

**INFLUENCE OF PREFECTS' INVOLVEMENT IN
MANAGEMENT ON CONFLICT RESOLUTION IN PUBLIC
SECONDARY SCHOOLS: THE CASE OF KISUMU COUNTY,
KENYA**

BY

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DECLARATION

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

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DEDICATION

This research project report is dedicated to my loving wife, Sophie Anne, our only daughter Phelisters Eugenie and my mother, Hellen Owande who have been very supportive to me during the entire period of this study.

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ABBREVIATIONS AND ACRONYMS

OECD:	Organization for Economic Co-Operation and Development
SPSS:	Statistical Package for Social Sciences
MOE:	Ministry Of Education
TSC:	Teachers Service Commission
IT:	Information Technology
P.T.A:	Parents Teaches Association
B.O.M:	Board of Management
MS-C:	Muhoroni Sub-County
NCIC:	National Cohesion and Integration Commission
MOEST:	Ministry of Education, Science and Technology
S.M.T:	Senior Management Team

ABSTRACT

Most schools have registered violent conflicts that have led to property destruction. In the light of this, the purpose of this study was to assess the influence of prefects' involvement in management on conflict resolution in public secondary schools in Muhoroni Sub-County, Kisumu County, Kenya. The objectives were: to examine the influence of prefects' involvement in communication on conflict resolution; to establish the influence of prefects' involvement in arbitration on conflict resolution; to investigate the influence of prefects' involvement in instilling discipline on conflict resolution and to find out the influence of prefects' involvement in decision making on conflict resolution. The study used descriptive survey design with a total of 33 public secondary schools that had 33 Principals, 33 Guidance and counseling teachers, a total of 292 prefects (head boys, head girls and class secretaries) and 1772 Form Three students. This gave a target population of 2130. A stratified sampling technique was used to select a sample size of 10 schools. Each of the sampled schools provided 1 Principal, 1 guidance and counseling teacher, 1 head girl and/ or head boy and 4 class secretaries and 35 Form Three students. The researcher personally conducted interviews to the principals and issued questionnaires to the guidance and counseling teachers, prefects and students to collect data. Piloting was done in two public secondary schools. Split half method was used to ascertain the reliability. The researcher applied content validity to measure the relevance of the research instrument. Data collected were coded and analyzed using Statistical Package for Social Sciences (SPSS). They were then analyzed using descriptive statistics and the results presented using frequency distribution tables and percentages. The study found out that involving prefects in communication enhances conflict resolution. This was supported by 60% of the principals who strongly agreed while the other 40% agreed to it. Similarly, 50% of the guidance and counseling teachers, 51.8% of the prefects and 35.1% of the students agreed. The study findings also revealed that prefects' involvement in arbitration enhances conflict resolution. This was evidenced by 70% of the principals, 60% of the guidance and counseling teachers, 44.6% of the prefects and 39.4% of the students who agreed. To support this further, in each category of respondents, there was significant percentage of respondents who strongly agreed to this finding. The study further found out that involving prefects in instilling discipline enhances conflict resolution in public secondary schools. This was supported by 50% of the principals who agreed and 70% of the guidance and counseling teachers, 39.3% of the prefects and 40.6% of the students who agreed to it. However, the study noted that this should be done with limits whereby too sensitive cases of indiscipline should be reported to the administration. Additionally, the study findings revealed that involving prefects in decision making on matters regarding school management enhances conflict resolution to a great extent. 80% of the principals, 50% of the guidance and counseling teachers, 33.9% of the prefects and 32.9% of the students indicated that involving prefects in decision making enhances conflict resolution to a great extent. Based on these findings, it was concluded that: involving prefects in communication enhances conflict resolution in public secondary schools; prefects' involvement in arbitration enhances conflict resolution in public secondary schools; involving prefects in instilling discipline enhances conflict resolution in public secondary schools; involving prefects in decision making on matters regarding school management enhances conflict resolution in public secondary schools. It was therefore recommended that: each school should issue prefects with information handbooks that define clearly the communication protocol as well as general policies on communication in a school set up; coming up with a department in the students council mandated to listen to and arbitrate disputes that arise among students as soon as they occur; developing a policy on discipline that clearly defines offences and their penalties; an overhaul in the management structure to allow prefects are to participate in decision making on matters touching the students such as routine matters, school rules and regulations, school policy formulation.

CHAPTER ONEs

INTRODUCTION

1.1 Background of the study

Conflicts have been known to occur when two or more parties have divergent opinions, values and perspectives. In fact, Lockwood (1997) asserts that conflict is when two or more values, perspectives and opinions are contradictory in nature and have not been aligned or agreed about yet. This may occur 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 fulfillment (Ramani et al, 2010). According to Mayer (2001), conflict occurs along cognitive, emotional and behavioural dimensions. This explains the complexities of conflict and why a conflict sometimes seems to proceed in contradictory directions. Conflict also involves an emotional reaction to a situation or interaction that signals a disagreement of some kind. During conflicts, the parties involved may experience emotions in the form of fear, sadness, bitterness, anger, or hopelessness. According to Glass (1994), conflict also consists of the actions that we take to express our feelings, articulate our perceptions, and get our needs met in a way that has the potential for interfering with someone else's ability to get his or her needs met. This conflict behaviour may involve a direct attempt to make something happen at someone else's expense. It may be an exercise of power which may be violent or destructive.

Conversely, this behaviour may be conciliatory, constructive and friendly. But, whatever its tone, the purpose of conflict behaviour is either to express the conflict or to get one's needs met. Again, the question of reciprocity exists. Obviously, the nature of a conflict in one dimension greatly affects its nature in the other two dimensions. People can go rapidly in and out of

conflict, and the strength or character of conflict along each dimension can change quickly and frequently (Glass, 1994). And even though each of the three dimensions affects the others, a change in the level of conflict in one dimension does not necessarily cause a similar change in the other dimensions. Sometimes an increase in one dimension is associated with a decrease in another dimension (Mayer, 2001). Conflict occurs between people in all kinds of human relationships and in all social settings. Because of the wide range of potential differences among people, the absence of conflict usually signals the absence of meaningful interaction. Conflict by itself is neither good nor bad. However, the manner in which conflict is handled determines whether it is constructive or destructive (Deutsch, 2000).

Conflict resolution is not a thing of yesterday. It is an area of study that has been in place for a long time. According to Fisher (1990), conflict resolution began in the 1950s and 1960s during the peak of the Cold War that threatened the human race. This state of affairs necessitated a study into how such threatening conflicts could be handled. As a result, a group of professionals from different disciplines came together and explored the application of the techniques that were borrowed from industrial relations as well as domestic mediation settings of conflict control. People began developing interests in conflict resolution such that by the year 1980s it found its route to Africa. By this time, in South Africa, the Centre for Intergroup Studies was applying the approaches that had been developed in the new field of Conflict Resolution. The new field picked upward mobility with former President of the United States, Jimmy Carter, becoming a key leader in conflict resolution Non-Governmental Organization. Conflict resolution deserves to be enhanced in all school with an aim of reducing conflict and most cases of violence, if not all. It should replace the punitive approaches such as ‘Zero Tolerance Policies’ commonly used in

most schools. Such policies have proved futile and they are the main cause of the high profile episodes experienced in schools today. In a school setup, common responses to conflicts may be aggressive such as fights, insults, issuing of threats or law suits. In some cases, the responses could be passive such as ignoring the conflict, walking away, refusal to listen or the student may decide to give in to the demands of the offender (Jeanne, 2002).

There are different types of conflicts that people encounter in their day to day life. Kirkwood (2002) quoted in Ramani (2010) states that types of conflict that exist in organizations include data conflicts, structural conflicts, relationship conflicts, and interest conflicts. Conflicts can lead to disputes, grievances, lawsuits, complaints, strikes, and disciplinary actions. Conflicts in Kenya's public secondary schools have been on the rise in the recent past, (East African Standard, July 23, 2004). According to Musembi and Siele (2004), the government is concerned with the disturbances in learning institutions where in some cases students have burnt down schools and even attacked teachers. For instance, in Wundanyi, Wandango Secondary School went on violent strike in the year 2013 and caused a lot of damage to property in addition to inflicting injuries in their teachers. In Maseno Secondary school in the same year things were no different. This mainly arises due to unresolved conflicts between the students and the school administrators. This prompted the calling of a consultative meeting to address rising unrest in several institutions by students in Nairobi and districts in its environs, destroying property worth over twenty million Kenya shillings. The majority of the incidents happen in boarding secondary schools, with few exceptional cases reported in day secondary schools. Some of the emergencies that arise as a result of unresolved conflicts include: arson attacks, riots and violence which result in injury and loss of life and property (Ramani, 2010).

It is evident that schools in most parts of the country experience conflicts. In his view, Kipyego (2013) states that this wave of conflicts in secondary schools in Kenya has been noted severally in various schools in several sub-counties. It is on this basis that a number of studies have been done with the view to understand the causes as well as to find a lasting solution. In the light of this, Tikoko (2011), Muli (2011), Kipyego (2013) and Mukiri (2014) have studied participation of students in decision making, role of prefects in governance, conflict management methods used in secondary schools and role of prefects in enhancing discipline respectively.

Going by the statistics in the Sub-county Education office, Schools in Muhoroni Sub-County have not been left out in this wave of violent strikes. It went down in record when the most renowned girls' school in the sub-county, Koru Girls' secondary school, went on strike in the year 2008. The girls went on rampage creating dismay as learning/teaching activities came to a standstill. Barely a day after the Koru's incident, St. Augustine Kandege Secondary School, a neighbouring school, also followed suit. St. John Lwala Mixed Secondary school also experienced strike in November 2014. In the year 2015, a series of strikes truck Muhoroni sub-county within a span of less than three weeks. Ombeyi Mixed Secondary school went on rampage due to alleged management conflict. Barely a week later, was Awasi mixed secondary school that was closed down after students demonstrated. Moreover, there are several other cases of conflicts that are being arrested at their early stages of developments. Such disputes are good early warning signs of the major conflict that are about to emerge. Educationists equally agree that most schools now spend little time on academics because discipline consumes so much time (Kiruma, 2004). This has had negative impacts on the academic standards and performance. It is also widely acknowledged that violence against teachers, other students and destruction of

property both in the learning institution and surrounding communities has greatly increased in the past years (Onsarigo, 2007).

1.2 Statement of the Problem

Conflicts in Kenyan public secondary schools have been on the rise in the recent past. Miso (2008) asserts that 10% of the head teachers in Western Province in Kenya went on transfer because of management conflicts while Okoth (2005) observes that over 35.4% of the schools in Kisumu Municipality participated in different kinds of unrests in the year 2005. In Muhoroni sub-county Koru Girls' secondary school went on strike in 2008 following alleged management conflicts. One day later, their neighbour, St. Augustine Kandege Secondary School also went on strike. In 2014 Menara Secondary School also experienced violent conflicts that led to closure of the school for two weeks. St. John Lwala Mixed Secondary school also experienced strike in November 2014. In Ombeyi secondary school, students rioted on March 5, 2015 due to alleged poor performance in the 2014 KCSE results. The most recent is Awasi Mixed Secondary school that went on rampage on March 8, 2015 pointing management conflicts. This wave of strikes confirms the observation made by Kipyego (2013) that problems of conflicts in secondary schools in Kenya have been noted severally in various schools in several sub-counties. This trend is not only experienced in Muhoroni sub-county but the entire country. It has, therefore, instigated researchers such as Tikoko, (2011), Muli, (2011), Kipyego, (2013) and Mukiri, 2014 who have researched participation of students in decision making, role of prefects in governance, conflict management methods used in secondary schools and role of prefects in enhancing discipline respectively.

However, the thesis of this paper was that despite these frantic efforts by the researchers, not much research had been conducted to find out the influence of prefects' involvement in management on conflict resolution in public secondary schools. It was in the light of this, therefore, that the study aimed to find out the influence of prefects' involvement in management on conflict resolution in public secondary schools in Muhoroni Sub-County, Kisumu County, Kenya with a view of filling the knowledge gap between theory and practice in participatory and effective secondary school management and conflict resolution.

1.3 Purpose of the Study

The purpose of this study was to assess the influence of prefects' involvement in management on conflict resolution in public secondary schools in Muhoroni Sub-County, Kisumu County, Kenya.

1.4 Objectives of the study

The study sought to achieve the following specific objectives:

1. To examine the influence of prefects' involvement in communication on conflict resolution in public secondary schools in Muhoroni Sub-County.
2. To establish the influence of prefects' involvement in arbitration on conflict resolution in public secondary schools in Muhoroni Sub-County.
3. To investigate the influence of prefects' involvement in instilling discipline on conflict resolution in Public secondary schools in Muhoroni Sub-County.
4. To find out the influence of prefects' involvement in decision making on conflict resolution in public secondary schools in Muhoroni Sub-County.

1.5 Research Questions

The following research questions were derived from the research objectives to guide the study:

1. What is the influence of prefects' involvement in communication on conflict resolution in public secondary schools in Muhoroni Sub-County?
2. How does prefects' involvement in arbitration influence conflict resolution in Public secondary schools in Muhoroni Sub-County?
3. What is the influence of prefects' involvement in instilling discipline on conflict resolution in public secondary schools in Muhoroni Sub-County?
4. To what extent does prefects' involvement in decision making influence conflict resolution in Public secondary schools in Muhoroni Sub-County?

1.6 Significance of the Study

The findings of this study were of great significance in various areas of education system such as policy formulation, educational administration and educational research. The findings shed light on the importance of engaging students in peaceful conflict resolution and by extension, in the larger school management. It therefore, eased the school administrators' work on conflict resolution. As a result, the school Principals, Board of Management (B.O.M) and Parent's Teacher's Association (P.T.A) also directly benefited from decreased cases of violent conflict and strikes. Educational planners and policy makers, through the Ministry of Education (MoE), also benefited from the findings of the study by coming up with policies that defined clearly how to incorporate the prefects in the school management system by allowing them (prefects) to take part in conflict resolution processes. The findings also acted as an eye opener to the prefects who

began to understand deeply their positions in management in relation to conflict resolution processes. In addition to adding knowledge to the already existing stock of knowledge in this area of conflict resolution, the results also opened up windows for more research work. The findings were not only relevant but also significant to the National Cohesion and Integration Commission (NCIC) who underscored involving prefects in school management with a view to enhance conflict resolution. As a result, they used the findings in development and rolling out of peace building programmes in various parts of the country.

1.7 Limitations of the study

In every research, the use of various data collection techniques is very important. However, due to financial constraints, this study only employed the use of questionnaires and interviews. The study was also confined to public secondary schools only hence leaving out private and primary schools that might also provide relevant data in the Sub-County. Following the time, financial and logistical challenges the study did not cover all the students, prefects, teachers and principals in all the schools for conclusive data. Instead, it resorted to highly representative samples in all the categories of respondents. In spite of all these limitations, the researcher was determined to uphold quality.

1.8 Delimitation of the Study

This study was delimited to all public secondary schools in Muhoroni Sub-County, Kisumu County. The study drew its sample from Form Three students, Class Secretaries and school head boys and/or head girls, guidance and counseling teachers and school principals in these schools only. Form Four students were not included because they had a tight schedule while Forms One and Two were perceived to be gullible and had not accumulated enough experience in the school.

Guidance and counseling teachers were included in the study because they normally handle a lot of students' problems. Prefects formed part of this study because they form the link between students, teachers and their administrators and so would provide relevant information on the influence of prefects' involvement in management on conflict resolution in public secondary schools in Muhoroni Sub-County.

1.9 Basic Assumptions of the Study

The study was carried out based on the following assumptions:

- i) The respondents provided honest and independent responses.
- ii) Conflicts were experienced in all public secondary schools in Muhoroni Sub-County.
- iii) Effective conflict resolution contributed to stability in school management.

1.10 Definition of Significant Terms used in the Study

Conflict:	A state of disharmony between two or more parties
Conflict resolution:	A peaceful way of finding a solution to a disagreement involving two or more parties
Management:	A process of dealing with people or controlling school activities.
Arbitration:	A procedure in which a dispute is submitted, by agreement of the parties involved, to one or more individuals (prefects) who make a binding decision on the dispute.
Decision making:	A process of coming up with choices among possible alternatives.
Discipline:	Shape or mould the identity of a child, often by example, at times by insistence on certain actions or modes of behaviour

- Influence:** This is the positive or negative impact.
- Involvement:** The act or condition of participating in something
- Prefects:** School head boys, school head girls and class secretaries.
- Prefects' involvement:** Incorporating prefects to take part in an activity such as school management
- School administrator:** A person appointed (by the TSC) to work as a manager of a school
- Zero Tolerance Policies:** Policies that prescribe imposition of severe penalties for a given offence
- Respondent:** A person who replies to your questions hence providing the information needed.
- Public secondary school:** A school that is managed by the government to provide education to the citizen upon completion of the primary school.

1.11 Organization of the Study

This research report consists of five chapters. Chapter one is introduction that is made up of background of the study, statement of the problem, purpose of the study, study objectives, research question, significance of the study, delimitation of the study, basic assumptions of the study, definition of significant terms and limitations of the study. Following immediately is Chapter Two which is majorly literature review. It reviews related literature under the following subheadings: influence of prefects' involvement in communication on conflict resolution, influence of prefects' involvement in arbitration on conflict resolution, influence

of prefects' involvement in discipline on conflict resolution and influence of prefects' involvement in decision making on conflict resolution. Chapter Three then follows with Research Methodology. This part comprises of the research design, target population, sample size as well as the sampling techniques. In addition, it tackles the various sources of data to the study, tools and methods of collecting these data. This is followed by Chapter Four that represents the findings of the study in line with the objectives of the study. Lastly, Chapter Five that summarizes the findings with subsequent discussion of the key findings against the literature. With a comprehensive discussion of the findings, it then draws conclusions of the whole study with recommendations on the policies formulation and further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Following the increased cases of conflicts in the learning institutions, a lot of studies have been done in this area. This chapter gives a review of the literature produced in the recent past pertaining to influence of prefects' involvement in management on conflict resolution in secondary schools. It reviews this under the following subheadings: influence of prefects' involvement in communication on conflict resolution, influence of prefects' involvement in arbitration on conflict resolution, influence of prefects' involvement in instilling discipline on conflict resolution and influence of prefects' involvement in decision making on conflict resolution. Forming part of this literature review is literature obtained from relevant professional journals, both published and unpublished theses as well as published educational reports.

2.2 Influence of prefects' involvement in communication on conflict resolution in public secondary schools

Prefects have been very instrumental in passing information in a school set up. This can be from the administration to the students or vice versa. According to Ozigi (1971), prefect system serves as one of the communication channels between the students and the school administration. He points out that the prefect system is one of the most effective ways of involving students directly in the administration. Thus, the procedures of communication are a two-way flow of information from top to bottom and bottom-up involving prefects. This goes in line with Max Weber's Theory of Bureaucracy. In the top-down instruction, authority rests in the highest office (school

Principal) which ensures that information flows from the principal's office down through the various levels of hierarchy (teachers and prefects) to the students. Thus, the principals set the pace and standards for school management, while the prefects implement the programmes (Mwiria, 2009). In the bottom-up communication or feedback mechanism, there is a relay of feedback on all aspects of administration through the various levels up the hierarchy (prefects and teachers) from students. This ensures a complete link between the staff and students as well as enabling the principal to obtain information for evaluation of managerial objectives (Griffin, 1994).

In order to realize effective communication, the communication protocol should be clearly stated. This can be enshrined in the school communication policy. Carlos (1993) observes that the school rules and regulations bind the various ranks of the hierarchy of authority and ensure order. These rules and regulations are formal and must be adhered to. The prefects are used to enforce them among students. This is coordinated and maintained by the school administration. The school administration would thus emphasize the adherence to the discipline code that defines formal school rules and regulations and the laid-down procedures of communication. Within the formal set-up of school rules and regulations, a school is supposed to have a Prefects Handbook, which is a set of rules to guide the conduct of prefects while carrying out their roles to ensure harmony and smooth communication between the school administration and students (Mukiri, 2014).

However, if such rules and regulations were absent or not adhered to, then the prefects would find carrying out their roles difficult (Griffin, 1994). Furthermore, if there was a breakdown in communication between the various organs of the school, then the functioning of the prefects'

body would also be jeopardized. For instance, this may lead to disciplinary problems in schools. More often than not, communication from prefects to other students is intended to inform and persuade them in order to produce results. Inability to disseminate information correctly would cause misinformation, confusion and frustration, which would lead to poor implementation of instructions. Prefects need to be effective listeners. This is because they receive information from teachers and students. Effective listening involves concentration and understanding in order to get a mental grasp of the facts clearly. Carlos (1993) gives the following suggestions for effective communication: the message must be clear; it must be straight forward and logical. It must be complete and must provide all needed information. It must be concise, brief and correct and must avoid exaggerations, generalizations or conclusions.

2.3 Influence of prefects' involvement in arbitration on conflict resolution in public secondary schools

When two or more parties are locked up in a dispute, a non-partisan third party needs to listen to the grievances of both parties and be able to come up with a solution that is acceptable to both parties. Filippo (2000) states that arbitration is a formalized alternative to court adjudication of a dispute. Generally, parties present their case to a neutral third party who is empowered to render a decision. The arbitrator, who must be independent and impartial, makes the decision after both sides have presented evidence and legal arguments at a hearing. An arbitrator, working independently or as part of a small panel, holds hearings, reviews evidence and renders decisions. These proceedings are very similar to a trial, but more private and less formal. Travel to neutral sites might be required. This position is often part-time or as needed.

Such arbitration processes need to be introduced in the school system so as to give students a chance to learn the skills as they grow up. According to Fisher (2000), schools can be places where children learn to live in harmony with one another as they prepare to become useful members of the society. He argues that arbitration skills are essential to public life in schools, communities and workplaces. He emphasizes that these skills encompass more than a set of complex problem-solving processes. The ability to arbitrate larger issues depends, at least to some extent, on how people deal with each other daily. Building effective relationships among citizens is important not just for reaching agreements, but for shaping how people choose to disagree. In a study conducted by the Search Institute (2000), 41% of the youth surveyed reported that when provoked, they could not control anger and would fight in spite of the efforts to resolve their problem. This, therefore, underscores the relevance of introduction of arbitration programmes to the prefects in schools. When prefects are trained as arbitrators, they should address the conflicting parties as early as possible to reduce escalation of the conflicts at hand (Gathenya, 2012).

It is therefore paramount that school management systems consider inculcating conflict resolution skills in the students. This can be achieved when such programmes are introduced in the school systems. Dejong (1994) asserts that conflict resolution programmes need to be introduced early enough in educational systems as this allows students to internalize a pattern of peacemaking behaviors before they turn into adults. Such programs seek to do more than just reaching out to the individual students. They attempt to improve the entire school environment so as to create a safe community whose members embrace nonviolence and multicultural appreciation. In learning institutions where arbitration is enhanced, both students and teachers approach all forms of conflicts as an opportunity for growth and give room for arbitration. In the

process of creating the peaceable school, all administrators, teachers, prefects and students gain life skills that benefit them not just in the school, but also in the entire community. In such schools, intellectual development is highly supported (Bodine & Crawford, 1999).

Involving prefects in management of schools is important in the peaceful running of the school activities. When they are involved in the running of the day to day school activities, they feel part and parcel of the system and are therefore more likely to influence student fraternity to observe and obey the decisions reached. Okumbe (2001) asserts that prefects have been involved in educational management and by extension in handling students' disputes in their own schools since time immemorial. He attributes this to their closeness to the colleague students in the learning environment. This involvement in leadership roles is also aimed at equipping them with participatory leadership skills, which they would need in both their work and social environments after leaving school. This concurs with what Baker (2007) observes about prefects' involvement in arbitration. Baker notes that involving prefects in arbitration helps them in developing conflict resolution skills. In the long run, such students can come up with ideas that might help in the smooth running of the school. Sergiovanni (2005) also states that involving students (prefects) in conflict resolution creates a sense of ownership to the students. Therefore, they feel that they are part of the school and do everything possible to boost and maintain peace in the school.

Prefects, who are part of the students, should be allowed to arbitrate as opposed to teachers (adults). Crawford (1996) observes that in most cases schools resort to arbitration in an attempt to solve conflicts among students. They argue that in the arbitration process, an adult (teacher) who is not directly involved in the conflict comes up with a solution which the students locked

up in a dispute are expected to honour. This approach is usually viewed by the students as coercive since someone (teacher) is directing them on what to do even if they recognize that the directive may be in their best interests. It is in the light of this that the researcher aimed at investigating the influence of allowing students to be arbitrated by their fellow students (prefects) on conflict resolution in the school setup.

2.4 Influence of prefects' involvement in discipline on conflict resolution in public secondary schools

According to Muthamia (2000) "to discipline" means to shape or mould the identity of a child, often by example, at times by insistence on certain actions or modes of behaviour expected to be adhered to and occasionally admonishing the child to reinforce the method. Kiprop (2007) says that discipline is largely the responsibility of the principal; if the principal is a lax disciplinarian, the control of the teachers and prefects over students throughout the school is slack and perhaps ineffective. However, in most secondary schools, the deputy principal is the head of the disciplinary committee in charge of discipline and prefects; he/she supervises them in their duties and controls punishment given.

Prefects may not be allowed to participate in all the management issues. They can be involved in such to an extent. Kerosi (2007) notes that prefects may not participate in matters relating to the conduct of examinations, evaluation of students performance, appointment of teachers and other secret matters, however their involvement should be ensured in all other academic and administrative decisions taken by these bodies. Though this view appears to support students' involvement in decision making, it however confines students' involvement in decision making to specific areas of school life. This severely limits the possibilities for experiential learning by

the students about the nature of schooling and in different forms of public decision-making (Huddleston, 2007).

Involvement of prefects in the school management is limited. They are only confined to some areas of management. For instance, Mukiri (2014) observes that involvement in curriculum and teaching/learning methods is being one of the least explored areas of students' participation. Kindiki (2009) on his part points out that school curricula and evaluation criteria are often prescribed in details by state or regional authorities, apparently leaving little room for involvement by teachers and/or students. However, in reality, the curriculum as experienced in the classroom and the learning methods employed present a range of different opportunities for student involvement – from decisions about the nature of assignments and projects, for instance, to assessment strategies and marking. This applies equally to the topics chosen by students for discussion in class and or school councils. The most effective school councils do not exclude anything from being discussed, apart from matters of personal confidentiality. If rigid limits are imposed on councils at the outset, students are unlikely to develop any enthusiasm for them (Huddleston, 2007). Hord (2009) further adds that students' consultation relating to curriculum and examination reform is mandatory. Prefects are in a unique position to make positive contribution to the improvement of discipline and to the operation of a more effective school system. The involvement of prefects in maintaining discipline should be considered part of the educational process. As appropriate to the age of students, class or school management, organizations such as student councils and a student board of education may be formed to offer practice in self-governance and to serve as channels for the expression of student ideals and opinions (Mukiri, 2014).

In some schools, prefects are not only least involved in management in general but also in instilling discipline in particular. This role has been left wholly in the hands of the school principal. According to Muli (2011), principals are confronted with perpetual problems of carrying out the incompatible roles of counseling and disciplining students. The counseling role deals with the provision of support, encouragement and advice to students whereas the disciplinary role deals with the dispensing of punishment, reporting to law enforcement agencies suspected illegal activities, and expulsion. With the decline of the influence formerly exerted by other institutions such as churches and the family, schools almost solely are left with the task of nurturing and educating the young. According to Hinkcox and Jacobson (1996), the lack of coherent social values, changing moral ethics and complex social problems, students are vulnerable to adverse influences that distort their attitudes towards study and discipline. Obure (2007) observes that prefects system is very important in the maintenance of student discipline in the school. The prefects are close to the students and therefore deal with discipline cases at the grassroots level. They are the bridge between the staff and student community. Prefects can thwart even planned strikes. Otieno (2001) gives the following pieces of advice regarding the role of prefects with reference to discipline: all prefects should take collective action whenever they come across cases of indiscipline; prefects involved in school outings are responsible for the discipline of the party and that classroom discipline is important for effective learning; and class prefects should ensure that students maintain silence while in class.

2.5 Influence of prefects involvement in decision making on conflict resolution in public secondary schools

Principals of schools have for a long time considered themselves as custodians of critical organization elements, decision-making, organizational structure, information and personnel. However, as Lunenberg (1992) puts it, with empowerment, these critical elements are more likely to become collegial decision-making, consultative framework, shared information and increased group processes. The rationale for school empowerment as a process used to facilitate student-centered decisions based on the proposition that decisions should be made at the lowest possible level (Wanjiru, 1999).

Students council needs to be empowered in order to fully function adequately in the management of public secondary schools. Chapman (1998) quoted in Muli (2011) says empowerment of prefects requires recognition, authority, responsibility and commitment necessary to sustain improvement. Three basic philosophical foundations that support prefect's empowerment as an effective management process include: change which should be student-centered and therefore decisions should be made as close to the student as possible. Change requires ownership that comes from the opportunity to be involved in definite change and the flexibility to adapt to individual circumstances, and knowledge is power, effective decisions require good and timely information. Blumberg (1969) speculates that where efficiency depends on continued coordination and interaction of persons, a decision produced by the three groups (administrators, teachers and students) will always be superior to one produced by even the most capable of individuals. Harber (1993) on his part asserts that administrators and teachers should be flexible and resourceful in meeting prefects needs, maintain a supporting environment for prefects

learning, and provide facilitative leadership. Prefects should also be actively engaged in the educational process.

The mechanism of appointing students' council also influences the effectiveness of the prefects' involvement in the school management. Griffin (1994) observes that the role of students in schools has been limited; teachers often handpick student leaders and this often results in resentment from the rest of the student body. These leaders would be seen as spies who cannot be trusted to communicate the students' opinions. Therefore, communication breakdown would begin at the level of students talking to their peers and this gradually would transcend to the ability of students to communicate with their teachers. What eventually could emerge is a very poor or lack of communication between those who form the bulk of the school population and their managers (Sithole, 1998). The participation of students in decision-making should be considered part of the educational process. Sergiovanni (1995) adds that principals who involve prefects in decision-making on matters concerning their welfare face fewer problems as compared to those who do not.

When prefects are involved in the school management they tend to support the decision reached as opposed to when such decisions are imposed on them. This also helps them in developing decision making skills which helps them in the entire life. Baker (2000) states that students' involvement in decision-making helps to develop their leadership skills and ability to plan. In the long run, such students can come up with ideas that might help in the smooth running of the school. Sergiovanni (1995) also states that involving students in decision-making creates a sense of ownership to the students. The students feel that the school is part of them and therefore do everything possible to boost and maintain the reputation of the school. The morale of students in

all activities is boosted when they are involved in decision-making. The principal of Kamama Secondary School in Eastern Province in an interview with the Standard Newspaper of 7th June 2005 says that for students in a school to be disciplined, students, teachers and parents should be involved in decision-making. He says that at his school, students are consulted when decisions are made. He cites a case where before the school bought a school bus the views of the students were sought. He says the students were unanimous that the idea was good and thus the school went ahead and bought the bus. He concedes that involving students in such matters makes them feel responsible.

2.6 Theoretical Framework

This study is anchored on the Social Systems Theory by a renowned biologist, Ludwig Von Bertalanffy who attempts to describe, explain and predict organizational behaviour. Generally, this theory is based on the biological point of view; an organism is considered as an integrated system of interdependent structures and functions. The organism is constituted of cells and a cell consists of molecules, which must work in harmony for the survival of the organism. Within the organism, each molecule must know what the others are doing and be in a position of receiving and interpreting correctly information from other organisms. Ludwig Von Bertalanffy argues that all organizations are systems comprised of different interrelated and interdependent units that perform their activities with an aim of achieving of common goals. In an organization these different units are referred to as sub-systems. Subsystems are the interdependent interacting elements of a system. They need to work in a coordinated way so that the entire system functions properly to achieve its goals. A system gets its inputs from the larger societal environment (supra system). From the supra system, the school gets students, teachers, resource materials, finances

and so on. The system transforms the inputs into finished products. For instance, after the students are through with education (learnt in school), they leave the school changed persons with skills, knowledge and values to enable them to contribute positively to self and the country.

Okumbe (1998) points out that the social systems theory was developed from the social theory to explain social changes and human interaction in organizations. Since organizations are a collection of individuals or people who come together to perform specified tasks geared towards the attainment of common goals, they are referred to as social systems. Thus, schools are social systems that bring together principals, teaching and non-teaching staff as well as prefects who carry out various tasks towards achievement of common goals. Subsystems have distinct properties both in specialization and scope of responsibilities but there is no single subsystem that is superior or inferior to others. All subsystems perform unique but complementary roles to attain the common goals of the entire system. Thus, even if the principal occupies a higher position than prefects who are in the lowest rank of the administrative hierarchy, the role of prefects in the management of school is not inferior to that of the principal. They all perform various but interrelated tasks in an interdependent manner to achieve high levels of school management and the consequent educational goals. It is, therefore, important that school administrators appreciate and recognize the role played by prefects regardless of their position in the management of their schools.

According to Ludwig Von Bertalanify, malfunctioning of an organ in a human body will negatively affect other organs and consequently the whole body. Since a system is a set of interdependent and interacting elements, a change at any one point will eventually trigger off a chain of events that will have an impact on the entire system. This spillover effect is referred to

as “Concept of Multiple Causation” where one unit causes reactions which spread to the entire system affecting all its operations or part of them. Thus, malfunctioning (or exclusion) of the prefect system in the overall school management will have an effect on the entire system. The managerial subsystem (principal) plays the role of, among other things, coordinating, planning, controlling and facilitating activities of the entire system to ensure efficiency. The principal, therefore, needs to clearly spell out the goals of the school and the roles of each individual or group (e.g. prefects) towards the attainment of this goal. He should carry out a division of labour and delegate responsibilities accordingly. Job descriptions will have to clearly show the scope of responsibilities to avoid conflicts and role ambiguity in carrying them out. Thus, principals should put in place good communication systems in schools to ensure a smooth two-way flow of information to all prefects, students, and teachers and support staff. They should also bring all the sub-systems together to express their views during the formulation of the school rules and regulations and formulation of school policies. This creates order and tranquility in schools thus promotion of harmony and avoidance of any role conflict.

Therefore, Social Systems Theory suits well to form the theoretical basis of this study. This is because schools are social system with various sub-systems (e.g. prefect subsystem) which require significant involvement in the school management for resolution of conflicts to be a success. Their roles in communication of the school policies, decision making in key management areas, arbitration of arising disputes as well as their involvement in discipline must be clearly spelt out for the school to achieve the set common goals.

2.7 Conceptual Framework

The conceptual framework below was developed from the reviewed related literature. The independent variable was the involvement of prefects in management while the dependent variable was conflict resolution. From the conceptual framework, the involvements of prefects in management relied squarely on the school administration that formulated and implemented the school policies on conflict resolution. On the other hand, success of these policies was determined by the nature of the prefects' body that was available in the school.

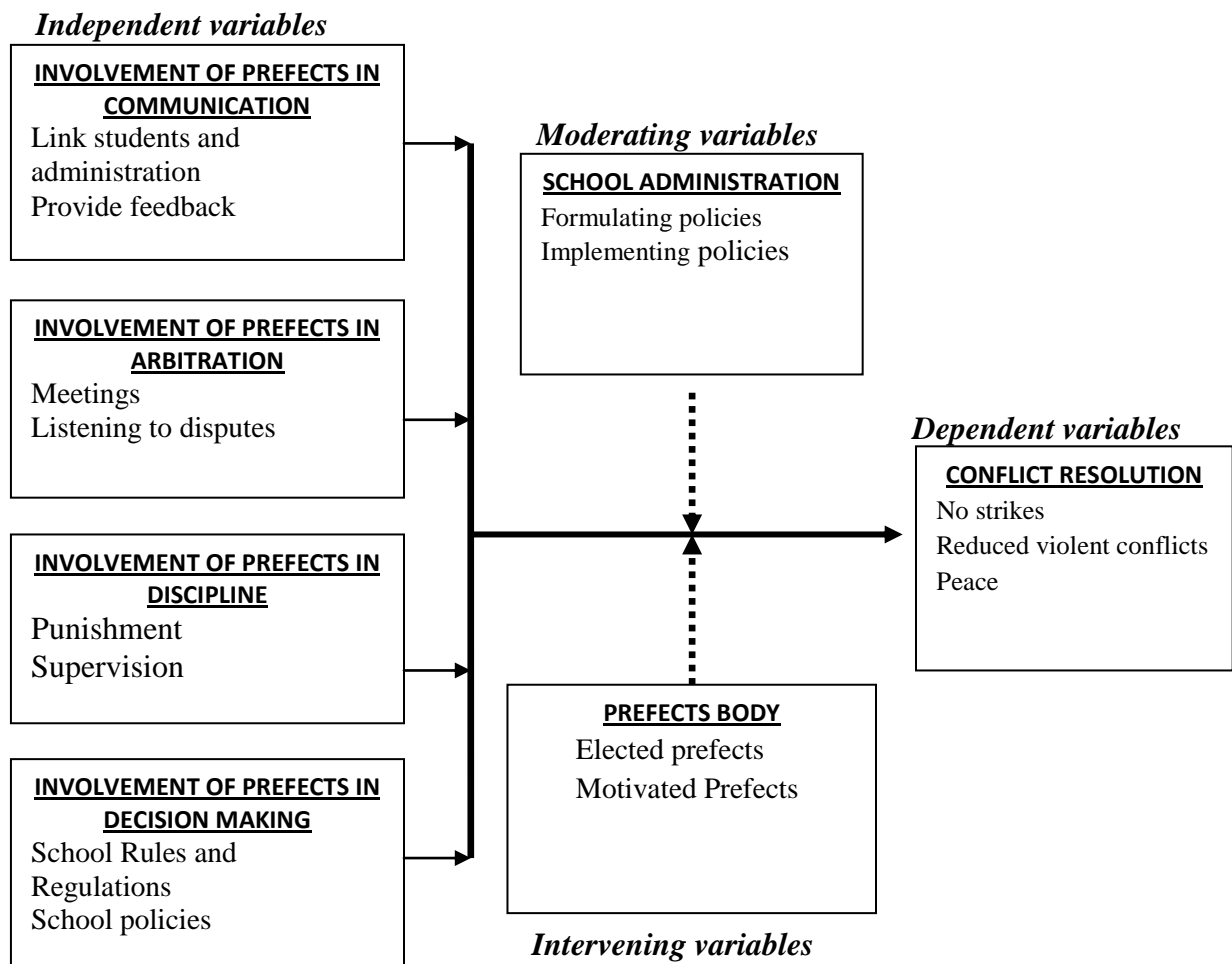


Figure 1: Conceptual framework

The Conceptual Framework Model of this study shows a link between the independent variables and the dependent variables and how they are moderated by the school administration and the intervening variable to bring about conflict resolution. In a school setup, prefects act as a link between the students and the school administration. When they are fully involved in communication, they form a link between students and the administration hence providing feedback from the students. When prefects are allowed to take part in decision making during the formulation of the school policies and school rules and regulations, they tend to present the students body hence coming up with policies, rules and regulations that are embraced by both parties. This reduces chances of conflict occurrence. Prefects should also be given opportunities to conduct arbitration where they meet the conflicting parties and listen to their disputes and provide a solution. They should also be involved in supervision and administering punishments to the offenders with a view to maintain discipline. This would reduce the time that would have been taken by teachers in solving the disputes.

All these inputs by prefects would bear no fruits without the intervention of the school administration that is charged with the responsibility of formulating and implementing policies to ensure that the prefects' involvement in management is successful. It is therefore paramount that the school comes up with appropriate policies on prefects' involvement in conflict resolution. The success of the implementation of such policies and the overall success of the prefects' involvement in conflict resolution squarely lies on the nature of the prefects' body. A strong and well motivated team of prefects will effectively perform these responsibilities. This can be strengthened further through conducting fair, transparent and democratic elections of the prefects. When all is successfully done, the expected outcomes will include absence of strikes, reduced cases of violent strike hence peace in the school.

Summary of Literature Review

Ozigi (1971) observes that prefect system serves as one of the communication channels between the students and the school administration. He adds that it one of the most effective ways of involving students directly in the administration. Both Okumbe (2001) and Baker (2007) concur with Sergiovanni (2005) about the involvement of prefects in educational management. They argue that due to their (prefects) closeness to the colleague students, they are most suited to handle most of the management roles in schools. However, they are not clear on the specific areas of the school management the prefects may be involved. Aggrawal (2008) appears to support prefects' involvement in decision making. However, he confines their involvement in decision making to specific areas of school life. This severely limits the possibilities for experiential learning by the prefects about the nature of schooling and different forms of public decision-making.

All the reviewed studies by Otieno (2001), Muli (2011), Mukiri, (2014) Muthamia (2000) dealt with matters related to the school management in different parts of Kenya. There was, however, none of the reviewed studies that addressed the issues of the influence of prefects' involvement in management on conflict resolution with reference to public secondary schools in Muhoroni Sub-County in Kisumu County. Muli (2011), in his study of roles of prefects in governance, did not include students who are directly affected by the decisions made by the prefects and the administration. His work also lacked triangulation since he only used questionnaires to collect data. Therefore, this study will address these gaps.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology which was used in this study. It focuses on: Research Design, Target Population, Sample Size and Sampling procedure, Research Instruments, Validity and Reliability of the study, Data analysis techniques as well as Ethical issues.

3.2 Research Design

This research employed the use of descriptive survey design. The design was deemed most suitable in the assessment of the influence of prefects' involvement in management on conflict resolution in public secondary schools in Muhoroni Sub-County, Kenya due to its ability to describe characteristics of phenomena, opinions, attitudes, preferences and perception of persons involved in the study as respondents (Orodho, 2004). It aimed at achieving this in a highly representative manner (Orodho, 2009). Due to the flexibility of this design, the researcher was able to collect not only qualitative data but also quantitative data through the administration of questionnaires and conducting interviews respectively. The school principals were interviewed as opposed to the rest of the respondents who were issued with questionnaires.

3.3 Target Population

Population refers to the entire group of individuals, events, or objects that are characterized by common observable features (Mugenda and Mugenda, 1999). This study targeted all the public secondary schools in Muhoroni Sub-County. According to Muhoroni Sub-County Director of Education Office, there were 33 public secondary schools. Among them were 3 girls' boarding schools, 2 girls' day schools, 2 boys' boarding school, 23 mixed day schools and 3 mixed day

and boarding public secondary schools. Out of these there was one county school and 32 sub-County schools.

This study targeted principals who were directly involved in conflict resolution in their schools, guidance and counseling teachers who address, counsel and advise students on matters touching on their welfare in the school. The study also targeted prefects especially the school head boys and/or head girls as well as class secretaries who were involved in handling students' matters at the school level and classroom level respectively. Form Four (candidates) were perceived to have a tight study schedules while Forms One and Two were considered to be new in the school hence could not provide the required information. As a result, Form Three students were also targeted by this study due to their maturity and the fact that they were directly affected by the conflict resolution policies arrived at by the administration. Going by the Muhoroni Sub-County Teachers Service Commission Office, there were 33 Principals and 33 Guidance and Counseling teachers. The total number of prefects (class secretaries (232), head boys (28) and head girls (32) in these public secondary schools was 292 with 1772 Form Three student. Therefore, the target population for this study was made up of 33 Principals, 33 guidance and counseling teachers, 292 prefects and 1772 Form Three students. This gave target population of 2130.

3.4 Sample size and Sampling Procedure

The success of a research depends on the size of the sample as well as the correct procedure followed. The sample size must be chosen carefully to see to it that it represents the target population

3.4.1 Sample Size

Gay (1992) asserts that a sample size of 10% of the target population is considered minimum, while a sample of 20% is required for smaller population and 30% for statistical analysis. Based on this assertion, the researcher sampled 30% of the total number of schools in the sub-county. This gave a sample size of 10 public secondary schools. The sampled schools were drawn from each of the given strata as follows:

Table 3.1 Sample Size (Schools)

Respondents' strata	Target population	Sample size
Stratum A: Girls' Boarding	3	2
Stratum B: Girls' Day	2	1
Stratum C: Boys' Boarding	2	1
Stratum D: Mixed Day	23	4
Stratum E: Mixed Day & Boarding	3	2
Total	33	10

The researcher sampled 10 principals and 10 guidance and counseling teachers. Out of the 292 prefects, the researcher included 56 prefects (7 head boys, 9 head girls and 40 class secretaries) and 350 Form Three students out of the target population of 1772. This gave a sample size of 426, constituting 20% of the target population. This is in tandem with Gay (1992) who says that a sample size of 10% of the target population is considered minimum, while a sample of 20% is required for smaller population and 30% for statistical analysis.

Table 3.2 Sample Size (Respondents)

Respondents' strata	Target population	Sample size
Principals	33	10
Guidance & counseling Teachers	33	10
Prefects (H/boys, H/girls and class prefects)	292	56
Students (Form 3)	1772	350
Total	2130	426

3.4.2 Sampling Procedure

A sample is a small proportion of a population that is selected for observation, analysis and interpretation to represent the larger group from which they were selected (Best and Kahn, 1998). For the purpose of this study the researcher used stratified sampling method. The researcher drew one (1) Principal and one (1) guidance and counseling teacher from each of the ten (10) sampled schools. This gave ten (10) principals and ten (10) guidance and counseling teachers forming part of the sample. Each of the sampled girls' boarding schools, girls' day schools, mixed day and mixed day and boarding public secondary school produced one (1) head girl hence giving a total of nine (9) head girls. Each of the sampled boys' boarding schools, mixed day and mixed day and boarding public secondary school produced one (1) head boy hence giving a total of seven (7) head boys. Each of the ten (10) sampled schools provided four (4) class secretaries thus totaling to forty (40) class secretaries. This gave a total of 56 prefects. Each of the ten (10) sampled schools also provided 35 Form Three students. This gave a total of 350 Form Three students.

3.5 Research Instruments

The main research instruments used were questionnaires and interview schedules. School principals were interviewed while the rest of the respondents were issued with questionnaires. Secondary data were also obtained from official documents in the Muhoroni Sub-County Director of Education Office. Questionnaires offered the advantage of being easy and cost effective to administer to a large population (Orodho, 2009).

3.6 Piloting of the Instruments

Once the questionnaires and interview guides were ready, they were they were presented to the respective respondents for piloting in two Public Secondary School in the Sub-county. Principals were interviewed based on the interview guides while the students, prefects and guidance and counseling teachers were issued with questionnaires. During the actual study, the two schools were not included.

3.7 Validity and reliability of Instrument

A data collection instrument must show high levels of validity and reliability. Before the researcher embarked on the actual research, he ensured that both the questionnaires and interview guides were not only reliable but also able to show validity qualities.

3.7.1 Validity of the instruments

Validity is the accuracy of inferences that are drawn from the research results. According to Muli (2011), validity is the degree to which the results obtained from the analysis of the data actually represent the phenomena under study. This was done through content validity which was mainly concerned with whether or not the measuring instruments were representative of the full content of the problem under study. Experts in the area of study as well as the supervisors also had their

opinions sought and based on their recommendations, corrections were effected accordingly. Using face validity check, questions were ascertained whether, at face value, they appeared to be measuring the construct as per the objectives of the research. It also relied on knowledge of the way people responded to survey questions and adjustments were done accordingly. All these validity tests were conducted with the aim of enhancing accuracy and meaningfulness of the research instruments.

3.7.2 Reliability of Instruments

Reliability of a data collection instruments, according to Orodho (2009), is the ability of such instruments to produce the same results without deviation when repeated measurements are conducted using the same individuals under the same conditions. In order to ensure internal reliability of the measuring instruments in this study, the researcher used split half method. This involved administering a test to a group of individuals then splitting the test into halves using the odd-even split method. Here, the odd-numbered items formed one half of the test and the even-numbered items formed the other half of the test. The researcher then correlated the scores on one half of the test with scores on the other half of the test to ascertain the reliability of the instruments.

3.8 Data Collection Procedure

For the purpose of this research, the researcher collected a letter of introduction from the department of Educational Studies, School of Continuing and Distance Education, University of Nairobi. The researcher also collected a research permit from the National Commission of Science and Technology. Once permission was granted, the researcher booked appointments with the respondents through the Muhoroni Sub-County Director of Education Office and the

Principals of the selected schools. The researcher used interview guide for the principals and questionnaires for the rest of the respondents. He visited each of the sampled schools to conduct interviews and administer the questionnaires personally. With permission from the school principal, the researcher administered one questionnaire to each head boy and/or head girl (depending on the type of school) and four other class secretaries from Form One to Form Four. The respondents were then expected to fill the questionnaires before the researcher collected them back. The researcher then administered one for Guidance and Counseling teacher before proceeding for an interview with the school principal. Confidentiality of the respondents was highly observed. This was achieved by giving relevant instructions verbally to the respective respondents.

3.9 Data Analysis Techniques

Upon completion of the data collection exercise, the raw data was carefully examined for any errors and/or omissions that were corrected appropriately. Thereafter, the responses in the completed questionnaires and interview guides were coded onto coding sheets and then got edited, tabulated, analysed and computed into descriptive statistics (percentages and frequency distribution tables) with the help of the Statistical Package for Social Sciences (SPSS). The results of data analysis were presented in the form of frequency distribution tables and percentages.

3.10 Ethical Considerations

The researcher acknowledged the sensitivity of some information sought for. Therefore, he was obliged to treat all the information provided with utmost propriety. Normally, respondents were reluctant to shed light particularly on issues they felt were sensitive in their schools. It was therefore the responsibility of the researcher to assure them of the confidentiality of the information. The researcher also assured the respondents that the information provided would only be used for academic (research) purposes.

3.11 Operational Definition of Variables.

According to Mukiri (2014) operationalization is the practice of putting into practicality the theories and strategies so as to ensure the goals and objectives set are achieved. In the light of this study, there was need to operationalise the research concepts and objectives as shown in the Table 3.3.

Table 3.3: Operational Definition of Variables

Research objectives	Variables	Indicators	Measurement scale	Tools of analysis
To examine the influence of prefects' involvement in communication on conflict resolution in public secondary schools	INDEPENDENT Prefects' involvement in communication	Number of times prefects have been involved in communication (in class meetings, dormitory assemblies)	Ordinal	Frequency Percentage
To establish the influence of prefects' involvement in arbitration on conflict resolution in public secondary schools	INDEPENDENT Prefects' involvement in arbitration	Number of times prefects have been involved in arbitrating disputes	Ordinal	Frequency Percentage
To investigate the influence of prefects' involvement in discipline on conflict resolution in Public secondary schools	INDEPENDENT Prefects' involvement in discipline	Number of times prefects have been involved in administering punishment, supervision	Ordinal	Frequency Percentage
To find out the influence of prefects involvement in decision making on conflict resolution in public secondary schools	INDEPENDENT Prefects involvement in decision making	Frequency of prefects' involvement in decision making during open forums	Ordinal	Frequency Percentage
	DEPENDENT Conflict resolution	Reduced cases of strikes	Nominal	Frequency Percentage

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS.

4.1 Introduction

This chapter analyses, presents, interprets and discusses the findings of the study. The purpose of this study was to assess the influence of prefects' involvement in management on conflict resolution in public secondary schools in Muhoroni Sub-County, Kisumu County, Kenya. It also sought to provide way forward in achieving effective conflict resolution in public secondary schools. The data collected was coded and entered in SPSS package where analysis was done and the results presented in the form of frequency distribution tables and percentages. The sample comprised of 10 principals, 10 guidance and counseling teachers, 56 prefects (7 head boys, 9 head girls and 40 class secretaries) and 350 Form Three students. This gave a sample size of 426 respondents.

4.2 Response Rate

The study sought to establish data from 10 principals, 10 Guidance and Counseling teachers, 56 prefects and 350 Form Three students as a representative sample. The sample comprising of different categories of respondents was intended to collect data regarding the subject from several perspectives as shown in Table 4.1

Table 4.1: Response Rate

Study Group	Sample	Response Rate	Percentage (%)
Principals	10	10	100
G & C teachers	10	10	100
Prefects	56	56	100
Students	350	350	100
TOTAL	426	426	100

As observed in the Table 4.1, the response rate was 100% in each category of the respondents. This was attributed to the fact that the researcher was able to issue the questionnaires personally to the respondents in a classroom/hall. Upon completion, the researcher ensured that each of the respondents submitted their questionnaires as they left the classroom/hall. For the principals, the researcher retained the filled interview guide after each and every interview. This enabled the researcher to attain 100% response rate which is good enough for research.

4.3 Demographic characteristics of the study population

This section presents the respondents' gender, age, level of education, length of service and responsibility (of prefects). These attributes were relevant to the study because they were deemed to have a bearing on the respondents to provide information that is valid, reliable and relevant to the study. The findings were presented in Table 4.2.

Table 4.2: Gender Distribution of Respondents

Gender Distribution	Number of respondents							
	Principals	%	G & C teachers	%	Prefects	%	Students	%
Male	6	60	4	40	28	50	155	44
Female	4	40	6	60	28	50	195	56
Total	10	100	10	100	56	100	350	100

Table 4.2 shows that out of the 10 interviewed Principals 6 (60%) were males and 4 (40%) were females. For the guidance and counseling teachers' category under study, 4 (40%) were males while 6 (60%) were females. This shows that more female teachers were appointed to be in charge of guidance and counseling than their male counterparts. This is so because they tend to be slow to anger in addition to being good listeners. Out of the 56 prefects studied 28 (50%) were males while the other 28 (50%) were females. This can be attributed to the gender equality considered during election of student leaders. On the other hand, 155 (44%) of the studied students were males while 195 (56%) were females. Going by these statistics, it was observed that the population of female students was greater than that of boys.

Table 4.3: Demographic Factors of Principals

Study group	Demographic Factors	Variable	Frequency	Percentage (%)
Principal	Age in years	39 and below	-	-
		40 – 44	2	20
		45 – 49	5	50
		50 and above	3	30
	Level of education	Diploma	-	-
		Bachelors Degree	8	80
		Masters Degree	2	20
		PhD	-	-
	Duration of service	Less than 5 yrs	2	20
		5 – 9 yrs	6	60
		10 yrs and above	2	20

Table 4.3 shows that the principals had served in their current position for varied number of years: 2 (20%) had worked for less than 5 years, another 6 (60%) had worked for 5 -10 years and 2 (20%) had worked for more than 10 years. Regarding the level of education of the studied principals, 8 (80%) had bachelor degree qualifications. The other 2 (20%) had master degree qualifications while none of the principals in the study population had a qualification of either Diploma or PhD level. The principals were of varying ages: 2 (20%) were between 40 - 44 years, 5 (50%) were between the ages of 45 – 49 and 3 (30%) were aged 50 years and above. None of them was aged 39 years and below.

The age of the school principals affects decision making in many ways. Young principals may be very conversant with current events but may make hasty decisions with respect to conflict resolution. While older principals may not be very conversant with current events but may make

well informed and thought out decisions as far as conflict resolution is concerned. This is also related to the fact that they are dealing with youths who might engage in different vices. The school principal is a very instrumental administrator in a school especially in policies guarding against conflicts hence their ages, experiences and qualifications can reflect on the level of effectiveness of conflict resolution in any given school. The school principals who participated in this study depicted high levels of qualification and experience in resolving conflicts in their schools. This therefore means the information provided by these principals about conflict resolution can be highly relied upon to come up with accurate findings.

Table 4.4: Demographic Factors of Guidance and counseling teachers

Study group	Demographic factors	Variable	Frequency	Percentage (%)
G n C Teachers	Age in years	20-29	1	10
		30-39	2	20
		40-49	5	50
		50-59	2	20
	Level of education	Diploma	-	-
		Higher Diploma	2	20
		Bachelors Degree	6	60
		Masters Degree	2	20
	Duration of service	Less than 5 years	5	50
		5-9 years	5	50
10 years and above		-	-	

Table 4.4 shows that 5 (50%) Guidance and Counseling teachers had been in their current schools for less than 5 years. Another 5 (50%) had been in the current schools for between 5 to 9 years. However, none of the guidance and counseling teachers studied had been in the current schools for 10 years and above. The guidance and counseling teachers are the most important pillars in supporting the administration by listening to and counseling students based on the problems they face in and outside school. With reference to the results in Table 4.4, the guidance and counseling teachers were well experienced and capable of handling disputes in school environment. The more experienced guidance and counseling teachers were at a better position to handle conflict situations than the less experienced ones. This was depicted in the number of years of service at their given working stations.

Table 4.5: Demographic Factors of Prefects

Study group	Demographic Factors	Variable	Frequency	Percentage (%)
Prefects	Responsibility	Head Boys	7	12.5
		Head Girls	9	16.1
		Class Secretaries	40	71.4
	Class	Form 1	10	17.9
		Form 2	10	17.9
		Form 3	17	30.4
		Form 4	19	33.9
	Age in years	11 – 13	1	1.8
		14 - 16	22	39.3
		17 – 19	33	58.9
		20 and above	-	-

Table 4.5 shows that 7 (12.5%) of the prefects were school head boys, 9 (16.1%) were school head girls while 40 (71.4%) were class secretaries drawn from across the board in every sampled school. Majority of the prefects under study were class secretaries who handle students in their classes where they spend most of their time active. The prefects from the different categories are useful in explaining the influence of prefects' involvement in management on conflict resolution. 10 (17.9%) prefects under study were in Form 1 and another 10 (17.9%) were in Form 2. The majority of the prefects studied were 19 (33.9%) from Form 4 followed by 17 (30.4%) in Form Three. This can be attributed to the fact that most of the prefects were chosen from Form Three and Form Four students. Such students displayed good levels of maturity and responsibility because they were among the senior students and therefore were well suited to assist teachers in resolving conflicts that might arise due to unclear school rules and policies. In terms of age, majority of the prefects, 33 (72.2%), were of between 17-19 years followed by ages 14-16 which had 19 (24.1%) prefects while 1 (1.8%) had ages of between 11 – 13years.

Table 4.6: Demographic Factors of Students

Study group	Demographic Factors	Variable	Frequency	Percentage (%)
Students	Class	Form 1	-	-
		Form 2	-	-
		Form 3	350	100
		Form 4	-	-
	Age	11 – 13	-	-
		14 - 16	109	31.1
		17 – 19	235	67.1
		20 and above	6	1.7

Table 4.6 shows that out of all the studied students, none was in Form One, Form Two and Form Four while 350 (100%) of the students were in Form 3. This is so because the researcher only targeted Form Three class as they were perceived to be more resourceful owing to their maturity and experience of the school management. With respect to age, none of the students were aged between 11 – 13 years. However, 109 (31.1%) had between 14-16 years while the other 235 (67.1%) were aged between 17-19 years. Only 6 (1.7%) had 20 years and above. This indicated that most students in Form Three were aged between 17-19 years.

4.4 Influence of prefects' involvement in communication on conflict resolution in public secondary schools in Muhoroni Sub-County.

The first objective of the study was to examine the influence of prefects' involvement in communication on conflict resolution in public secondary schools in Muhoroni Sub-County. In order to achieve this, the principals, guidance and counseling teachers, prefects and students were asked to respond to the statement: *'Involvement of prefects in communication enhances conflict resolution'*. The responses were as shown in the Table 4.7

Table 4.7 Influence of prefects' involvement in communication on conflict resolution

Study group	Level of agreement	Frequency	Percentage (%)
Principals	Strongly Agree	6	60
	Agree	4	40
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
G & C Teachers	Strongly Agree	4	40
	Agree	5	50
	Neutral	1	10
	Disagree	-	-
	Strongly Disagree	-	-
Prefects	Strongly Agree	19	33.9
	Agree	29	51.8
	Neutral	3	5.4
	Disagree	2	3.6
	Strongly Disagree	3	5.4
Students	Strongly Agree	85	24.3
	Agree	123	35.1
	Neutral	54	15.4
	Disagree	58	16.6
	Strongly Disagree	30	8.6

Table 4.7 shows that a majority of 6 (60%) of the interviewed principals strongly agreed that involving prefects in communication in schools enhances conflict resolution and another 4 (40%)

agreed. However, none of the interviewed principals strongly disagreed, disagreed or remained neutral. Majority of the studied guidance and counseling teachers 5 (50%) agreed that involving prefects in communication in schools enhances conflict resolution. This was followed by 4 (40%) who strongly agreed while 1 (10%) were neutral. None of them neither disagreed nor strongly disagreed. For the prefects, a majority of 29 (51.8%) agreed that involving prefects in communication in schools enhances conflict resolution. This was followed by 19 (33.9%) who strongly agreed to this statement. However, 3 (5.4%) of the prefects were neutral, 3 (5.4%) strongly disagreed while 2 (3.6%) disagreed. This was attributed to the fact that prefects form the link between the students and the administration, teachers included. Similarly, a majority of 123 (35.1%) of the students agreed that involving prefects in communication in schools enhances conflict resolution. This was followed by 85 (24.3%) who strongly agreed while 54 (15.4%) were neutral. However, 58 (16.6%) disagreed while the other 30 (8.6%) strongly disagreed.

As indicated by the results from the four different categories of respondents, involving prefects in communication enhances conflict resolution. This was shown by the majority in each category of respondents who either agreed or strongly agreed to this. Timely and effective communication reduces confusion and frustrations hence harmonious co-existence in the school setup. This is in tandem with Mukiri (2014) who asserts that within a formal set-up of school rules and regulations, a school is supposed to have a Prefects Handbook, which is a set of rules to guide the conduct of prefects while carrying out their roles to ensure harmony and smooth communication between the school administration and students.

4.5 Influence of prefects' involvement in arbitration on conflict resolution in public secondary schools in Muhoroni Sub-County.

The second objective of the study sought to establish the influence of prefects' involvement in arbitration on conflict resolution in public secondary schools in Muhoroni Sub-County. In order to achieve this, the principals, guidance and counseling teachers, prefects and students were asked to respond to the statement: *'Involvement of prefects in arbitration enhances conflict resolution'*. The responses were as shown in the Table 4.8

Table 4.8 Influence of prefects' involvement in arbitration on conflict resolution

Study group	Level of agreement	Frequency	Percentage (%)
Principals	Strongly Agree	2	20
	Agree	7	70
	Neutral	-	-
	Disagree	1	10
	Strongly Disagree	-	-
G & C Teachers	Strongly Agree	4	40
	Agree	6	60
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
Prefects	Strongly Agree	20	35.7
	Agree	25	44.6
	Neutral	5	8.9
	Disagree	1	1.8
	Strongly Disagree	5	8.9
Students	Strongly Agree	78	22.3
	Agree	138	39.4
	Neutral	45	12.9
	Disagree	60	17.1
	Strongly Disagree	29	8.3

Table 4.8 shows that a majority of 7 (70%) of the interviewed principals agreed that involving prefects in arbitration enhances conflict resolution while 2 (20%) strongly agreed to it. However, 1 (10%) disagreed, while none was neither neutral nor strongly disagreed. A majority of 6 (60%) of the studied guidance and counseling teachers agreed that involving prefects in arbitration enhances conflict resolution. This was followed by 4 (40%) who strongly agreed while none was neutral. Similarly, none of them neither disagreed nor strongly disagreed.

For the prefects, a majority of 25 (44.6%) agreed that involving prefects in arbitration enhances conflict resolution. This was followed by 20 (35.7%) who strongly agreed to this statement. However, 5 (8.9%) of the prefects were neutral, 5 (8.9%) strongly disagreed while 1 (1.8%) disagreed. A majority of 138 (39.4%) of the students agreed that involving prefects in arbitration enhances conflict resolution. This was followed by 78 (22.3%) who strongly agreed while 45 (12.9%) were neutral. However, 60 (17.1%) disagreed while the other 29 (8.3%) strongly disagreed. These findings indicated that majority of the principals, guidance and counseling teachers, prefects and students agreed that involving prefects in arbitration enhances conflict resolution in public secondary schools.

These findings concur with what Baker (2007) observes about prefects' involvement in arbitration. Baker notes that involving prefects in arbitration helps them in developing conflict resolution skills which, in the long run, enable them to come up with ideas that help in the smooth running of the schools. Okumbe (2001) also attributes the effectiveness of involving prefects in arbitration in conflict resolution in schools to their closeness to the colleague students in their learning environments.

4.6 Influence of prefects' involvement in discipline on conflict resolution in public secondary schools in Muhoroni Sub-County.

The third objective sought to investigate the influence of prefects' involvement in discipline on conflict resolution in public secondary schools in Muhoroni Sub-County. In order to achieve this, the principals, guidance and counseling teachers, prefects and students were asked to respond to the statement: '*Involvement of prefects in discipline matters enhances conflict resolution*'. The responses were as shown in the Table 4.9

Table 4.9 Influence of prefects' involvement in discipline on conflict resolution

Study group	Level of agreement	Frequency	Percentage (%)
Principals	Strongly Agree	1	10
	Agree	5	50
	Neutral	2	20
	Disagree	2	20
	Strongly Disagree	-	-
G & C Teachers	Strongly Agree	3	30
	Agree	7	70
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
Prefects	Strongly Agree	18	32.1
	Agree	22	39.3
	Neutral	1	1.8
	Disagree	8	14.3
	Strongly Disagree	7	12.5
Students	Strongly Agree	75	21.4
	Agree	142	40.6
	Neutral	51	14.6
	Disagree	50	14.3
	Strongly Disagree	32	9.1

Table 4.9 shows that a majority of 5 (50%) of the interviewed principals agreed that involving prefects in discipline enhances conflict resolution while 1 (10%) strongly agreed to it. However, 2 (20%) disagreed, while the other 2 (20%) remained neutral. None of the interviewed principals strongly disagreed. A majority of 7 (70%) of the studied guidance and counseling teachers agreed that involving prefects in discipline enhances conflict resolution. This was followed by 3 (30%) who strongly agreed while none of them was neutral. Similarly, none of them neither disagreed nor strongly disagreed.

For the prefects, a majority of 22 (39.3%) agreed that involving prefects in discipline enhances conflict resolution. This was followed by 18 (32.1%) who strongly agreed to this statement. However, 1 (1.8%) of the prefects was neutral, 7 (12.5%) strongly disagreed while the other 8 (14.3%) disagreed. A majority of 142 (40.6%) of the students agreed that involving prefects in discipline enhances conflict resolution. This was followed by 75 (21.4%) who strongly agreed while 51 (14.6%) were neutral. However, 50 (14.3%) disagreed while the other 32 (9.1%) strongly disagreed.

From these findings, it can be observed that, although with varying percentages, majority of the principals, guidance and counseling teachers, prefects and students agreed that involving prefects in discipline issues enhances conflict resolution in public secondary schools. However, the study noted that this should be done with limits; whereby too sensitive cases of indiscipline should be reported to the administration. This finding is supported by Obure (2007) who observes that prefects system is very important in the maintenance of student discipline in the school. He further argues that prefects are close to the students and therefore can easily deal with discipline cases at the grassroots level. In doing so, prefects can thwart even planned strikes (Obure, 2007)

4.7 Influence of prefects' involvement in decision making on conflict resolution in public secondary schools in Muhoroni Sub-County.

The fourth objective sought to find out the influence of prefects' involvement in decision making on conflict resolution in public secondary schools in Muhoroni Sub-County. In order to achieve this, the principals, guidance and counseling teachers, prefects and students were asked to respond to the statement: '*Involvement of prefects in decision making enhances conflict resolution*'. The responses were as shown in the Table 4. 10

Table 4.10 Influence of prefects' involvement in decision making on conflict resolution

Study group	Level of agreement	Frequency	Percentage (%)
Principals	To a great extent	8	80
	To some extent	1	10
	Moderately	1	10
	Not at all	-	-
G & C Teachers	To a great extent	5	50
	To some extent	4	40
	Moderately	1	10
	Not at all	-	-
Prefects	To a great extent	19	33.9
	To some extent	18	32.1
	Moderately	15	26.8
	Not at all	4	7.1
Students	To a great extent	115	32.9
	To some extent	101	28.9
	Moderately	100	28.6
	Not at all	34	9.7

Table 4.10 shows that a majority of 8 (80%) of the interviewed school principals agreed that involving prefects in decision making enhances conflict resolution to a great extent while 1 (10%) agreed that it enhances conflict resolution to some extent. Similarly, another 1 (10%) indicated that prefects' involvement in decision making moderately enhances conflict resolution. None of them indicated that it doesn't enhance conflict resolution at all. A majority of 5 (50%) of the guidance and counseling teachers indicated that involving prefects in decision making enhances conflict resolution to a great extent while 4 (40%) agreed that it enhances to some extent. 1 (10%) indicated that it moderately enhances conflict resolution while none indicated that it doesn't enhance conflict resolution at all.

A majority of 19 (33.9%) of the studied prefects indicated that involving prefects in decision making enhances conflict resolution to a great extent while 18 (32.1%) agreed that it enhances conflict resolution to some extent. 15 (26.8%) indicated that it moderately enhances conflict resolution and 4 (7.1%) of them indicated that it doesn't enhance conflict resolution at all. A majority of 115 (32.9%) of the students indicated that involving prefects in decision making enhances conflict resolution to a great extent while 101 (28.9%) agreed that it enhances to some extent. 100 (28.6%) students indicated that it moderately enhances conflict resolution. 34 (9.7%) of the students indicated that it doesn't enhance conflict resolution at all.

It was evident, in all the four categories of the respondents, that involving prefects in decision making enhances conflict resolution to a great extent. This was attributed to the fact that when prefects are involved, they get opportunities to express their views as well as the interests of the students whom they represent hence everybody feels part and parcel of the policies and decisions made. Once they own them, they help in the implementation process and monitoring for smooth

running of the school. This reduces occurrence of conflicts to a greater extent. This concurs with Sergiovanni (1995) states that involving students in decision-making creates a sense of ownership to the students. The students feel that the school is part of them and therefore do everything possible to boost and maintain the reputation of the school. He further adds that principals who involve prefects in decision- making on matters concerning their welfare face fewer problems as compared to those who do not. This finding is also supported by Blumberg (1969) who states that where efficiency depends on continued coordination and interaction of persons, a decision produced by the three groups (administrators, teachers and students) will always be superior to one produced by even the most capable of individuals.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study, conclusions, discussions and recommendations arrived at. The purpose of this study was to assess the influence of prefects' involvement in management on conflict resolution in public secondary schools in Muhoroni Sub-County, Kisumu County, Kenya. This chapter also gives suggestions for further studies.

5.2 Summary of the Findings

This study sought to examine the influence of prefects' involvement in communication on conflict resolution, to establish the influence of prefects' involvement in arbitration on conflict resolution, to investigate the influence of prefects' involvement in instilling discipline on conflict resolution and to find out the influence of prefects' involvement in decision making on conflict resolution in public secondary schools in Muhoroni Sub-County, Kisumu county, Kenya.

The first objective of the this study was to examine the influence of prefects' involvement in communication on conflict resolution in public secondary schools in Muhoroni Sub-County, Kisumu County, Kenya. The study found out that involving prefects in communication enhances conflict resolution. This was supported by the principals who strongly agreed and a majority of guidance and counseling teachers, prefects and students who altogether agreed.

The second objective of the this study was to establish the influence of prefects' involvement in arbitration on conflict resolution in public secondary schools in Muhoroni Sub-County, Kisumu County, Kenya. The study findings also revealed that prefects' involvement in arbitration enhances conflict resolution. This was evident after a greatest percentage of principals, guidance

and counseling teachers, prefects and students agreed to it. To support this further, in each category of respondents, there was significant percentage of respondents who strongly agreed to this finding.

The third objective of the this study was to investigate the influence of prefects' involvement in discipline on conflict resolution in public secondary schools in Muhoroni Sub-County, Kisumu County, Kenya. With respect to this objective, the study found out that involving prefects in discipline enhances conflict resolution in public secondary schools. This was supported by 50% of the principals who agreed and 70% of the guidance and counseling teachers, 39.3% of the prefects and 40.6% of the students who agreed. However, the study noted that this should be done with limits whereby cases of indiscipline deemed to be too sensitive should be reported to the administration.

The fourth objective of the this study was to find out the influence of prefects' involvement in decision making on conflict resolution in public secondary schools in Muhoroni Sub-County, Kisumu County, Kenya. The study findings revealed that involving prefects in decision making on matters regarding school management enhances conflict resolution to a great extent. This was supported by a majority of the respondents in every category whereby 80% of the principals, 50% of the guidance and counseling teachers, 33.9% of the prefects and 32.9% of students strongly agreed.

5.3 Conclusions

Based on the findings of this research, the following conclusions were reached:

With respect to the first objective, it was concluded that involving prefects in communication enhances conflict resolution in public secondary schools in Muhoroni sub-county, Kisumu

County. This was supported by 60% of the principals who strongly agreed while the other 40% agreed to it. Similarly, 50% of the guidance and counseling teachers, 51.8% of the prefects and 35.1% of the students agreed.

With regards to the second objective, it was concluded that school management system should involve prefects in arbitration processes as this enhances conflict resolution in public secondary schools. This was evident after 70% of the principals, 60% of the guidance and counseling teachers, 44.6% of the prefects and 39.4% of the students agreed. To support this further, in each category of respondents, there was significant percentage of respondents who strongly agreed to this finding.

From the research findings, it can also be concluded that involving prefects in instilling discipline enhances conflict resolution in public secondary schools in Muhoroni sub-county, Kisumu County. Prefects should therefore be allowed to take part in instilling discipline so as to realize peaceful learning environment. However, the study noted that this should be done with limits whereby cases of indiscipline perceived to be too sensitive should be reported to the administration.

Involving prefects in decision making on matters regarding school management enhances conflict resolution to a great extent resolution in public secondary schools in Muhoroni sub-county, Kisumu County. This conclusion was arrived at after 80% of the principals, 50% of the guidance and counseling teachers, 33.9% of the prefects and 32.9% of the students indicated that involving prefects in decision making enhances conflict resolution to a great extent.

5.4 Recommendations of the Study

It is evident that prefects play a major role in management to enhance conflict resolution in secondary schools. In order to achieve this, the researcher recommended the following:

Prefects should be actively involved in communication of information from the administration to the students and vice versa. Therefore, each school should issue prefects with information handbooks that define clearly the communication protocol as well as general policies on communication in a school set up.

There is need to fully involve prefects in arbitration of disputes among students. This can be achieved by coming up with a department in the students council mandated to listen to and arbitrate disputes that arise among students as soon as they occur.

The administrators should come up with school management systems that actively involve prefects in enhancing discipline. Prefects spend more time with students than teachers; they are therefore better placed to enhance discipline among students. What needs to be done (by school management) is coming up with a policy on discipline that clearly defines an offence and the penalty that is commensurate to it.

The school administrators should come up with management systems that allow prefects to actively take part in decision-making processes especially on matters that concern students. This will see to it that prefects are involved in Academic Committee, Senior Management Team (S.M.T), Parents-Teachers Association (P.T.A) and Board of Management (B.O.M) meetings. Their views will also be included in making school policies hence demystifying the roles of these decision making organs as forums where adults make decisions on behalf of the students.

5.5 Suggestions for Further Study

In the course of this study, certain areas were identified which need further investigations. The following areas were suggested for further research:

Prefects' involvement in management of schools is of significance not only to the students but also to the school administrators, thus there is need to conduct research to find out the relationship between prefects' involvement in management and school academic performance in Kenya.

There is need to conduct research on the influence of students population on conflict resolution in public secondary school in Kenya.

A similar study needs to be conducted in private secondary schools to allow for generalizations of the study findings.

More studies should be done in other parts of the country (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

Joshua Oluoch Owande,
P.O Box 150 - 40110,
Songhor.

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The Principal,

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Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I hereby apply for the above mentioned subject. I am a postgraduate student in the Department of Educational Studies at the University of Nairobi. I am currently conducting a research on the **Influence of Prefects' Involvement in Management on Conflict Resolution in Public Secondary Schools: The case of Kisumu County, Kenya**. The research will involve issuing of questionnaires to sampled 35 Form Three students, head boy and /or head girl and four (4) class secretaries (one from each class), Guidance and counseling teachers as well as conducting interviews to the school Principal. The information provided will be treated with utmost confidentiality and used only for purposes of this study.

I look forward to your kind response. Thanks in advance.

Yours faithfully,

Joshua O. Owande.

APPENDIX II
RECOMMEDATION LETTER

APPENDIX III

INTERVIEW GUIDE FOR PRINCIPALS

Thank you. Allow me to take this opportunity to get your views about the influence of prefects' involvement in management on conflict resolution. Your honesty and sincerity will be highly appreciated. All the responses provided will remain confidential.

SECTION A: DEMOGRAPHIC INFORMATION

1. What category is your school?
2. Has your school experienced strike in the recent past?
3. What is your gender?
4. For how long have you served as a Principal?
5. What is your level of education?
6. What is your age?

SECTION B: RESEARCH QUESTIONS

7. To what extent have prefects been involved in communicating school policies, changes in school routine such as late lunch, adjustments in exam timetables?
8. In your view, to what extent does prefects' involvement in communication enhance conflict resolution?
9. How frequently are the prefects involved in arbitration?
10. In your own opinion, how does prefects' involvement in arbitration influence conflict resolution?
11. How frequently are prefects involved in discipline matters?
12. What is the influence of prefects' involvement in discipline on conflict resolution?
13. How frequently are prefects involved in decision making?
14. To what extent does prefects' involvement in decision making influence conflict resolution?

APPENDIX IV:

QUESTIONNAIRE FOR GUIDANCE AND COUNSELING TEACHERS

Please, take your time to answer the following questions to the best of your knowledge. Your honesty and sincerity will be highly appreciated. All the responses provided will remain confidential.

SECTION A: DEMOGRAPHIC INFORMATION

1. Type of school

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

2. What is your gender?

- a) Male b) Female

3. For how long have you served as a guidance and counseling teacher in this school?

- a) Less than 5 years b) 5 – 9 years
c) 10 – 14 years d) 15 years and above

4. What is your age?

- a) 20 – 29 years b) 30-39 years
c) 40 – 49 years d) 50-59 years

5. What is the level of your education?

- a) Diploma b) Higher Diploma
c) Bachelor's degree d) Masters and above

SECTION B: RESEARCH QUESTIONS

6. To what extent have prefects been involved in communicating school policies, changes in school routine such as late lunch, adjustments in exam timetables?

- To a Great Extent To an Extent Moderately Not at all

Why do you say so?

7. Involvement of prefects in communication enhances conflict resolution in public secondary schools?

Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

8. How frequently are prefects involved in arbitration?

Very frequently [] Frequently [] Seldom [] Not at all []

9. Prefects' involvement in arbitration enhances conflict resolution in public secondary schools.

Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

10. In your own opinion, does involving prefects in maintaining discipline enhance conflict resolution in public secondary schools?

To a Great Extent [] To an Extent [] Moderately [] Not at all []

11. Give a reason for your answer in (10) above

12. Prefect's involvement in maintaining discipline enhances conflict resolution in public secondary school.

Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

13. How frequently are prefects involved in decision making?

Very frequently [] Frequently [] Seldom [] Not at all []

14. To what extent does prefects' involvement in decision making enhance conflict resolution in public secondary schools?

To a great extent [] To an extent [] Moderately [] Not at all []

APPENDIX V

QUESTIONNAIRE FOR PREFECTS

Please, take your time to answer the following questions to the best of your knowledge. Your honesty will be highly appreciated. All the responses provided will remain confidential. *Tick appropriately*

SECTION A: BACKGROUND INFORMATION

1. Type of school

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

2. What is your gender?

- a) Male b) Female

3. In which class are you?

- a) Form One b) Form Two
c) Form Three d) Form Four

5. What is your age?

- a.) 11 – 13 years b) 14 – 16 years
c) 17 – 19 years d) 20 years or more

6. State your title as a perfect

- Head Boy Head Girl Class secretary Other

SECTION B:

7. To what extent have prefects been involved in communicating school policies, changes in school routine such as late lunch, adjustments in exam timetables?

- To a Great Extent To an Extent Moderately Not at all

Why do you say so?

8. Involvement of prefects in communication enhances conflict resolution in schools?

Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

9. How frequently are prefects involved in arbitration?

Very frequently [] Frequently [] Seldom [] Not at all []

10. Prefects' involvement in arbitration enhances conflict resolution in public secondary schools.

Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

11. In your own opinion, does involving prefects in maintaining discipline enhance conflict resolution in public secondary schools?

Yes [] No []

Give a reason for your answer

.....
.....

12. Prefect's involvement in maintaining discipline enhances conflict resolution in public secondary school.

Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

13. How frequently are prefects involved in decision making?

Very frequently [] Frequently [] Seldom [] Not at all []

14. To what extent does prefects' involvement in decision making enhance conflict resolution in public secondary schools?

To a great extent [] To an extent [] Moderately [] Not at all []

APPENDIX VI

QUESTIONNAIRE FOR STUDENTS

Please, take your time to answer the following questions to the best of your knowledge. Your honesty will be highly appreciated. All the responses provided will remain confidential. *Tick appropriately*

SECTION A: BACKGROUND INFORMATION

1. Type of school

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

2. What is your gender?

- a) Male b) Female

3. In which class are you?

- a) Form One b) Form Two
c) Form Three d) Form Four

5. What is your age?

- a.) 11 – 13 years b) 14 – 16 years
c) 17 – 19 years d) 20 years or more

SECTION B:

6. To what extent have prefects been involved in communicating school policies, changes in school routine such as late lunch, adjustments in exam timetables?

- To a Great Extent To an Extent Moderately Not at all

Why do you say so?

7. Involvement of prefects in communication enhances conflict resolution in schools?

Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

8. How frequently are prefects involved in arbitration?

Very frequently [] Frequently [] Seldom [] Not at all []

9. Prefects' involvement in arbitration enhances conflict resolution in public secondary schools.

Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

10. In your own opinion, does involving prefects in maintaining discipline enhance conflict resolution in public secondary schools?

To a Great Extent [] To an Extent [] Moderately [] Not at all []

11. Give a reason for your answer in (10) above

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12. Prefect's involvement in maintaining discipline enhances conflict resolution in public secondary school.

Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

13. How frequently are prefects involved in decision making?

Very frequently [] Frequently [] Seldom [] Not at all []

14. To what extent does prefects' involvement in decision making enhance conflict resolution in public secondary schools?

To a great extent [] To an extent [] Moderately [] Not at all []