivery of educational services. Teachers of this category can be assisted by taking them for in-service courses for capacity building.

2.5 Influence of Teacher-student Conflicts on Students' Performance

Teachers can escalate classroom conflicts by being harsh to students. Fabunimi and Alimba (2010) researched on conflict in school climate. The results of their research revealed that teacher–student was the main was the main form of conflicts confronting secondary schools in South Nigeria. Challis (1995) agrees that when teachers overuse

traditional authoritarian responses, teacher- student conflicts sometimes escalate resulting in anger, resentment, damaged relationships and further violence. As argued by Johnson and Johnson (1987), the teacher is the centre of conflict in the classroom. Teachers who manage their classrooms with inflexible rules, fear, mistrust and authoritarianism are potential sources of destructive conflicts (Kreidler, 1987).

Teachers also misuse their power by excessively using corporal punishment. This instils fear among the students and forces them to obey whatever the teachers tell them. Kingala (2000) indicates that men and women who have no calling to teaching vocation take up the training as teachers but have no interest in looking after the young people. These teachers find themselves inside the classroom doing a job they do not like but because they need money, they stick. He also indicates that due to lack of interest in teaching, the teachers become increasingly brutal to the students. Kingala (2000) adds that students rarely excel in subjects taught by a brutal teacher.

Students' characteristics may as well create teacher-student conflict especially in cases where the student is coming from a family that has history of violence. Indiscipline students often land in problems with the teachers since they are often caught in the wrong acts in the school. This may affect their academic performance in exams since most of their time in school is spent doing punishment or solving disciplinary problems. Mackenzie (1993) stated that teacher-student conflict may also arise due to favouritism. Favouritism occurs when a teacher gives favours to a student or some students because they are bright, come from influential families or just because they are female or male;

these students could be given more opportunities in class participation, given special meals, made officials or go unpunished when they do a mistake.

The educational system in most societies are designed either intentionally or other wise to train women as domestic servants for the men. Subjects such as Art, Sewing and Music, to name but a few examples, are considered as girls' subjects. On the other hand, subjects such as Math, Physics, Chemistry, Biology and Statistics, are considered as boys' subjects. Generally, there is a common stereotype that girls are less intelligent than boys are. Males generally believe that these stereotypes real and influences the way they treat girls (Mackenzie, 193). It is very important to highlight these points because the literature is very silent about how gender bias causes conflict. The literature on conflict resolution programmes in schools to a very large extent does not include gender awareness. Teachers who exhibit favouritism often time experience interpersonal conflict with students in schools which greatly interferes with their performance in KSCE (Mackenzie, 1993).

Misoi (2009) in a paper presented to the District Secondary schools Associations, Usian Gishu, indicated that 10% of the head teachers in Usian Gishu went on transfer and 2% left because of conflicts. As a way of preventing future conflicts the TSC transferred other head teachers to put off conflicts in their stations. The 2% that left headship found educational administration too hot to remain around. In turn these conflicts may influence student's academic performance.

2.6 Theoretical Framework

This study adopts Social Conflict Theory. Social conflict theory is a Marxist-based social theory which argues that individuals and groups (social classes) within society have differing amounts of material and non-material resources (such as the wealthy vs. the poor) and that the more powerful groups use their power in order to exploit groups with less power. The various institutions of society such as the legal and political system are instruments of ruling class domination and serve to further its interests. Marx believed that western society developed through four main epochs—primitive communism, ancient society, feudal society and capitalist society. Primitive communism is represented by the societies of pre-history and provides the only example of the classless society. From then all societies are divided into two major classes—master and slaves in ancient society, lords and serfs in feudal society and capitalist and wage labourers in capitalist society.

In a school setting, there are three groups of people that can be termed as class according to social Conflict Theory. These include; schools administration, teachers and students. These classes of people are fighting after their own interests in the school due to inadequate resources, differences in the opinion and expectations, status, preferences among others that characterise the school setting. Social conflict refers to a process of social interaction involving struggle over claims to resources, power and status, beliefs and other preferences and desires (Bisno, 1988). In other words social conflict is conflict between persons (Bisno, 1988) such a teacher-conflict, administration-teacher conflict and teacher-student conflict. Against this background, the review focused on this theory

is likely to help in understanding the meaning of inter-conflict and its implications on students' performance.

2.7 Conceptual Framework

Orodho (2009) defines a conceptual framework as a model of presentation where a researcher represents the relationship between variables in the study and shows the relationship in diagrammatically. In the study, the model is presented in figure 1.

Independent variables

Dependent variables

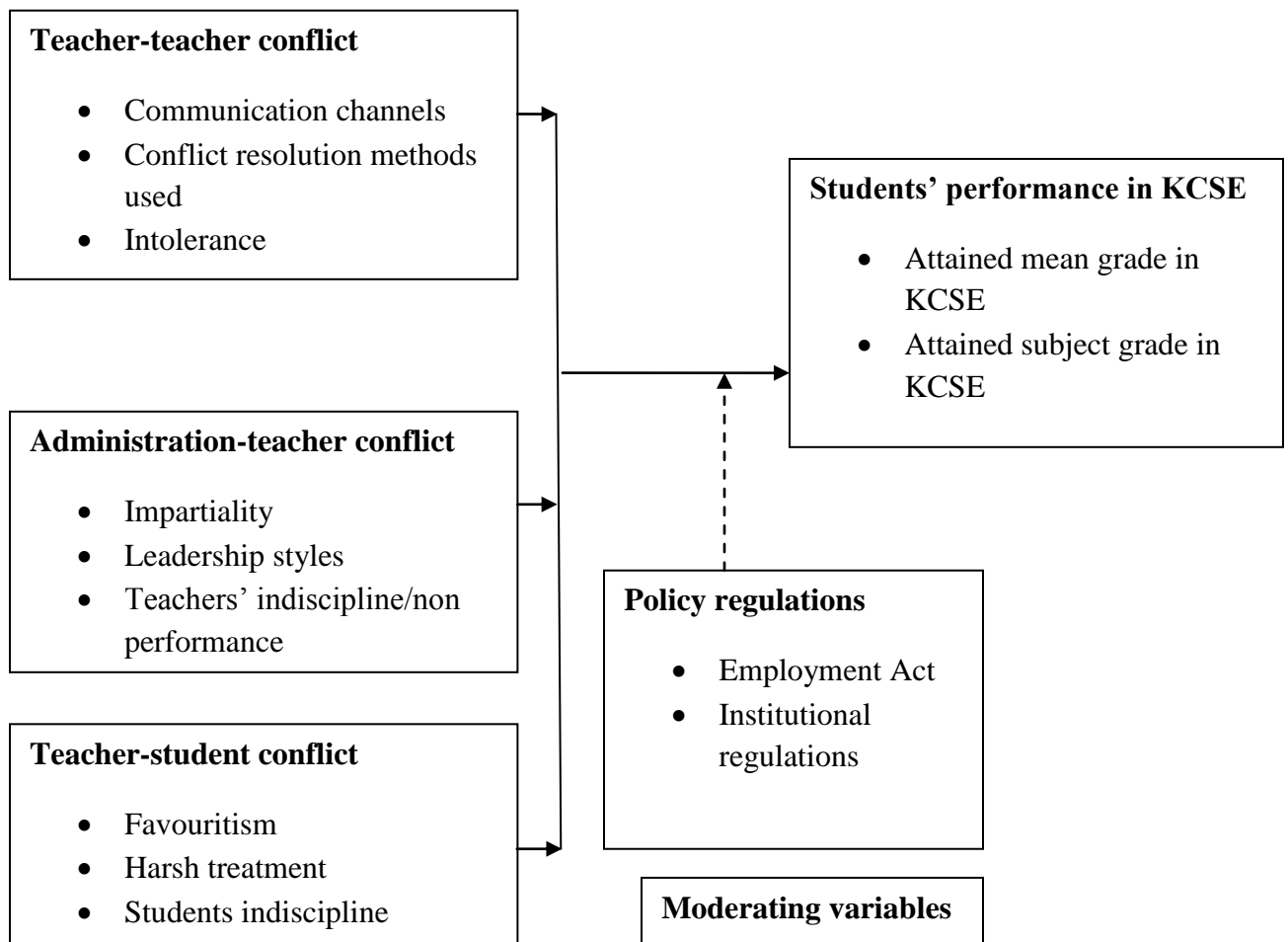


Figure 1: Presents the conceptual framework for this study

The conceptual framework of this study shows the link between the independent variables and dependent variable how they are moderated by employment act and institutional regulations. The independent variable is interpersonal conflict while the dependent variable is students' academic performance in KCSE. The indicators for performance in KCSE include; attained mean grade in KCSE and attained subject grade in KCSE. The independent variables in this study include; teacher-teacher conflict, administration-teacher conflict and teacher-students conflict. The indicators for the teacher-teacher conflict include; communication channels, conflict resolution methods used and competition for resources. The indicators for administration-teacher conflict includes; impartiality, leadership styles and patronage while the indicators for teacher-student conflict entails; favouritism, failure by students to complete tasks and students discipline

2.8 Research Gap

A number of studies have been carried out on conflict in secondary schools both in Kenya and at the international level such as (Kombo, 2010; Karugu, 1987, Nguru, 1978) however these studies have mainly been focused on the causes of interpersonal conflicts in schools. To the best of the researcher's knowledge no study has been done to determine the influence of interpersonal conflicts in secondary schools on performance hence the gap, thus, this study sought to determine the influence of interpersonal conflict on the students' academic performance in Kenya Certificate of Secondary Education in Kasipul Division.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter describes the methods that were applied in carrying out the research. It describes in details the steps that were followed to determine the influence of interpersonal conflict in public secondary schools on the students' performance in Kenya Certificate of Secondary Education in Kasipul Division. This chapter is divided into the following; research Design, target population, description of sample and sampling procedure, description of research instruments, data collection procedure, data analysis techniques and finally ethical considerations.

3.2. Research Design

According to Mugenda (2008) a research design is a detailed description of how a study shall be conducted. It presents detailed information on how data were collected, the instruments which were used, how the instruments were employed and the intended method of analyzing the data. This study intended to use descriptive survey design to determine the influence of interpersonal conflicts in public secondary schools on the students' performance in Kenya Certificate of Secondary Education in Kasipul Division. Descriptive survey design is a research design used to assess facts, opinion, attitudes about a phenomenon in this current undertaking. Kombo and Triumph (2006) assert that quantitative data is data in numerical form which can be put into categories, or in rank order, or measured in units of measurement.

3.3. Target Population

Population is a well-defined collection of individuals or objects that is the main focus of scientific study (Ogula, 2007). The study targets all the public schools, teachers and form four students in Kasipul Division. According to the Division education office, division has 54 public secondary schools; 46 mixed schools, 3 boys' schools and 4 girls' schools (Kasipul Division education office, 2015). One is an extra county school, seven are county schools while the rest are sub county schools.

The target respondents for this study comprised 54 principals, 486 teachers and 1350 form four students since interpersonal conflicts arise from their interactions. Form four students were chosen because they are perceived by the researcher to be familiar with the school activities since they have been in the schools the longest. They will also be sitting for their KCSE exams hence their performance may be affected by the interpersonal conflicts in their schools.

3.4 Sample and Sampling Procedure

This section presents the sample size and the sampling procedure that will be used for this study.

3.4.1 Sample Size

According to Gay & Delhi (1992), generally the number of respondents acceptable for a study depends upon the type of research involved. For a descriptive research, the sample

should be atleast 10% of the population. But if the population is small the 20% may be required.

Schools

For the purpose of this study, 11 schools were sampled out of the 54 schools which accounted for 20% the total population. The sample size for schools is presented in Table 3.1.

Table 3.1 Presents sample size for schools

Respondents' strata	Target population	Sample size
Stratum A: Girls' day	1	1
Stratum B: Girls' Boarding	3	1
Stratum C: Boys' Boarding	2	1
Stratum D: Mixed Day	25	5
Stratum E: Mixed Boarding	20	3
Total	54	11

Respondents

The sample size included 11 principals, 49 teachers and 125 students from the selected 11 schools as shown in Table 3.2.

Table 3.2: Presents the sample size for the respondents

Respondents' strata	Target population	Sample size
Principals	54	11
Teachers	486	49
Students (form 4)	1350	125
Total	1890	185

3.4.2 Sample Procedure

Purposive sampling was used to select samples using criteria such as type of school, day, boarding or whether the school is boys', girls' or mixed (Orodho 2009). The researcher used purposive sampling to classify the schools into above strata. Simple random sampling was then used to select 1 boys' boarding school, 1 girls' day school 1 girls' boarding school, 3 mixed day and boarding schools and 5 mixed day schools.

The sampled schools provided 11 principals, 49 teachers and 125 students. This constituted 10% of the total population used in the study. Stratified random sampling was used to select the teachers and students. The teachers and students (in mixed schools) were chosen on the criteria of male or female. From each school 1 principal, 5 teachers and 11 students were selected.

3.5. Research Instruments

Researchers prefer using methods that provide higher accuracy, generalizability and explanatory power within low cost, rapid speed and maximum management demands and

administrative convenience (Warwick and Lininger, 1975). Data collection instrument used was questionnaire.

3.5.1 Questionnaire

In this study a questionnaire was used to collect primary data. According to Bryman and Bell (2003) questionnaire is a tool used to collect data where carefully selected, orderly, self-administered questions are used. It was more efficient in that it requires less time for respondents to give information, permits respondents to remain anonymous in their responses and it was easy to administer. The questionnaires were administered personally by the researcher to the teachers and students. The study had a questionnaire; for the principals, the teachers and the students. The questionnaire had four sections. Section A: gathered information on background information while the rest collected information on the influence of interpersonal conflict on students' performance in KCSE. The questions were structured in both close and open-ended format to elicit intended responses and allowed respondents a room for any additional information relevant to the study respectively. Closed-ended questions helped guide respondents in giving response while open ended helps in obtaining in depth response from the respondents.

3.6 Pilot Study

Pilot study was done in 2 schools in the neighbouring Division which were not part of the study sample. The respondents were encouraged to comment and give suggestions concerning research items. Data collected at the pilot study was analysed and results used for appropriate amendment of the research instruments.

Piloting helps to validate the research and ascertain their reliability. It also revealed any deficiencies that may be in the questionnaire to be address in time (Mugenda & Mugenda, 1999). It helped the researcher to detect and avoid biased responses and time wastage. Piloting also helped check whether the instruments would elicit the anticipated results.

3.7 Validity and Reliability of the Research Instruments

This section contains how the validity and reliability were made.

3.7.1 Validity of research documents

Validity refers to how accurately the data obtained in the study represents the variables of the study according to Mugenda and Mugenda (2003), the instrument should measure what it was meant to measure. To ensure validity, the instrument was be reviewed by the research supervisors.

3.7.2 Reliability of the Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results when used more than once to collect data from two samples drawn from the same target population (Mulusu, 1990). Reliability was established by split half method. It involves administering a test to a group of individuals then splitting the test into halves using the odd-even split method. In the study the even numbered items formed one half of the test and the odd numbered items formed the other half of the test.

3.8 Data Collection Procedure

The data were collected from principals, teachers and students in Kasipul Division using questionnaires. The researcher first sought an introductory letter from the university. Permission was then sought from Rachuonyo South Sub County authorities in order for the researcher to be allowed to carry out this study. Once permission was granted the researcher booked appointments with the selected schools through the head teachers. The researcher then visited each of the sampled schools and administered the questionnaires personally since it provided an opportunity for the researcher to establish good rapport with the respondents. The participants were given relevant instructions, assured of confidentiality and given enough time to respond to the questions. The researcher then collected the filled questionnaires for analysis.

3.9. Data Analysis and Procedures

The data were systematically organized for analysis. The quantitative data were analyzed using the Statistical Package for Social scientists (SPSS[®]) since it had high capacity of record keeping and data processing. The data were categorized and the information summarized to obtain the descriptive statistics in form of frequency distribution tables and percentages. The data from the questionnaires were analyzed as per the research questions of the study.

3.10 Ethical Considerations

The researcher solicited access to school through the government and school administration protocols. Informed consent was secured by explaining the purpose of the

study to the respondents. The respondents were assured of the confidentiality of the information and asked to remain anonymous in this study.

3.11 Operational definition of Variables

The operationalization of variables is shown in Table 3.3.

Table 3.3: Operationalization of variables

Objectives	Variables	Indicators	Measurements	Measurement scale	Tools of analysis
To determine the influence of teacher-teacher conflicts on performance.	INDEPENDENT Teacher-teacher conflict	Communication used Conflict resolution methods used Intolerance	Nature of communication Conflict resolution method	Interval and ratio scale	Frequency Percentage
To assess the influence of administration-teacher conflicts on performance.	INDEPENDENT Administration-teacher conflict	Partiality Type of leadership Non performance	Degree of fairness in teachers treatment Leadership styles	Interval and ratio scale	Frequency Percentage
To establish the influence of teacher-student conflicts on performance.	INDEPENDENT Teacher-student conflict	Favouritism Harsh treatment Discipline issues	Degree of fairness in students treatment Relationships between teachers and students	Ordinal and interval	Frequency Percentage
	DEPENDENT Students' academic performance in KCSE	Attained mean grade in KCSE Attained subject grade in KCSE	Candidates grades School mean grades	Ordinal	Percentage

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS OF THE FINDINGS

4.1 Introduction

This chapter reports on the main results obtained by analysis of data, presentation, interpretation and discussions the findings. The results are on the influence of interpersonal conflicts on students' academic performance in public secondary schools. The focus was on how teacher-teacher conflict, teacher-students conflict, administration teacher conflict influence students' academic performance. Data generated from this research was qualitative. Quantitative data was presented in form of frequencies, and percentages. Presentation was done using tables and frequencies effective communication.

4.2 Response Rate

Response rate of the respondent is presented in Table 4.1

Table 4.1 Response rate

Respondents	Questionnaires administered	Questionnaires returned	Percentage response rate %
Principals, teachers and students	185	150	81

From Table 4.1, the researcher distributed 185 self-administered questionnaires to the sampled respondents, 150 questionnaires were returned out of which 35 were not returned leaving 150 questionnaires for analysis. According to Mugenda and Mugenda (1999), a response rate of 50% is adequate for analysis and reporting, a rate of 60% is good and a response rate of 70% and over is excellent. This means that the response rate for this study, that is, 81% was excellent and therefore good enough for data analysis and interpretation. This represents 81% response rate which the researcher found sufficient to proceed with data analysis. The high response rate is attributed to the fact that the researcher personally administered the questionnaires to the principal, teachers and students in various schools within Kasipul Division.

4.3 Demographic Information data of the Respondents

The demographic information obtained was drawn from the completed questionnaires for the respondents who were principals, teachers and students of public secondary schools. The demographic data provides summary concerning the gender, age, education level and work experience of the respondents.

4.3.1 Distribution of Respondents by Gender

The researcher sought to establish the gender of the respondents and the results are presented in the Table 4.2.

Table 4.2: Gender Distribution (n=150)

Category	Frequency	Percentage (%)
Male	83	55
Female	67	45
Total	150	100

From the Table 4.2, 55% of the respondents were males whereas 45% of the respondents were females. This shows that there were fewer more male respondents than females. This is attributed to the fact that researcher considered gender of the respondents when selecting them. The study area also seems good representation of both genders. Thus there was small gender parity and therefore the responses were not gender biased. The results there represented the opinion of both the female and male participants in the study.

4.3.2 Distribution of Respondents by Age

The researcher sought to establish the age distribution of the respondents and the findings are shown in the Table 4.3.

Table 4.3: Age of the respondents

Demographic factors	Variable	frequency	Percentage (%)
Age in years	19 and below	102	68
	20 - 29	5	3
	30-39	24	16
	40 and above	19	13

From the Table 4.3, majority (68%) of the participants were aged below 19 years followed by those aged between 20 to 29 years (3%), then by those of 30-39 years (16%). Respondents aged over 40 years were 13%. Apart from the students who were aged had the majority of them aged 19 and below, it appeared majority of the teachers were aged between 30 and 39 in Kasipul Division. This was a good indication that they provided relevant responses to items in the questionnaire since people tend to be more experience as they age. Age of the respondents was of interest to the study because older teachers who have been the field for long have interacted with many people and have witnessed interpersonal conflicts in schools.

4.3.3 Distribution of respondents by Level of Education

Academic qualification of the respondents may determine their understanding of interpersonal conflicts in schools. The study sought to establish the highest education level attained by the respondents and the results are presented in the Table 4.3

Table 4.3: Highest Education Level Attained (n=150)

Category	Frequency	Percentage (%)
PhD	2	1
Masters	5	3
Bachelors	33	15
Diploma	5	3
Form 4	110	73
Total	150	100

From the Table 4.3, all the respondents in the study had acquired formal education albeit to academic levels. The form four students were considered to have acquired adequate knowledge to understand the interpersonal conflicts in their schools. Apart from the form four students, the majority (15%) had a university degree, (3%) of the respondents had a college diploma, (5%) of the respondents had a master's degree, 1% of the respondents had PhD. The principals and teachers are the most important individuals in the school system. They run the schools where they witness or are involved in conflicts hence their level of education. The study noted that the teachers and principals had acquired high levels of education that allowed them enter into the teaching profession as well as headship. This shows that the respondents in the study were well learned and thus would be able to comprehend and provide the relevant information on interpersonal conflicts in schools.

4.3.4 Distribution of respondents by Work Experience

Teachers who have worked for some years are better placed to understand conflicts in schools. The study sought to establish the work experience of the respondents and the findings are presented in the Table 4.4.

Table 4.4: Work Experience of the Respondents (n=150)

Years	Frequency	Percentage (%)
16 and above	18	39
11- 15	11	24
5-10	7	15
1- 5	10	22
Total	45	100

From the Table 4.4, apart from the form four students, majority (39%) of the respondents had an experience of over 16 years, 24% of the respondents had a work experience of 11 to 15 years, 22% of the respondents had a work experience of 1 to 5 years and the rest of the respondents had a work experience of between 5 and 10 years. The experience of the teachers was of interest to the researcher since long durations of experience meant that they would be resourceful in providing information. The researcher was satisfied that the study participants had acquired enough experience in their respective schools to enable them understand conflict issues in school.

4.3.5 Distribution of schools by Category

Category of the school was necessary to ensure representation of all categories of schools in the study for a better generalisation. The study sought to establish the category of school of the respondents and the findings are shown in the Table 4.5.

Table 4.4 Category of schools

Category of schools	Frequency	Percentage (%)
National	0	0
Extra County	1	10
County	4	40
Sub County	6	60
Total	10	100

From the Table 4.5, a majority (60%) of the respondents were in sub County schools, 40% of the respondents were in county schools, 1% of the respondents were in extra county schools and none of the respondent was in a national school. The researcher was satisfied that the study participants had enough representation in their respective schools to enable them provide valid and relevant information as regard the study questions.

4.3.6 Distribution of schools by Type

Considering type of the school was necessary to ensure representation of all categories of schools in the study for a better generalisation. The researcher sought to establish the type of schools of the respondents and the findings are shown in the Table 4.5.

Table 4.5: Type of the schools of respondents

Type of school	Frequency	Percentage (%)
Mixed day	4	40
Girls day	1	10
Mixed day and boarding	3	30
Girls boarding	1	10
Boys boarding	1	10
Total	10	100

From the Table 4.5, a majority (40%) of the respondents were in mixed day schools, 30% of the respondents were in mixed day and boarding schools, 10% of the respondents were in girls' boarding schools, 10% of the respondents were in boys' boarding schools and 10% of the respondents were in girls' day schools. The researcher was satisfied that the study participants had enough representation in their respective schools to enable them provide valid and relevant information as regard the study questions.

4.3.6 Distribution of Respondents by Role

The researcher sought to establish the respondents' role in the schools and the findings are shown in the Table 4.6.

Table 4.6: Respondents' role in the school

Role	Frequency	Percentage (%)
Students	105	70
Teachers	35	23
Principals	10	7
Total	150	100

From the Table 4.6, a majority (70%) of the respondents were students 23% of the respondents were teachers, 7% of the respondents were principals/deputy principals. The researcher felt contended that the study participants had equal representation in their respective population size in their schools to enable the study get valid and relevant information as regard the study questions.

4.4 Influence of interpersonal conflicts on students performance in KCSE

The study sought to investigate the influence of interpersonal skills on students' academic performance in in KSCE in public secondary schools in Kasipul Division, Homa-Bay County, Kenya. This section presents findings as obtained from the field of study in

relation to specific research questions. This section is further divided into sub sections depending on the specific research questions.

4.4.1 Teacher-teacher Conflict and Students' Performance

The study sought to determine whether there were cases where teachers disagree among themselves in their schools and the finding were as shown in Table 4.7.

Table 4.7: Existence of teachers disagreement

Response	Frequency	Percentage
Agreed	112	75
Disagreed	38	25

From the Table 4.7, majority (75%) of the respondents agreed that conflicts between teachers existed in schools while 25% of the respondents disagreed. This means that conflicts between teachers are growing phenomenon in our schools. It implies that any destructive conflict or unresolved conflict among teachers that is not properly handled can negatively affect the achievement of school goals and objectives. This is supported by Browarys and Price (2008) findings that found a consistent conflict between different individuals and groups within an organizational setting.

The study also sought to determine respondents' opinion in relation to teacher-teacher conflict and students' performance and the findings were as shown in Table 4.8.

Table 4.8: Respondents' opinion on teacher-teacher conflict and students' performance

Response	Strongly agree %	Agree %	Undecided %	Disagree %	Strongly disagree %	Total %
How teachers communicate to each other is a source of teacher-teacher conflict	4	6	8	26	56	100
Conflicts among teachers in my school are rarely resolved	40	30	20	10	0	100
Intolerance among teachers causes conflict among them.	33	30	30	7	0	100
Teacher-teacher conflict leads to poor students' academic performance in our school	70	30	0	0	0	100

The researcher sought to establish whether how teachers communicate to each other is a source of teacher-teacher conflict. From Table 4.8, majority of the respondents (56%) indicated that they strongly disagreed with the statement while 26% of the respondents disagreeing, 8% were undecided with 6% agreeing while 4% strongly agreeing. This is supported by Browarys and Price (2010) findings that value conflicts are caused by perceived or actual incompatible belief systems and arise only when people attempt to force one set of values on others or lay claim to exclusive value systems that do not allow for divergent beliefs. Similar findings were noted by Adomi and Anie (2005) who posit that a common cause of conflict is poor communication, which can lead to misunderstandings and allow barriers to be erected.

The study also sought to establish whether conflicts between are rarely resolved. From Table 4.8, of the respondents (10%) indicated that they were undecided with 20% agreeing while majority, 30% strongly agreeing. This means there are no adequate conflict resolution methods in schools to address conflict issues. This is supported by Kreidler (1994), who opines that conflicts will be escalated when individuals do have forums to express their emotions, for instance when people's emotions are suppressed; they turn to aggressive methods to express their emotions. The results are also in tandem with Henry (2009) who posited in his research that conflict has negative effect when not properly resolved especially among teachers in secondary schools.

The study also sought to establish whether intolerance causes conflict among teachers. Data showed that the majority (33%) strongly agree, 30% agreed while 30% were

undecided and only 10% disagreed. The results showed that some teachers were intolerant to other teachers because of their individual differences such as religious affiliation, gender, political affiliation and tribe. These teachers may not share anything with other teachers which restrain their working together to improve the academic performance of the learners. This finding is inconsistent with Legg (1993) who agrees that an intolerant atmosphere can be a source of conflict. He adds that an intolerant atmosphere can cause resentment of the accomplishments, possessions and qualities of others leading to poor outcome.

The researcher sought to establish that administration teacher-conflict negatively affects students' performance. From Table 4.9, 30% of the respondent indicated that they agreed while 70% strongly agreed. These results reveal that a school manifested with constant unresolved conflicts between teachers have their students' academic performance negatively affected. The results are in tandem with Newstorm and Davis findings that prolonged interpersonal conflicts lead to deterioration of cooperation and teamwork, at personal level some people may feel defeated while the self- image of others will decline and personal stress level will rise.

4.4.2 Administration-teacher Conflict and Students' Academic Performance

The respondents were asked whether there has been case(s) of conflicts between the administration and the teacher(s) in their school and the finding were as shown in Table 4.9.

Table 4.9: Existence of administration – teacher conflict and Student’s Academic performance

Response	Frequency	Percentage
Agreed	92	61
Disagreed	58	39

From the Table 4.9, majority (75%) of the respondents agreed while 25% of the respondents disagreed. The results show that the school administrations and the teachers run into conflict. This is supported by Browarys and Price (2008) findings that found a consistent conflict between different individuals and groups within an organizational setting. Harper (2004) mentioned in his research that conflict can occur between the principal and the teachers which is in agreement with these findings.

Table 4.10: Administration-teacher conflict and students' academic performance

Response	Strongly agree%	Agree %	Undecided %	Disagree %	Strongly disagree %	Total %
Leadership in our school causes conflict between the administration and the teacher(s)	20	40	10	20	10	100
Indiscipline or non-performance by teachers causes administration teacher conflict in our school	50	20	10	10	20	100
All teachers are treated fairly by the administration in our school	10	20	20	20	30	100
Administration- teacher conflict negatively affects students' performance	60	20	0	10	10	100

The study sought to establish whether leadership in our school causes conflict between the administration and the teacher(s). From Table 4.10, 10% of the respondent indicated that they strongly disagreed with the statement while 20% of the respondents disagreed,

21% were undecided with 40% agreeing while 20% strongly agreed. The results reveal that some principals exercise bad leadership which causes conflict between them and the teachers. This agrees with Walker (1997), that some principals run into conflicts with other teachers because of the way they view their office; they regard themselves as inseparable from the status of the office and react with threat and counter aggressive behaviour when under attack. The findings are also in line with Fabunimi and Alimba whose study revealed that poor management behaviour of principals is the main cause of conflicts secondary schools. Conflicts are unavoidable but the administration's leadership style may cause the conflict to be destructive or dysfunctional to the organisation thus affecting the academic performance of the students negatively.

The researcher sought to establish that indiscipline or non-performance by teachers causes administration teacher conflict in our school. From Table 4.10, 20% of the respondent indicated that they strongly disagreed with the statement while 10% of the respondents disagreed, 10% were undecided with 10% agreeing while 50% strongly agreed. This implies that some teachers' characteristics of being indiscipline or failing to perform their duties effectively restrain their working relationship with the administration. This concurs with Philips (2000) and Republic of Kenya (2001) that some teachers cause problems, lack discipline and incite students against the school administration. It adds these teachers display incompetence, laziness and lack interest in student's work. This could be attributed to the fact that some teachers are forced into the teaching profession without commitment.

The study sought to establish that all teachers are treated fairly by the administration in our school. From Table 4.10, 30% of the respondent indicated that they strongly disagreed with the statement while 20% of the respondents disagreed, 20% were undecided with 20% agreeing while 10% strongly agreeing. The study revealed that the administration of some schools is biased in treatment of the school; they openly favour some teachers. This confirms the finding of Beardwell and Claydon (2007) who found that in many organizations even in school, manager or principal is granted privilege denied to other employees or teachers to depict an individual's status which can consequently be a source of conflict.

The researcher sought to establish that administration teacher-conflict negatively affects students' performance. From Table 4.10 above, 30% of the respondent indicated that they agreed while 70% strongly agreed. This implies that schools with persistent administration-teacher conflict affect the performance of their students negatively. This is in tandem with Okotoni and Okotoni (2003), that conflict between the administration and the teachers often results in disruption of academic programmes and in final analysis pupils and their parents suffer unquantifiable losses as a result of poor performance. The findings are also in consonance with Albert (2001) in his study that conflicts unresolved conflicts among the principals and teachers can affect the organisational performance and lead to no-attainment of the educational goals and objectives resulting poor academic performance.

4.4.3 Teacher-Student Conflict and Students' Academic Performance

This study sought to find out whether there has been a cause of conflict between the teacher (s) and student(s) in schools and the findings were as shown in Table 4.11

Table 4.11: Existence of teacher(s) and student(s) conflict

Response	Frequency	Percentage
Agreed	115	76
Disagreed	35	24

The findings show that majority of the respondents 80% agreed while 20% of the respondents disagreed. This implies that cases of teacher student conflict are common in most secondary schools in the study area. These findings concur with Harper (2004) who mentioned that conflict can occur between teachers and students. If the conflict is not resolved well by the school management then, the organisational performance will not be hindered. Adeyemi (2009) stated in his research that conflicts in schools between teachers and students leads to poor academic performance.

The study sought to determine the respondents, opinion on teacher-student conflict and students' academic performance and the findings were as shown in Table 4.12.

Table 4.12: Teacher-student conflict and students' academic performance

Response	Strongly agree %	Agree %	Undecided %	Disagree %	Strongly disagree %	Total %
Harsh treatment by teachers lead conflict between teachers and students	70	30	0	0	0	100
Students' indiscipline in my school is cause of conflict between a teacher and a student.	40	30	20	10	0	100
Some teachers favour certain students	30	35	5	20	10	100
Teacher-student conflict negatively affects students 'performance	75	25	0	0	0	100

The study sought to establish whether harsh treatment by teachers on students leads to teacher-students conflict. From Table 4.12, 30% of the respondent indicated that they agreed while 70% strongly agreed. This means that some teachers met harsh treatment towards their students which escalate conflict. This is supported by Challis (1995) that,

when teachers over use traditional authoritarian responses, teacher- student conflict sometimes escalate resulting in anger, resentment, damaged relationships and further violence. Kingala (2000) also adds that due to lack of interest in teaching, some teachers become increasingly brutal to the students.

The researcher sought to establish that students' indiscipline in school is a cause of conflict between a teacher and a student. From Table 4.12, 10% of the respondents indicated that they disagreed, 20% were undecided with 30% agreeing while 40% strongly agreed. The findings point to the student's characteristics of being indiscipline as a serious cause of teacher-student conflict. Some students lack respect for their teachers or fail to obey the school rules and regulations which create disharmony with the teachers.

The researcher sought to establish that some teachers favour certain students in school. From Table 4.12, 10% of the respondents indicated that they strongly disagreed, 20% disagreed, 5% were undecided with 35% agreeing while 30% strongly agreeing. The results points out that certain students received favours from some teachers. This caused conflict between the teachers and students who do not receive such favours. The findings concurs with Mackenzie (1993), that teacher- student conflict may arise due favouritism where some students are given special treatment because they are bright, they come from influential families or because of their gender. This confirms the finding of Beardwell and Claydon (2007) who found that in many organizations even in school, manager or

principal is granted privilege denied to other employees or teachers to depict an individual's status which can consequently be a source of conflict.

The researcher sought to establish that teacher- student conflicts negatively influence students' academic performance. From Table 4.12, 25% of the respondents indicated that they agreed while 75% strongly agreed. The study revealed the existence of rampant conflicts between teachers and students in schools. This is supported by Lockeheed (1991), that lack of motivation and professional commitment by teachers produces poor attendance and unprofessional attitudes towards students. This type of behaviour affects learners' performance negatively. Adeyemi (2009) also confirmed that conflicts arising between the teachers and the students contribute to poor academic performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study intended to determine the influence of interpersonal conflicts on students' academic performance in public secondary schools. This chapter summarises findings as well as conclusions gathered from the analysis of data. Findings have been summarised alongside research questions of the study, conclusions have been drawn from the study and recommendations given. It also highlights the suggestions for further research.

5.2 Summary of Findings

There was a response from 150 out of the 155 questionnaires distributed to the 11 public secondary schools in the division which is a response rate of 81%. The study had response from 55% of males and 45% of females. The study respondents comprised 5% Principals, 30% teachers and 65% form four students. This boosted the aspect of reliability of the information as the group had vast knowledge of interpersonal conflicts in schools. It emerged that apart from the students, the majority (39%) had long work experience. This revealed that most of the respondents had witnessed interpersonal conflicts in schools. The study also revealed that apart from the student, 27% had Diploma and above.

The first objective of the study was to determine the influence of teacher- teacher conflicts on students' academic performance in Kasipul Division. This study found that teacher-teacher conflicts were being experienced in the targeted schools where 75% of the respondents supported this by agreeing. This study established how teachers communicate to each other is a source of teacher-teacher conflict where majority of the respondents (56%) indicated that they strongly disagreed with the statement while 26% of the respondents disagreeing, 8% were undecided with 6% agreeing while 4% strongly agreeing.

The second objective of the study was to determine the influence of teacher- teacher conflicts on students' academic performance in Kasipul Division. This study found that Administration-teacher conflicts were being experienced in the targeted schools where 75% of the respondents supported this by agreeing The study ascertained that leadership in our school causes conflict between the administration and the teacher(s) where 10% of the respondents indicated that they strongly disagreed with the statement while 20% of the respondents disagreed, 10% were undecided with 40% agreeing while 20% strongly agreed.

The study established that indiscipline or non-performance by teachers causes administration teacher conflict in our school where 20% of the respondent indicated that they strongly disagreed with the statement while 10% of the respondents disagreed, 10% were undecided with 20% agreeing while 40% strongly agreed. This study found that all teachers are not treated fairly by the administration in our school where 30% of the

respondent indicated that they strongly disagreed with the statement while 20% of the respondents disagreed. This study found out that administration teacher-conflict negatively affects students' performance where 10% of the respondent indicated that they disagree, 20% agreed while 70% strongly agreeing.

This study found that cases of teacher student conflict are common in most secondary schools in the study area having been supported by 80% of the majority of the respondents. This study revealed that some teachers show favouritism towards certain students where 10% of the respondent indicated that they strongly disagreed with the statement while 20% of the respondents disagreed, 05% were undecided with 35% agreed while 30% strongly agreed. This study found that students' indiscipline in my school is cause of conflict between a teacher and a student where 10% of the respondent indicated that they disagreed, 20% were undecided with 30% agreeing while 40% strongly agreed. This study found out that some teachers treat their students harshly where 25% of the respondent indicated that they agreed while 75% strongly agreed. This study found out that administration teacher-conflict negatively affects students' performance where 20% of the respondent indicated that they agreed while 70% strongly agreeing.

5.3 Conclusion

Based on the findings this study concluded that teacher-teacher conflict was being experienced in the studied secondary schools and that they negatively influenced students' academic performance where the majority of the responded that communicative channels used by teachers was a source of conflict between teachers. It was also

concluded that conflicts were rarely resolved in many schools which restrained the working relationships between the teachers. Data on the intolerance among teachers indicated that some teachers do co-exist in harmony with others due to individual differences. These issues hampered the working relationship of teachers which negatively affected student's academic performance in exams.

The study also concluded that administration teacher conflicts were also rampant in the studied secondary schools. Presence of impartiality towards the teachers and leadership styles used by the heads of the school were found to be the major cause of conflict between the administration and the teachers. Some teacher's characteristics of indiscipline or not performing their duties properly were found to be at the centre of the restrained relationship between the administration and thus contributing to devastating influence on students' academic performance.

The study also revealed that teacher-student conflict was common in the studied secondary school in which case they negatively influenced students' academic performance. For instance, the tendency by some teachers to favour other students was realized as a reason for the conflict. In addition, some teachers meted harsh treatment on their students which further damages this relationship. Students' indiscipline was also found to be a major of conflict between the teachers and students. These conflicts negatively affect student's academic performance in Kenya Certificate of Secondary Education.

5.4 Recommendations

The following recommendations of the study based on the findings were made:

1. Public secondary schools should create a tolerant atmosphere and a mutual understanding among teachers as this may help minimise interpersonal conflict that arises from intolerance and lack of motivation. There should be in place a good flow of information both laterally and horizontally. In addition, teachers should be encouraged to embrace non-violent conflict resolutions so as to minimise interpersonal conflicts between teachers and improve on the academic performance of learners.
2. Public secondary schools should ensure better working condition and fair treatment of all teachers. Teachers should be motivated and encouraged to embrace work ethics. The school heads should exercise leadership that incorporate the teachers as will minimise restrained relationship between the administration and the teachers.
3. Students should be treated equally and fairly all the time so that cases of teacher-student conflict may be minimised. Finally teachers should reduce the harsh treatment meted on students as this is likely to help improve teacher-student relationship hence academic performance.

5.5 Suggestions for Further Studies

The researcher recommends that more studies should be carried out on strategies and mechanisms that should be adopted to overcome interpersonal conflicts in public secondary schools.

A similar study should be done in other parts of Kenya to validate the current findings since it is not possible to generalize the current study findings.

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APPENDICES

APPENDIX I: Letter of Introduction

University of Nairobi

School of Continuing and Distance Education

P.O. Box 30197

.....

The Principal

.....

.....

.....

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I hereby apply for above mentioned. I am a student at the University of Nairobi. I am conducting a research on the **influence of interpersonal conflicts on student's academic performance in public secondary schools in Kasipul Division, Homa-County, Kenya**. The research will entail issuing questionnaire to 12 form four students, 5 teachers and the principal. The information is only for academic purposes and will be treated as confidential.

Yours faithfully

Ernest Ayoma

APPENDIX II: Questionnaire

This questionnaire is designed to seek information the influence of interpersonal conflicts in public secondary schools on students' performance. The questionnaire has three sections; A, B and C. Kindly complete it as objectively as possible. The information is only for academic purposes and will be treated as confidential.

Please tick (✓) where appropriate or fill in the required information on spaces provided.

Thank you.

Section B: Background information

1. Your gender
a) Male () b) Female ()
2. Your age (in years)
a) Below 19 () b) Between 20-29 ()
c) Between 30-39 () d) Between 40-49 ()
e) 50 and above ()
3. Marital status (for teachers and principal only)
a) Single () b) Married ()
4. Level of education
a) PhD () b) Masters () c) Bachelor's degree ()
d) Diploma () e) Form 4 ()
5. Category of the school
a) National () b) Extra County ()
c) County () d) Sub county () e) other ()
6. Type of the school

- a) Girls Boarding () b) Boys Boarding ()
 c) Mixed Boarding () d) Girls Day ()
 e) Mixed Day () f) Mixed Day and Boarding ()

7. Years of experience

- a) 1 – 5 years () b) 5 – 10 years ()
 c) 11 - 15 years () d) 16 and above ()

8. Your role in the school:

- a) Principal/Deputy Principal () b) Teacher ()
 c) Student ()

Section B: Teacher-Teacher conflict and students' performance in exams

9. Has there been a case of a conflict between teacher(s) and other teacher(s) in your school?

- Agree () Disagree ()

Item	Response	Instruction
How teachers communicate to each other is a source of conflicts between teachers.	A SD..... U..... D SA	Tick appropriately
Conflicts among teachers in our school are rarely resolved.	A SD..... U..... D SA	Tick appropriately

Intolerance is a cause of conflict between teachers in our school.	A SD..... U..... D SA	Tick appropriately
Teacher – teacher conflict negatively affects student’s academic performance in our school	A SD..... U..... D SA	Tick appropriately

Section C: Administration – teacher conflicts and students’ performance in exams

14. Has there been case(s) of conflicts between the administration and the teacher(s) in your school?
- a) Agree () b) Disagree ()

Item	Response	Instruction
The leadership style in our school causes conflict between administration and the teacher(s).	A SD..... U..... D SA	Tick appropriately
All teachers are treated fairly by the administration in our school.	A SD..... U..... D SA	Tick appropriately

Indiscipline or non-performance by teachers causes administration-teacher conflict in our school.	A SD..... U..... D SA	Tick appropriately
Administration-teacher conflict negatively affects student's academic performance in our school	A SD..... U..... D SA	Tick appropriately

Section D: Teacher- student conflicts and students' performance

19. Has there been a case of conflict between the teacher(s) and the student(s) in your school?

- a) Agree () b) Disagree ()

Item	Response	Instruction
Some teachers treat their students harshly.	A SD..... U..... D SA	Tick appropriately
Student's indiscipline in my school is a cause of conflict between teachers and students.	A SD..... U..... D SA	Tick appropriately

Some teachers favour certain students.	A SD..... U..... D SA	Tick appropriately
Teachers-students conflict negatively affects student's academic performance in our school	A SD..... U..... D SA	Tick appropriately

END

THANK YOU

Appendix III: Permit Letter

**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
State Department of Education**



E-mail: rachuonyosoutheduc.office@gmail.com
Telephone 05931267

when replying please quote

REF: RACH/ADM/77/VOL.II/140

SUB COUNTY EDUCATION OFFICE,
RACHUONYO SOUTH SUB COUNTY
P.O. Box 178,
OYUGIS

04/06/2015

To All Principals,
Selected Secondary Schools

RE: ERNEST OTIENO AYOMA - TSC/541915

Kindly assist the bearer of this letter who is on his research as indicated in his letter from the University of Nairobi, Ref: No. UON/CEES/DES/2/15, dated 20/5/2015, where he is a student pursuing MA in Peace Education.

Thanks for your anticipated co-operation

A handwritten signature in blue ink, appearing to be 'Tom A. Adoyo'.

TOM A. ADOYO,
For: SUB-COUNTY DIRECTOR OF EDUCATION,
RACHUONYO SOUTH SUB COUNTY.

FOR SUB COUNTY DIRECTOR OF
EDUCATION
RACHUONYO SOUTH

C.C. - County Director of Education
Homa Bay County



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EDUCATIONAL STUDIES

Your Ref:

Our Ref:

Telephone: 318262 Ext. 120

Main Campus
Gandhi Wing, Ground Floor
P.O. Box 30197
N A I R O B I

20th May, 2015

REF: UON/CEES/DES/2/15

TO WHOM IT MAY CONCERN

RE: ERNEST OTIENO AYOMA - REG. NO L51/63600/2013

This is to confirm that the above named is a student at the University of Nairobi College of Education and External Studies, School of Continuing and Distance Education, Department of Educational Studies pursuing Master of Arts in Peace Education.

He is proceeding for research entitled "Influence of Interpersonal Conflicts on Students' Academic Performance in KCSE in Public Secondary Schools;" A case of Kasipul Division, Homa Bay County, Kenya.

Any assistance given to him will be highly appreciated.

Dr. Omondi Bowa
Chairman
Department of Educational Studies

CHAIRMAN
DEPARTMENT OF EDUCATIONAL STUDIES
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
UNIVERSITY OF NAIROBI
P.O. Box 30197
NAIROBI.