

**INFLUENCE OF CONFLICT MANAGEMENT STRATEGIES ON
PROMOTION OF PEACE AND SECURITY IN SECONDARY SCHOOLS:
A CASE OF MAKUENI COUNTY - KENYA**

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DECLARATION

This research project is my original work and has not been presented for an award of a Degree in any other University or Institution for academic purpose.

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Declaration by the Supervisor

This Research Project has been submitted with my approval as University Supervisor.

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DEDICATION

This research project is dedicated to my beloved family; my husband James Kisyula my two daughters Victoria Mwendu and Edith Ndanu and my son Jayden Kisyula. They have been a source of motivation and inspiration throughout the research work.

ACKNOWLEDGEMENT

I wish to thank Dr. Peter Keiyoro for tirelessly working hard to ensure this project is done and completed on schedule.

My debt to the Kibwezi people for the information found in this research is great. They enthusiastically answered my innumerable questions with patience. I wish to acknowledge all sources that I am conscious of, without escaping my personal responsibility for the whole text and its inevitable shortcomings.

Finally, special thanks to go to the Almighty God for giving me the strength and the ability to carry out the task.

ABSTRACT

The purpose of the study was to assess the strategies that were used to manage conflicts in secondary schools and their impact on the state of peace and security in Kibwezi Sub County, Makueni, Kenya. The study involved three objectives; to determine how student's participation, parents' participation, and how leadership and consultation influence promotion of peace and security in secondary schools. These findings will help governments and school administrators with knowledge on conflict management in high schools. . The study reviewed literature from books, journals and reports to get more insight on the influence of conflicts management strategies on promotion of peace and security in secondary schools. The study sought to answer research questions on the extend Student participation, parents' participation, and leadership by administrators influence peaceful and secure existence in secondary schools. The study employed exploratory research design and targeted students, parents, teachers, and school administration in the study area. Multistage sampling was used to ensure that respondents selected were evenly distributed to represent the whole sub-county. Simple random sampling was followed. The study used questioners, interview schedules to collect empirical data from the obtained sample size. Collected data was analyzed both qualitatively and quantitatively using descriptive statistics. Conclusion from the findings is that students, parents, teachers, departmental heads and principals have key roles to play in order to enhance peace and security in secondary schools. The study further revealed that parents are minimally involved in school management and thus a cause of unrest in schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

B.O.G.	Board of Governors
CRE	Conflict Resolution Education
SRC	Students Representative Council
SLT	Site Leadership Team
NAME	National Association for Mediation in Education.
HT	Head teacher
CDF	Constituency Development Fund
FSE	Free Secondary Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Conflicts refer to disputes, disagreements, quarrels, fights, struggles and wars between individuals, groups and countries. All over the world, there is no complete agreement as to how wealth, among other issues like power and status among individuals and groups should be shared and how to use it to effect necessary changes and reforms. Since we all have diverse interests both as groups, nations and individuals, our aims are bound to differ with one another. Conflicts occur when the deprived group, nation or individuals attempt to increase their share of power and wealth or to modify the dominant values, norms, beliefs or ideology. (Gesi'yeA 2003).

Conflicts involve more than one person, groups, multinationals or nations. Issues become a conflict when disputes or disagreements cannot be resolved and that should be avoided. There are four different levels of conflict. Intra-personal conflict which occurs within an individual, Interpersonal conflict is conflict that occurs between two or more individuals. Intra-group conflicts occur within a group whereas the inter-group conflict occurs between two or more groups.

In the school setting, conflicts occur in chronic or acute tensions among students, staff and community members. They can involve such intractable issues as bullying, tracking and educational equity. (Deutsch 1993a, 1993b)it has been claimed that the work place is designed to be a very fertile ground for conflict. There are two key elements that are likely to cause conflict in work place.

Firstly, institutional factors which may include the nature of the institution and how it is organized, differing or independent activities for example, when some section must wait for others to complete their role for them to act.

Secondly, personal factors whereby the work place is organized in a such a way that there are too many people- men and women, with the usual emotions and jealousies; persons of different religions and cultures; persons with different temperaments; people of different ranks; etc. all working on limited space and required to share this and other facilities, transport and equipment.

The root of social conflicts are associated with the struggle for maintaining or challenging a dominant power status Dahrendorf (1975), frustration generated by relative deprivation (Gurr, 1970) repression of basic needs Burton (1982) and differences in cultural norms and values Avruch, et al (1991); LeBaron (1997) The need for one to be able to meet his daily basic needs is very essential.

Living a life of fulfillment and contentment is not negotiable to man hence where the daily bread is threatened, there is bound to be conflict. The causes of conflicts are numerous, interconnected and interrelated, ranging from individual to group violation, to structural inequality and injustice. Understanding how conflict arises at work can be very helpful for anticipating situations that may become turbulent. While it may seem, at times, that anything can start a conflict where you work, conflict typically stems from a limited number of causes.

Several types of conflicts are identified in the schools among which are conflicts between management and staff; between staff and students; and interpersonal conflicts to mention a few. The causes of conflict in secondary schools in Kibwezi Division include inadequate welfare package for workers; forceful and compulsory retirement or retrenchment of workers; administrative incompetence; personality clashes; role conflicts and non-involvement of students in school administration.

The fact that most of the school administrators are not knowledgeable in conflict management in most schools contributed to the high rate of conflict and industrial actions in secondary schools.

In schools- conflict between management and staff can be caused by inadequate welfare package where teachers are not well motivated leading to downing of their tools when needed to go an extra mile.

Conflict is also evident between students and staff when they are not involved in school administration; their welfare is not considered by the administration; their basic needs are not well achieved. When not taken care of, their industrial actions like strikes, class boycotts takes the lead.

Between 1980 and 2008, the number of conflicts in public secondary schools alone increased from 22 (0.9%) to 300 (7.5%) (Republic of Kenya, 2008).

Conflicts entail a state of human interaction where there is disharmony. It is an outgrowth of diversity that characterizes our thoughts, our attitudes, our perceptions, our beliefs and our social systems and structures. It is as much a part of our existence as is evolution. (Weeks, 1994:7).

1.2 Statement of the Problem

Managing conflict is quicker and more efficient than letting conflict fester. Conflict requires creativity to find the best outcomes. Managing conflicts appropriately helps build self-esteem and is a sign of maturity. Communication amongst stakeholders is the central element in managing conflicts. It is the vehicle for the destructive or productive management of conflict. Thus, communication and conflict are inextricably tied. For example, the most distinguishing characteristic of happily married couples is their ability to reach consensus on conflictual issues [Mettetal and Gottman 1980].

Conflicts in secondary schools are seen as one of the ways that will influence the state of peace and security in secondary schools in Kibwezi Division - Makueni County. The conflict can be between management and staff; between staff and students; between the communities and school; and interpersonal conflicts to mention a few. Most of the school administrators are not knowledgeable in conflict management and this contributes to the high rate of conflicts and industrial actions in the schools. Conflicts lead to violent strikes, demonstrations, riots and class boycotts.

The causes were thought to emanate from all stakeholders who influence the lives of the secondary school students including the school principals, the members of the school Boards, the teachers, the parents, the prefects, the peers and the surrounding school community. Conflicts have strongly affected the academic performance of the secondary schools and therefore should be resolved. This study therefore seeks to explore the strategies that can be laid down to manage conflicts in secondary schools and their impact on the peace and security with special reference to schools in Kibwezi Division- Makueni County.

1.3 Purpose of the Study

The purpose of this study was to assess the strategies that were used to manage conflicts in secondary schools and their impact on the state of peace and security.

1.4 Objectives of the Study

This study was guided by the following objectives:

- i. To determine how students participation in school management influence peace and security.
- ii. To determine how parents participation in school management influence peace and security in secondary schools.
- iii. To determine how school leadership and consultation with the administration will influence peace and security in secondary schools.

1.5 Research Questions

This research study sought to answer the following fundamental questions;

- i. How does students' participation in school management influence peace and security?
- ii. How does parent's participation in school management influence peace and security?
- iii. How does school leadership and consultation influence peace and security in secondary schools?

1.6 Significance of the Study

Snodgrass and Blunt [2009] assert that unmanaged conflict can create dysfunctional schools which deprive learners of their rights to citizenship through free and equal education. In addition this study will be of importance to the government and the school administrators as it will provide knowledge on conflict management in secondary schools. This will enable them to take appropriate measures that will enhance school organizations and make them more effective, efficient and conducive for the development of human resources.

The study will be of significance to the Kibwezi Division secondary school administrators as it will provide them a comprehensive conflict analysis with respect to the root causes and how to manage them. The study will provide insight and theoretical value of managing conflicts to enhance peace and security in secondary schools. The findings will provide practical values to current scholars and identify areas of further research.

1.7 Delimitations of the Study

This study was limited to Makueni County- Kibwezi Division secondary schools and focused on the roles of management- staff, teachers, parents, students and community at large in managing different types of conflicts in secondary schools. The respondents of the study included the management, staff, students and neighboring communities of the secondary schools in Kibwezi Division.

1.8 Limitations of the Study

The study encompassed different stakeholders; these included; teachers, management, parents, students and the neighboring community not forgetting the Ministry of Education officers like Divisional Education Officer. Getting all the stakeholders proved to be a tedious work.

Community members had a challenge when using the questionnaire which was one of the research tools due to their low levels of literacy. The study was constrained by the time frame I had set aside for its carrying.

1.9 Assumptions of the Study

Basic assumptions of the study were:

The respondents would willingly give the needed feedback. Data collection tools were valid and reliable to give the actual picture of the study; the sample represented the true population to enable generalization of the findings to the target group. It assumed that effective conflict management leads to peace and security in secondary schools.

1.10 Definition of Significant terms

The following terms assumed the stated meaning in the context of the study.

Conflict: A disagreement through which the parties involved perceive a threat to their needs, interests or concerns.

Stakeholders : Those who have the potential to influence or affect an organization, and or be influenced or affected by it.

Administrator: A person whose job is to organize or manage a system.

Facilitators : Those who engage in the activity of facilitation.

Peer Mediation: Problem solving by youth with youth.

Disagreement: A situation in which people have a different opinion about something and often also argue.

Overt conflict: Refers to open conflict between stakeholders in public secondary schools. This can be manifested through exchange of words, quarrels and even physical fighting.

Conflict management: The act of resolving disagreement.

Area Education Officer: Refers to the officer in charge of education within an administrative division in the schools under investigation.

Facilitators: is someone who engages in the activity of facilitation.

Leadership Training: is the process of learning the skills you need to make a good leader.

Cohesion: entails different members in a society fitting together and forming a united whole.

Students Council: a group of people elected to govern other students in an institution.

Promotion of peace and security: enhancing harmony between different social groups that is characterized by lack of violence or conflict behaviors and protection from harm.

Dialogue: an exchange of ideas or opinions on a particular issue, especially a political or religious issue, with a view to reaching amicable agreement or settlement.

Consultation: refer to the process whereby the affected persons, on their own or through their organizations or appointed representatives are provide an opportunity to be heard and to participate in the decision-making process on matter involving any proposed eviction so that they can protect their legitimate collective interests and shall include appropriate documentation and feedback mechanisms.

1.11 Organization of the Study

This study was organized in five chapters. Chapter one presented the background to the study, the statements of the problem, objectives of the study, study questions, significance of the study, limitations and delimitations of the study, basic assumptions for the study, definition of key terms and organization of the study. Chapter two presented the literature review on different scholars works relating to the conflict management strategies influencing promotion of peace and security in secondary schools in Kibwezi division on the following subtopics; concept of conflict and their impacts in promotion of peace and security; influence students participation; influence of parents participation; influence of leadership styles and consultation in promotion of peace and security in Kibwezi division-Makueni County as well as the summary, theoretical conceptual frameworks for the study. Chapter three presented the research methodology detailing the research design, target population, sample and sampling procedures, data collection instruments, validity and reliability of the instruments, procedure for data collection and data analysis methods. Chapter four consisted of data presentation, findings and discussions, where tabular presentation and narrative discussions of the data was done. Chapter five consisted of the summary, conclusions and recommendations of the study which will be drawn from the data analysis in chapter four.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains the literature review for the study. It is organized in five variables of the study which have been given in some themes according to the objective of the study. Theoretical and conceptual frameworks for the study have been developed. The chapter further identifies gaps in the study and gives a summary of the reviewed literature. Literature review is important as it helps the research clearly understand the problem in question by critically analyzing works by earlier scholars.

2.2 Conflicts in Schools and their Impacts in Promotion of Peace and Security

The better educators and students understand the nature of conflict the better able they are to manage conflicts constructively. Moran (2001) sees conflict management as a 'philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it rises in all aspects of their lives.' Conflicts as a concept never remain positive or negative but it has always been as a basic and result oriented part of secondary school life.

Conflicts offer competitive as well as cooperative context in the organization but it varies according to the situation. Problems exist in managing conflicts when the context is competitive/individualistic or when the context and the conflict resolution procedures are incongruent. The effectiveness of a conflict resolution and peer mediation program may be limited when the classroom and school context is competitive. Because of diverse and varied definitions of conflict, attitudes towards it and images of its role are also varied. Conflict in schools takes different forms; for

example teachers seem reluctant to obey the principals, they do not seem to follow rules or accept extra work, they do not easily get along with their principals. Principals too adopt an authoritative approach, for example they pressurize teachers for an uninterrupted working of the school activities. It, therefore, becomes common that conflict between teachers and the school principal occur frequently at any time in the school. In institutions, conflict occurs between various individuals because of their frequent interaction with each other. Conflict is an expression of hostility, antagonism and misunderstanding between the staff members.

Conflict presently continues to be a factor in academic life. Schools frequently appear to be centres of tension; on occasion, they are perhaps a manifestation of problems in the community¹. The term conflict is viewed in a variety of ways because of its confusion with those conditions which lead to situations of different conflict². Thomas (1976) defines conflict as “the process which begins when one party perceives that the other has frustrated, or is about to frustrate, some concern of his”. Conflict is inevitable and often good, for example, good teams always go through a "form, storm, norm and perform" period. Getting the most out of diversity means often-contradictory values, perspectives and opinions.

Schools are never devoid of conflicts. It has always been stated that the key to effectively manage a school is not to avoid the conflict but rather get an in depth understanding of conflicts. Through documentation one is able to identify, mitigate and control a given conflict. Kendrick (2009) justifies the need of documentation as it helps one address the need to set up a planning and implementation process. One of the way suggested in documentation is through using the peril database, the database

is able to show the risk element in order of frequency of occurrence in line with schedule, scope and resources thus useful in analysis of conflicts. Not documenting any conflict is a conflict in itself too.

Monteleone (2012) argues that conflict tolerance makes a school sponsor approve the document required by the school. This shows the document has the ability to match or surpluses the expected conflict. Conflict tolerance changes with a schools sponsor and the conflict anticipated by the secondary school. Secondary schools try to document the conflict analysis through having a reporting code that sets out a minimum standard recommend for secondary schools. Schools that do not document conflicts have a tendency of identifying and analysing conflicts in a random manner and at times through brain storming. Fourie and Brent (2006) opine that success of academic performance is hampered when unexpected conflicts arise. Failure to document conflicts and plan for conflicts implies that conflicts are dealt with an emergency basis. Documentation of conflicts ensures that there is adequate preparation and planning for any eventualities.

Slovic et al., (2004) further suggests that it is essential that potential conflicts are identified, categorized and evaluated rather than randomly looking at conflicts. List should be a group and a list of categories drawn to indicate whether they are potential conflicts or not. By taking this measures, common influences, factors, causes, potential impacts and potential preventative and or corrective actions, can be discussed and agreed on. Categorizing conflicts is a way to systematically identify the conflicts and provide a foundation of awareness, understanding and action. Each school has its own structure and differences. Related conflicts and potential actions

must then be documented in the conflict management plan and discussed at all key stages as the school progresses (Slovic et al., 2004) all the details and the actual action taken and the outcomes, must then be recorded and reviewed during the closure and review stage, for lessons to be learned and applied to future conflicts.

Documentation by schools in the conflict management has proved to be effective in that at times conflicts over resources arise in the middle or latter stages in a school especially where different people have been assigned to handle different conflicts. (Schmiditet al., 2001) Unexpected and newer demands at times are given priority leading to misallocation of resources during the life of a conflict in school and this can be documented as a major potential conflict and plans according by securing agreements and monitoring the situation continuously can be affected.

Thomalia et al (2006) are of the view that responsibility for conflict management should not only be left to secondary school heads. In high risky conflicts that are complex and require high financial resources, the secondary school conflict management is usually assigned not only to the conflict team but also to external stakeholders who continuously monitor particular activities and give feedback regularly to the conflict team leader. Some of these stakeholders might include the parent's teacher's board, the school board and key specialists in the schools organisations. External participants such as ministry of education might also be included. Through documentation of all stakeholders each one can be assigned a responsibility to help identify potential conflicts and give information on the specific conflict to the specific secondary school.

PMBOK (2005) defines conflict management in schools planning as the process of deciding how to approach and plan the conflict management activities of the school. A conflict management plan needs to be drafted irrespective of whether risks are to be identified before the school begins or in the end. Conflict management plan in secondary schools will determine how the conflicts will be identified, monitored, controlled and eliminated. Planning for conflicts ensures conflict response strategies are explored. This process identifies parties to take responsibility for each conflict response. Conflict planning may require agencies to set policies, procedures, goals and responsibility standards. Formalizing conflict mitigation and planning helps an organisation come up with a conflict culture that should result in better cost management from planning to construction and better aligning with project goals.

Finding and allocating necessary resources to the program is a second essential form of report. Administrators will usually need to find money to pay for training services, to support. Substitute teachers to cover the classes of teachers receiving conflict and/or mediation training, and to pay for publicity materials or program support materials. They will also need to make available non-monetary resources including a private space or designated room for mediation and release time for teachers or staff who oversee and administer the program.

A general rule is that the more complex the program model the more resources are needed to make it viable. Especially for schools that are experiencing resource shortages, the best advice is to follow the principle of parsimony. Try and select the program model that guarantees the most focus on high priority goals and uses the least resources. We have too often seen schools that start out promising the wide-reaching

whole school or community-linked programs, only to find that they can afford much less. In such cases, peoples' expectations have been raised and cannot be satisfied. Perhaps their experience actually decreases their willingness to try program implementation at a later date. It is much better to plan carefully, remaining cognizant of the resources available, and to do well with more modest initiatives than to promise the "world" and deliver disappointment.

Based on the research in Conflict Resolution Education (CRE) programs (Jones & Kmita, 2000) we know that CRE programs make a positive difference. A DOE sponsored symposium reviewed the research on CRE in five areas: impact on students, impact on teachers, impact on climate, impact on diverse populations, and issues of institutionalization. We'll report briefly on their insights in terms of impacts on students, teachers, and climate. In terms of Impact on Students, it is clear that successful CRE requires a shift from an authoritarian to a collaborative school system and that student change depends on the motivation of the school system to change as well. When done well, CRE programs have many important impacts on students.

In some schools, the peer mediators are linked to external community groups without any involvement by other members of the school. For example, the peer mediators may serve as mediation trainers or mediators in a local neighbourhood mediation centre. This increases the mediators' experience and exposes segments of the community to mediation by youth. However, these programs are not designed to institute sweeping changes in the community or school conflict culture.

David W. Johnson and Roger T. Johnson (2002) hold that Conflict resolution and peer mediation programs are often promoted as a way to reduce violence (and destructively managed conflicts) in schools. Management of conflict is a human relations concept long recognized in business and industry as a necessary component of the developmental process. Sweeney and Caruthers (2004) define conflict resolution in a most general and concise way, “the process used by parties in conflict to reach a settlement”.

Addison &Vallahb (2003) view that as more administrators venture in conflict management strategies failure rate of conflict management in schools continues to increase. Experienced school conflict managers have then devised use of control measures through assigning responsibility to team members in order to stabilize requirements and specifications. This too can be borrowed while implementing exploration conflicts which at times have similar dynamics.

The site leadership team (SLT) is responsible for the day-to-day implementation of the Program. In our experience, the best SLTs are those that have a mix of people from the staff (e.g., teachers, counsellors, administrators, etc.) so they can represent the perspectives of constituencies in the school and coordinate across functional lines (for example, a teacher and counsellor coordinating the disciplinary system with the mediation system). A common mistake is to enlist SLT members without fully explaining what is expected from them in terms of time and effort. Some members may assume they just need to lend moral support to the program. The reality is that the SLT will devote considerable hours (both in and out of school) making the program a success. Given all their other duties, it is only fair they have a chance in the

beginning to assess whether this responsibility is manageable for them. The more the SLT members understand mediation and conflict the better able they are to instruct and guide students and other staff. The ideal situation is to have SLT members who are very knowledgeable about both areas, perhaps having received mediation and conflict training prior to becoming involved in the school program. May be they have taken classes at local universities that increase their understanding, or have attended mediation conferences to learn about programs. If SLT members have not had these opportunities prior to their involvement, they need to gain this knowledge as quickly as possible. Remember, the SLT members will be the people who are most often asked to explain mediation and the program to other school members and to parents and the community.

Since the SLT is a team, it should operate with the principles of effective teamwork. (1)Specifically, the team needs to discuss the various roles and responsibilities for the members. Who is going to handle intake? Who is spearheading the publicity drive? Who is working on the curricular infusion training? Who is working with administration to keep resources flowing? Who is running the after-school mediation meetings? Who is keeping the paperwork for the program? Etc. (2) the team needs to have expectations for its own performance and accountability clarified. A good idea is to have teams discuss and commit to certain ground rules for team membership. Ground rules may include the following: everyone attends all SLT meetings on a regular basis, the team agrees to use constructive conflict techniques to solve its own conflicts, the team agrees to actively support and promote mediation in the classes and in their interactions with parents and staff.

The more the SLT members understand mediation and conflict the better able they are to instruct and guide students and other staff. The ideal situation is to have SLT members who are very knowledgeable about both areas, perhaps having received mediation and conflict training prior to becoming involved in the school program. Maybe they have taken classes at local universities that increase their understanding, or have attended mediation conferences to learn about programs. If SLT members have not had these opportunities prior to their involvement, they need to gain this knowledge as quickly as possible. Remember, the SLT members will be the people who are most often asked to explain mediation and the program to other school members and to parents and the community.

2.3 Teacher and Staff Support

Unless staff members support and use the conflict resolution skills, its path will be rocky. The more orientation and involvement school staff and teachers have, the better the chances for success. At times, information dissemination may feel repetitive, but repetition is a good idea until the program takes hold and becomes a recognized part of school life. Like the SLT, the more knowledge staff has about mediation and the program the better.

Many school staff have little training or exposure to different ways to think about and respond to conflict. This material may be as new to them as to the students. Take the time and energy to help them learn and apply the ideas underlying the program. And, patience is definitely a virtue. It is not uncommon to find teachers and staff, even in schools with successful programs, who do not know about the program or about mediation in general. Don't be surprised if it takes 2 to 3 years to completely saturate the school with this information.

2.4 Student Participation

Okumbe (2008) indicated that students are not only raw materials in education industry but also important human resources in the organization. Sound management of students is therefore required. The school management needs to ensure that student's activities and operation in an organization are well monitored. This calls for an educational manager who is properly grounded in the techniques of educational management. For an educational manager (head teacher) to be effective student's manager, he or she must not only be conversant with concepts and newer perspectives in secondary school management; but also be constant operator of the management techniques.

Management of students require that the headteacher should show concern and drive towards students achievement through teaching and learning, constantly communicating appropriate and effectively to and with students. Lack of proper communication may lead to conflict with students; make the right decisions can only be made if the management invests its resources in effective decision making, solve problems by applying the appropriate problem solving techniques, speedily, equitably, and cautiously take disciplinary measures consistently and timely, motivate students by maintaining an organizational climate conducive to all stakeholders, show respect and economy in time management. In order to do this effectively, the head teacher can employ use of student government through use of Students Representative Council (SRC). Through this the head teacher will ensure that the student's issues are addressed promptly through the right procedure (Okotoni&Okotoni 2003).

Studies in social psychology [Schuster 1996, Mummendy and Otten 1998] have shown that inadequate conflict resolution skills [Perry, Perry and Kennedy 1992], or a poor level of management of in-group conflicts [Novara and Regulus,2007] may lead to their degeneration in violence and bullying.

2.4.1 Parental and Community Support

The involvement of parents and community members should occur after the program has been initiated and become moderately successful in the school. However, it is absolutely critical to inform parents about the program, especially if their children will be involved as mediators or in curriculum infusion classes, from the inception. Parents should be informed in writing and in person (at parent-teacher conferences, etc.) so they can make appropriate judgments about their child's participation. Later involvement should be slow and well planned. The more participants in the program the more potential there is for confusion and lack of coordination. Work carefully to identify parents and community members or groups who share the program values and who are willing to commit themselves to program development.

Once parents and community members become involved they should negotiate with the school staff about their contributions. Then, they need to discuss means to monitor and reinforce their accountability. As in any collaborative endeavour, partners need to know how and when they can count on the other. It is important for the principal to know both educational expectations and attitudes of the people in the community. With this knowledge he is in a position to put in place educational programmes that meets the needs of the community [Gordon&Ernest, 1996] community norms need to be taken into consideration.

Partnership, participation and conversation should characterize the school and community relations. To achieve the community needs to be aware of what the school does. It is the work of the administrator to teach the community not only on what it desires but also raise aspiration level about what the school is doing. He has also indicates that conflict can be avoided if the principal can interpret the educational programmes to the community. The citizens need to be aware of what is happening in the school.

The principal needs to work closely with official representatives of the community. These include members of the board and parents representatives. The representatives become important means for spreading reliable information and enhancing aspiration of the community about the school. The school administrators need to work closely with those interested in the school and particularly the youths. By linking together various agencies, the school principal plays a key role in dealing with problems in secondary schools created by family, economic and social conditions.

2.4.2 School Leadership and Conflict Management

Although this is the last component of our model to be discussed it is certainly one of the most important. A difficult lesson learned by many schools is the damage that can be done by unqualified or unscrupulous trainers. We are saddened that this possibility even exists, but would be remiss if we did not address it head on. There is a great variation in quality of programs and qualifications of people delivering these programs. Debates about program quality led the National Association for Mediation in Education (N.A.M.E., 1994) to set forth guidelines in 1993-1994 concerning trainer qualifications, training elements, student involvement, program implementation and oversight. These guidelines will help you choose a reputable training organization.

First, the trainers must be qualified in terms of the knowledge of and experience in conflict management and mediation. NAME suggests that trainers have expertise in the following areas: theory of conflict resolution, communication skills, problem solving skills, negotiating techniques, the mediation process, and cross cultural sensitivity. They should also have experience and ability as trainers; knowing how to structure and deliver an effective training presentation. Our experience shows that it is also very helpful for trainers to be experienced mediators and to have some background in working in public education. The latter qualification is especially important for trainers working with younger students. Trainers who have been teachers, for example, are better able to know what level of information young students can best accept and how young students can best learn new ideas.

Finally, the trainers should be accountable. Beware of the training organization that wants to come in for a day of training but is never heard from again. These trainers are only out to make money and do not know or care about necessary support for implementation of a program. A trustworthy training organization will provide technical support and follow-up service to the school for a semester or longer following training. They will work actively with the SLT and the school administration to help plan and orchestrate the program progress. Before hiring a training organization, get references from other schools they have been involved with. Ask to see all their training materials. Talk with them in detail about their involvement with the school after training has concluded. And be very careful if they seem to promise you a quick and easy solution to difficult problems. Good trainers know the benefits of these programs; they also know that anything worthwhile takes effort and hard work.

2.5 Theoretical Framework

This study was based on stakeholder's theory as advocated by Edward Freeman [2001] According to Freeman,[2001] this theory addresses morals and values in a school. It identifies and models the groups which are stakeholders of a corporation and further describes and describes and recommends methods by which management can give due regard to the interests of these groups. This theory tries to address who really counts in a school or in the course of solving the conflict.

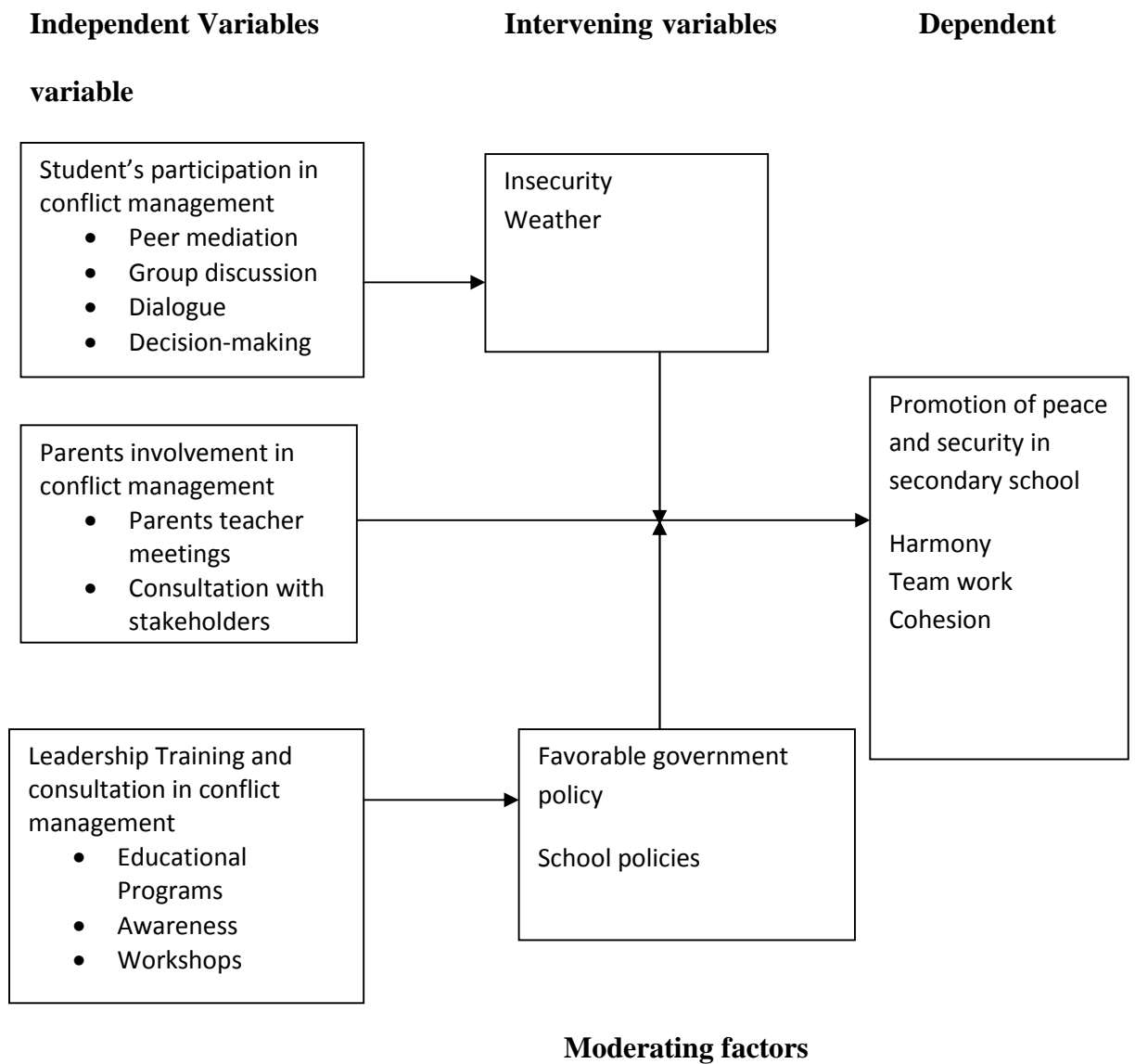
Conflicts affect the accomplishment of the school goals due to attending stress, hostilities and other undesirable factors when poorly managed. The issue of conflict management then becomes paramount for goal accomplishment. Oxford Thesaurus Dictionary of English (2004) defines conflicts as synonymous with dissention, antagonism, opposition, disagreement, disassociation, encounter and combat. From literature, several types of conflicts are experienced in educational institutions. This includes intra personal, intra group, inter personal and inter group. According Robbins (2003), intra personal conflicts involve conflicts within an institution set up. This could include conflicts between both the head teacher and a specific member of BOG, specific teacher or any other specific individual. Intra group conflicts involve differences within a certain group. This may include conflicts within the staff, the BOG, the students, the parents, the sponsor or any other stakeholders in school. Inter personal conflicts are the conflicts between persons. This may include conflicts between specific staff members and students, specific teachers and parents, specific BOG members and sponsor and or any other specific person within a group. Similarly, inter group conflicts may include conflicts between various groups in educational institutions.

It is assumed for a conflict management to be successful then the stakeholders need to work together in harmony and any form of adversary should be contained earlier in the process of planning and implementation. Analysing of a conflict too need the input of various stakeholders. Normative, analytical and descriptive perspectives need to be considered in conflict management in secondary schools. Further the descriptive element need to be looked at. This suggests that stakeholders should have the opportunity to give input where necessary as a way of conflict identification in detail.

2.6 Conceptual Framework

This study has two main variables as indicated in its conceptual framework. These are the dependent variable which in this case is conflict management in secondary schools in Kenya. There are four independent variables which include: students participation, parents involvement, school leadership and conflict management. This study will also utilize an intervening variable. The conceptual framework is represented in the figure below.

Figure 1.1: Conceptual model on conflict management methods on effectiveness of schools peace and security



The presence of conflicts (independent variable) in a school may influence conflict resolution (dependent variable) in public secondary schools. The intervening variables in this study were the government policies and school policies. The intervening variables were integrated in the study to minimise their effects on the study findings.

2.7 Knowledge Gaps

Most complex conflicts emerge from the schools in terms of time, scope, and cost and translate this for success or failure of the secondary school. Conflicts are further quantified in the traditional approaches of conflict management. Most schools view stakeholders in the implementation as very important and thus fail to recognize other stakeholders. This study is different in that it looks at all secondary school stakeholders and their roles in conflict management.

2.8 Summary of the Reviewed Literature

Conflict management is important as the economic impact of uncertainty can be quantified. Conflicts are categorized according to their impact. Conflict management can be used in identifying and managing conflicts. Documentation of conflicts further helps to manage conflicts as it provides a point in reference for the future and further help in allocation of resources as planned. Not documenting a conflict in itself is a risk too.

A conflict management plan helps manage activities of a school; it should be drafted irrespective of whether conflicts are identified before the school is begun or in the continuation of running the secondary school. Conflict management plan determines how conflicts will be identified, monitored, controlled and eliminated. Stakeholders shape secondary schools in early stages through planning. Implementation should always consider conflicts in early stages through planning. Implementation should always consider the conflict of the secondary school. Different strategies can thus be used to aid in smooth implementation of academic programmes of the school and also of the plan. Evaluations establish the relevance and the performance of the secondary school and also to analyse the different types of conflicts as important in complex schools and also starting new secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter was concerned with the appropriate methodology of the study to be used. It contained the research design of the study, target population, sampling techniques, research instruments, data collection procedures, method of data analysis and ethical issues.

3.2 Research Design

The study used exploratory research design; Creswell (2014) argues that this research design is ideal when there are few or no earlier studies to refer to. Through gaining insights and familiarity then later investigations can be based on what this type of research establishes. Exploratory helps ground a picture of a situation being developed as it helps one to familiarize with the basic details, settings and concerns while generating new ideas and assumptions and developing hypothesis at the same time. (Thompson et al., 2005) Research of all types can be addressed by this type of design thus its flexibility is evident. Since exploratory research design looks at studies that have no prior studies to refer to thus the study does not provide conclusive answers to problems and issues but rather it gives guidance on what future research was conducted.

Influence of conflict management strategies on promotion on peace and security in study case was a new concept in the Kenyan educational system, Dynamics were also different, in this study the community was also part of the stakeholders of the schools and in many instances conflict analysis was usually ignored, Conflict analysis was

considered a technical aspect and only a domain in a school implementer's and experts. The appropriateness of this was that it helped look for ideas and insights that might be useful in conducting future studies of this nature.

3.3. Target Population

Target population was the specific population about which information was to be collected. (Ngechu, 2004). It is a well-defined or specified set of people, group of things, households, schools, firms, elements or events which are being investigated. The target population of this study comprised of the secondary schools in Kibwezi division. It hoped that different stakeholders provided important information on the different aspects of conflict management in the secondary schools in Kibwezi division. The target population has been selected in totality to meet the objectives of the study. This study used a target population of 20 respondents.

Table 3.1: Target Population

Respondent	Target population	Sample percentage	Sample size
H/T	10	50.0	5
Departmental heads	60	25.0	15
School chairpersons/AEO	40	50.0	20
Students council	160	12.5	20
Total	270	100.0	60

Source: Kibwezi-Sub County Education Office.

3.4. Sampling Procedure

A mixed methodology was used in selection of the sample size bearing in mind that stakeholder's fall into different categories. For the schools, the study utilizes the formula by Kredjice and Morgan (1970) to determine the sample size.

3.4.1 Sampling Size Determination

Multistage sampling was used which involves sampling out in stages using smaller and smaller sampling units at each stage. The Makueni County is made of many districts. I selected some of the districts (first stage). The selected districts are then divided into divisions and I selected some divisions from within each selected collection district (second stage). Next, schools were selected from each division and this basically was based on schools in Kibwezi Division. Inorder to reduce travel requirements, simple random sampling technique was followed where the respondents was randomly selected. This provided the respondents an equal chance of being selected for the study.

$n = \frac{X^2NP(1-P)}{d^2(N-1)+X^2P(1-P)}$ where

n=desired sample size

N=target population

P=Population proportion (0.5)

d=degree of accuracy reflected by the amount of error that can be tolerated (0.05)

x²=the table chi square value for one degree of freedom relative to the desired level of confidence (X²=3.841 at 95% confidence level).

Substituting for the variable in the formula, a population N of 20 gave a sample size of $n = 3.841 \times 20 \times 0.5 \times (1-0.5) / 0.05^2(20-1) + 3.841 \times (1-0.5) = 20$

Thus the sample size for the community members comprised of 20 individuals.

3.4.2 Sampling Technique

Simple random sampling technique followed where the respondents was randomly selected. This provided the respondents an equal chance of being selected for the study.

3.5 Methods of Data Collection

Data collection is the process of gathering data and measuring information on targeted variables in an established systematic fashion which then enables one to answer relevant questions and evaluate outcomes.

3.5.1 Questionnaires

A triangulation of methods was used in collection of data. Questionnaires were used for the school members while interview schedules were used for key informants of the study who included the school principals, their deputy principals and the disciplinary heads.

A questionnaire is a set of carefully selected and ordered questions used in survey studies (Kim 2009). According to Mugenda (2009) questionnaires are commonly used to obtain important information about the population. Questionnaire was used because it is simple and very clear. Most of the school administrators from Kibwezi division are highly educated thus questionnaires were appropriate due to their simplicity. The questionnaires were structured and the researcher was present when administering to help the respondents clarify issues and where the respondents clarify issues. Structured questionnaires further were easy to analyse. The questionnaire was divided into two sections; the first section looked at the respondent's school background of conflicts while the other section concentrated with the variables of the study.

3.5.2 Interviews

An interview schedule is a set of questions that the interviewer asks when interviewing (Mugenda & Mugenda, 2003). Further Kothari (2004), asserts that it involves presentation of oral verbal stimuli and reply in terms of oral verbal responses. Due to the nature of the study, it was prudent to conduct an interview with the other project stakeholders. An interview schedule was used in order to obtain the needed data from different stakeholders. Due to the flexibility of this tool the interviewer adapted to the situation thus was able to get as much information as possible. The interview schedule had unstructured questions which were asked depending on the stakeholder interviewed. There was recording and writing at the same time so that accurate data be recorded.

Data collection took two weeks; this was because appointment was scheduled before meeting stakeholders such as the principal, disciplinary heads and the deputy principals. Since the questionnaires were researcher administered, the researcher took a lot of time unlike in the case of respondent administered.

3.6 Validity

Mugenda and Mugenda (2003) looks at validity as the degree to which results obtained from the analysis of the data actually represent the phenomenon under study and it deals with how accurately the data obtained in the study represents the variables of the study. The study had indicators that were used while developing the research instruments. With the help of the administration and other stakeholders in conflict management validity of the study achieved.

3.7 Reliability

To determine reliability of research instruments, the researcher re administers the same test two weeks after the first administration in a pilot study that was conducted in two schools. From the responses the researcher categorizes all the responses and assigned values to them depending on the response given.

The questions were then divided into two equal halves using the odd and even numbered items.

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}}$$

Where X= is the sum first set of scores

X²= the sum square of the set of first set of scores

XY= sum of scores product of X and Y

Y= the sum of second set of scores

Y²= the sum square of the second set of scores

N=total number of respondents.

This was used to compute the co-efficient of correlation (r) between the first and the second scores. A correlation co-efficient of 0.5 or more was considered appropriate to ascertain the reliability of the instruments.

3.8 Methods of Data Analysis

The study utilized both qualitative and quantitative methods of data analysis. For qualitative data there were transcribing of the data followed by writing up of memos and analysis notes. Thematic analysis was used where the researcher grouped the information basing on emergent themes then a quick impressionist summary undertaken. Kombo and Tromp (2009) give thematic analysis impressionist summaries as two ways of analysing qualitative data.

Quantitative data analysis was analysed by use of statistical tools. Descriptive analysis was employed to measure of central tendencies, frequency and percentages. Inferential statistics was used to check on the relationship between the dependent and independent variables. The researcher used regression analysis to check on the relationship between the two. The model of the study were

$$Y=B_0+B_1X_1+B_2X_2+B_3X_3+B_4X_4+E$$

Where Y- is the dependent variable

X1-4- are the independent variables

B0-is the constant (intercept)

B1-4- are the regression coefficients or change induced in Y by each X.

E-Is the extraneous error term.

The findings of the results were presented in tables for uniformity, interpretations and discussions follow thereafter.

Table 3.2 : Operationalization of Variables

Variable	Type of variable	Indicators	Measure	Measurement scale	Tools for data collection	Type of data	Analysis
Conflict management strategies	Dependent	-Conflict identification -Conflict reduction -peace -security - cohesion	% of reduced conflicts and enhance peace and security	Nominal	- Questionnaire - Interview schedule	Descriptive - Inferential analysis - Thematic analysis	Regression

Students participation and conflict resolution	Independent	-Conflict management plans -Work schedule and other planning tools -SRC - meditation - dialogue	Number of activities performed	Nominal	- Questionnaire - Interview schedule	- Descriptive - Inferential analysis - Thematic analysis	Regression
School conflict resolution process	Independent	- Implemented conflict resolutions	Number of conflicts resolved	Nominal Ordinal	- Questionnaire - Interview schedule	Descriptive - Inferential analysis - Thematic analysis	Regression
Community and parent support in conflict resolution	Independent	- Evaluation tools -Conflict analysis reports	Level of reduced conflicts	Nominal	- Questionnaire - Interview schedule	Descriptive - Inferential analysis - Thematic analysis	Regression
School leadersh	Independent	-Conflict plans	Increased dissemin	Nominal	- Question	Descriptive	

ip and conflict management		-Conflict report	ation of information		naire - Interview schedule	- Inferential analysis - Thematic analysis	
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3.9 Ethical Issues

The researcher got an introductory letter from the University of Nairobi, this aided in smooth data collection. The respondents consent was sought before collection of data. No respondent was forced for information and in case they wish not to participate in the study they were free to do so. Further they were informed that the purpose of the information was only academics thus the information was not used for any other reason.

Further there were due process required by the laws of Kenya where permission to conduct research was sought from the National Council for Science and Technology to authorize the research.

3.10 Summary

This chapter looked at the research methodology for the study where the research design, sampling techniques, study population, data collection tools and procedures, data analysis, operationalization of variables and ethical issues for the research were looked at.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND
DISCUSSION

4.1 Introduction

The chapter contains the findings of the study based on the specific objectives. It also provides the interpretation and discussion of the findings. The study sought to investigate on the influence of conflict management strategies on promotion of peace and security in secondary schools in Kibwezi Division-Makueni County.

4.2 Instrument Return Rate

The study targeted the secondary schools in Kibwezi division. Different stakeholders were also involved to provide important information on the different aspects of conflict management strategies. Hence, the study sampled 20 respondents in every group of the respondents. Therefore the total sample was 120 respondents. After data collection, all the questionnaires were returned from the students, principals and teachers 100 percent response rate each, 16 questionnaires from the principals 80 percent response rate]and 18 educational officers turned up for the interview 90 percent response rate. The study therefore realized a response rate of 92.5 percent. This response rates were sufficient and representative and conforms to Mugenda and Mugenda [2003] stipulation that a response rate of 50 percent is adequate; 60 percent is good and 70 percent and over is excellent for analysis and statistical reporting. This commendable response rate was due to extra efforts that were made via personal calls and courtesy visits to remind the respondents to fill-in and return the questionnaires.

Table 4.1: Questionnaire return rate

	H/T		Departmental heads		Students	
	frequency	percent	frequency	percent	frequency	Percent
Returned	5	84.0	14	100.0	20	100.0
Not returned	1	16.0	0	0.0	0	0
Total	6	100.0	14	100.0	20	100.0

4.3 Demographic Information

This study sought to find out the gender, age distribution, position held in the school, length of stay in the school, category of the school, size of the school, head-teachers experience to establish an insight on the study respondents characteristics. To establish the respondents gender distribution the study requested the respondents to indicate their gender orientation. Information from the respondents on gender distribution was as shown in Table 4.2.

Table 4.2: Respondent's Gender Distribution

Gender	H/T		Departmental heads		Chairpersons /AEO		Students	
	Frequency	percent	frequency	percent	frequency	percent	Frequency	Percentage
Male	4	20.0	5	25.0	16	80.0	13	65.0
Female	2	10.0	9	45.0	4	20.0	7	35.0
Total	6	30.0	14	70.0	20	100.0	20	100.0

From the study findings presented in Table 4.2 majority of the headteachers and departmental heads 55% were female. Whereas majority of the chairpersons 80% were male. The student's council had more males 65%involved.This was an indication that majority of leadership positions in secondary schools are male depicting gender parity in representation.

The study further sought respondent and age bracket and presented the findings in Table 4.3

Table 4.3: Respondent's distribution by age group

Age in years	H.T and Departmental heads		School chair persons	
	Frequency	Percent	Frequency	Percent
Between 20-29	1	5.0	-	-
30-39	6	30.0	-	-
40-49	9	45.0	8	40.0
Over 50	4	20.0	12	60.0
Total	20	100.0	20	100.0

Information contained in Table 4.3 shows that most [45%] and [60%] of the Head-teachers and departmental heads and school chairpersons were between 40 to 49 years and over 50 years respectively. These findings were an indication that many of the people who were engaging in managing conflicts in secondary schools were at their prime age, therefore they were in a position to make informed decisions regard to peaceful living in secondary schools.

Table 4.4: Age of Student's Council

Age in years	Frequency	Percent
Below 15 years	4	20.0
16-20	14	70.0
21-25	2	10.0
TOTAL	20	100.0

Data contained in table 4.4 showed that majority of the students [70%] who participated in the study were between 16 to 20 years. This was an indication that they were in their appropriate age and class and were in good position to provide relevant information for the study.

The age of most learners is affected by the FSE which made over age the learners to enroll for studies. For example, a student aged 20 years should be in a university or college but this is the prime age of most of form two and three students. Such students are grownups though still students. There is therefore need to involve the students in managing the school. This enables the students to make decisions that will affect them positively and overlook defiant behaviors.

Table 4.5: Academic qualification of respondents

Education level	H/T		Departmental heads		BOG/AEO	
	frequency	percent	frequency	percent	frequency	Percent
PhD	0	0	0	0	0	0
Masters	4	20.0	5	25.0	6	30.0
Graduate	2	10.0	9	45.0	10	50.0
Diploma	0	0	0	0.0	4	20.0
Total	6	30.0	14	70.0	20	100.0

Data contained in table 4.5 above indicates that most of the administrators have attained sufficient knowledge from their former learning colleges where management is incorporated. As a result, they are in a better position to make wise decisions and ensure that any triggers of violence are curbed early thus promote peace In addition to their high academic qualification ,they have also done consultation from experienced personnel where the students go bench marking to improve their way of doing things in the school..

Table 4.6: Length of period H/Ts and Departmental heads have been in position held.

No. of years	Frequency	Percent
Less than 5 years	1	5.0
5-10 years	8	40.0
11-15 years	5	25.0
Over 15 years	6	30.0
Total	20	100.0

As shown in the table, most of the head-teachers and departmental heads [40%] were in their current positions for 5-10 years. This is an indication that majority of the

administrators have acquired vast experience in their held position since only 5% of them had been in the position for less than 5 years. This is an implication that they were in a capacity to effectively carry out their duties to ensure peaceful coexistence in their areas of service.

In addition their length of stay means that they may have been transferred from one school to another and therefore can borrow a leaf from their former schools on conflict management strategies that have worked formerly.

The category of the schools in Makueni County varied from national to the CDF schools that were upcoming gradually.

The day scholars had their opinion on management; thus the school is a pyramid that involves the teachers, parents and the students as key stakeholders. The three should have a voice and role to play in making the environment conducive for learning thus improved performance.

The study sought to find the marital status of the school administrators. Information from the data collected was shown in table 4.7 below;

Table 4.7: Marital status of H/T and Departmental heads.

	H/T		Departmental heads	
	Frequency	percent	Frequency	Percent
married	6	100.0	12	85.8
single	0	0.0	2	14.2
Total	6	100.0	14	100.0

The findings from table 4.7 above shows that most of the administrators are married and therefore have enough background on family issues that can be a major cause of

students unrest. This enabled them to guide and counsel students who may be experiencing psychological, social, emotional, dysfunction thus peaceful coexistence. In addition, the administrators can comfortably play the role of a ‘father’ and ‘mother’, to the students. This makes learners find them approachable when issues arise among the students. The students can share their grievances leading to peaceful and secure living. The administrators will solve family, social, economic issues easily and amicably.

In addition to marital status, the study sought further to add the size of the schools. The responses were as shown in Table 4.8.

Table 4.8: Size of the school

	Frequency	Percent
Single stream	2	10.0
Double stream	0	0.0
Triple stream	12	60.0
Four stream	6	30.0
Over four	0	0.0
Total	20	100.0

According to table 4.8 it reveals that majority of the secondary schools have an enrolment of triple streams each with 50 students. This is an indication that the population in secondary schools is big and therefore there is need for use of various strategies to ensure there is peace and security. When various strategies are deployed then, there is smooth running of schools hence improved performance.

According to the data from Kibwezi sub-county; Makueni County, the free secondary education [2003] has brought a great impact on the enrolment rates in secondary schools. The ratio of students to teacher is almost 60:1 as more students enroll for secondary education. This calls for an extra mile by administrators to device ways and means of managing conflict that are prone to occur often. The CDF projects have really boosted the schools by building classroom; dormitories; toilets. These projects have ensured adequate facilities. Caldwell 1988;88 argues that resources will often be scarce and competition for scarce resources is virtually inevitable.

Table 4.9: Respondents responses on length of stay in their current institutions

No. of years	Principals		Departmental Heads	
	Frequency	Percentage	Frequency	Percentage
Less than 5 years	12	75.0	3	15
6-10 years	4	25.0	16	80.0
Over 15 years	0	0.0	1	5.0
Total	16	100.0	20	100.0

According to majority of the departmental heads (80%) they had been in their current institutions for between 6 and 10 years. While majority of the principals have served in their current institutions for less than 5 years. This is an indication that the majority of departmental heads had been in their institutions for a very long time and was in a position to give valid information on the peaceful coexistence strategies used in their secondary schools. However, majority of the principals who are the key administrators (75%) have only been in their secondary schools for less than 5 years. Thus they are bound to face challenges as they lay strategies in their leadership styles to promote peace and security in secondary schools.

Table 4.10: Respondents responses on conflict management strategies that are used to promote peace and security in secondary schools.

Strategies	Frequency	percentage	Frequency	Percentage	Frequency	Percentage
Students participation	9	45.0	6	30.0	2	12.5
Parents participation	3	15.0	3	15.0	2	12.5
Leadership styles	4	20.0	8	40.0	6	37.5
Consultation	4	20.0	3	15.0	6	37.5
Total	20	100.0	20	100.0	20	100.0

Information from the study revealed that most of the secondary schools complained of minimal involvement of parents in managing schools, while at most times the parents are consulted if their children deviate from the school rules and regulation. Majority of this failures where constituted by lack of proper information about their key rules as strong stakeholders in the school community. The data collected implicated that students should be involved so that mutual exploration and new levels of consensus in problem solving [English 1983;163] is integrated. The respondents were issued with statements on the cause of conflicts in secondary schools. They were provided for with a scale to find out whether they agreed or disagreed with the factors. The responses were presented as shown in table 4.10.

Table 4.11: Major causes of conflicts in secondary schools

Causes of conflicts	H/t & Departmental heads				School chairperson				Students council			
	Agree		Disagree		Agree		Disagree		Agree		Disagree	
	F	%	F	%	F	%	F	%	F	%	F	%
Administrative incompetence of h/t	8	40.0	12	60.0	5	25.0	15	75.0	11	55.0	9	45.0
Indiscipline in the part of students	11	55.0	9	45.0	12	60.0	8	40.0	12	75.0	8	25.0
Indiscipline in the part of the teachers & admin.	5	25.0	15	75.0	0	0.0	20	100.0	5	25.0	15	75.0
Misappropriation & embezzlement of funds	11	55.0	9	45.0	2	10.0	18	90.0	12	75.0	4	25.0
Poor academic performance	13	65.0	7	35.0	12	60.0	8	40.0	15	75.0	5	25.0
Favoritism by the school admin.	1	5.0	19	95.0	11	68.8	5	32.2	18	90.0	2	10.0
Inadequate resources	11	55.0	9	45.0	15	75.0	5	25.0	13	65.0	7	35.0
Inferiority or superiority complex	0	0.0	20	100.0	2	10.0	18	90.0	13	65.0	7	35.0

Table 4.11 shows that majority of the principals, departmental heads, chairpersons and students council agreed averagely to the statements issued to them. Whilst majority of the students' council 62% agreed to the statements. This is an indication that students were yet to build trust with the school administration and their parents so as to ensure peaceful coexistence in the community.

4.4 Students participation in school management influence on promotion of peace and security in secondary schools.

To establish whether students' participation in school management influence promotion of peace and security in secondary schools in Kibwezi division-Makueni County. (Objective 1) The study sought to establish activities students can be involved in like peer mediation, group discussions, dialogue, decision making, student representative council (sec) to promote peace and security and presented findings in table.

Table 4.12: Students participation in school

Activities	Frequency	Percentage
Peer Mediation	5	25
Group discussions	2	10
Dialogue	8	40
SRC	5	25
Total	20	100

The study findings in table 4.12 shows that most of the students in Kibwezi division are not involved in conflict management. This is an implication that strikes and boycotts are caused by lack of involvement of the students through the student council in managing conflicts.

According to Thomas et.al [2006] conflict management should not only be left to the secondary school heads. The SRC should also be assigned to continuously monitor particular activities among the students and give feedback regularly to the headteacher

In addition, the school should plan how conflicts will be identified, monitored, controlled and eliminated were SRC will play a vital role.

CRE programs have been known to bring a great impact on teachers, students and the diverse population. As earlier discussed, students are not only raw materials in education industry but also important human resources in the organization. The management of students require headteacher who should show concern and drive towards students achievement through teaching and learning, communicating appropriately and effectively to and with students.

Table 4.13: The SRC response on whether the administration has assigned them management roles.

Response	Frequency	Percent
Yes	8	40.0
No	12	60.0
Total	20	100.0

From the study findings presented in table 4.13, majority of the student council 60% indicated that the administration does not assign them duties in line with management of disagreements in their inter personal, intrapersonal, intergroup or intergroup levels whether in the formal, informal or non-formal sectors.

4.5 Influence of parents' participation in school management to promote peace and security in secondary schools.

The second objective of the study sought to establish whether parents participation influence promotion of peace and security in secondary schools. Therefore the study

sought to find out the extent to which parents' participation in school management promotes peace and security in secondary schools. The findings were presented in table.

Table 4.14: Influence of parents' participation in school

Activities	Frequency	Percentage
Consultation	4	20
Facilitators	1	5
Parent-tr Conference	15	75
Total	20	100

The study findings in table 4.14 shows that most of the parents are not involved 25% in consultation and facilitation but are perceived as attendants of school educational meetings only. This was an indication that parents participation study are among the major influences of conflict in secondary schools.

The study then sought from the respondents whether they perceived their lack of involvement hinder peaceful co existence for all members of the school community and presented the findings in table.

Table 4.15: Respondents perception on whether lack of involvement of parents hinder peaceful coexistence in schools.

Response	[H/T and Departmental heads		School chairpersons	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
Yes	16	80.0	17	85.0
No	4	20.0	3	15.0
Total	20	100.0	20	100.0

According to Table 4.15 majority of the stakeholders 80% of the H/T and Department heads, 85% of the school chairpersons lack of involvement of parents hinder peaceful co existence in schools. The study further sought to find out the kinds of activities that parents can be involved in to promote peace and security in secondary schools.

4.6 Influence of leadership style and consultation to promote peace and security in secondary schools.

The third objective of the study sought to determine whether leadership styles used by different administrators and consultation promotes peace and security in secondary schools. The study requested the respondents to indicate the methods used to create awareness on leadership styles through educational programmes, workshop within the study area and their responses were as shown in table 4.16.

Table 4.16: Ways of creating awareness to the school community

Awareness methods	H/T and Departmental heads		School chairpersons		Students council	
	Frequency	percent	frequency	percent	frequency	Percent
Workshops	4	20.0	3	15.0	9	45.0
Educational programs	16	80.0	17	85.0	11	55.0
Total	20.0	100.0	20.0	100.0	20	100.0

As shown in the Table 4.16, most of the administrators indicated that they rarely hold educational programs to build or enlighten the school community. This is an implication that lack of adequate information on the motive of promoting peace and security. These findings agree with Komoni (2012) who states that the lack of information is hindering useful engagement with the school community, making it difficult for students to make informed decisions. It would be easy to engage meaningful with the authorities but not it is my case against that of the rest. Their major fear is that there is the possibility that the students would be involved in strikes and boycotts due to lack of awareness on their repercussions. The findings also concur with Kituku (2012) who argues that students unrest in schools is caused by their little information about their fate or their future.

Table 4.17: Respondents response on the stakeholders meetings and consultation in school management.

Duration	H/T		Departmental heads		Students council	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
After 2 weeks	3	15.0	3	15.0	6	37.5
1 – 5 months	4	20.0	3	15.0	2	12.5
6 – 12 months	4	20.0	6	30.0	6	37.5
1 year and above	9	45.0	8	40.0	2	12.5
Total	20.0	100.0	20.0	100.0	16.0	100.0

Information from the study revealed that most of the stakeholders hold meetings after half a year. While at other times the students' council meeting weekly to allocate duties for the smooth management of the school.

This was an indication that there was minimal significant role played by meetings and consultations. This is in line with a report by Komoni (2011) that states that man is not an island; there is need to consult one another and each individual so be part and parcel of what is happening in the school.

Table 4.18: Respondents perception on whether school management should be solely the H/T's role.

Response	H/T & Departments heads		School chairpersons		Students	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	9	45.0	12	60.0	3	15.0
No	11	55.0	8	40.0	17	85.0
Total	20	100.0	20.0	100.0	20.0	100.0

According to the findings, majority of the stakeholders H/T and Departmental heads (55%); students (85%) concluded that management in schools should not be left to the H/Ts. Majority of the school chairpersons (60%) had a different ruling that H/Ts should be left to run the schools. This was an indication that parents are not key in other fields except in educational meetings: trophy, and paying the school fees for their children, thus a trigger of many unrests in secondary schools.

Table 4.19: Respondents perception on whether leadership style administered in their school was appropriately done.

Response	H/T & Departmental heads		School chairpersons		Students	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	12	60.0	14	70.0	3	15.0
No	8	40.0	6	30.0	17	85.0
Total	20.0	100.0	20.0	100.0	20.0	100.0

According to majority of the stakeholders the H/Ts (60%); the chairpersons (70%) the style of leading used in their institution was appropriate unlike the students representatives (85%) who ruled out that dictatorship is upheld instead of the Laizz faire where one is allowed to do what he wishes best.

4.7 Discussions

Management of conflict means establishing the conditions by which conflict can lead to mutual exploration and new levels of consensus in problem solving [English,1983;163].The findings from the data collected indicated that most of the learners were in their appropriate classes and therefore would make decisions that would not result to escalation of conflicts .In addition ,the administrators were knowledgeable enough to lay strategies that would help them manage conflicts. They had vast experience in their positions held, their marital status dictated how to handle students as per the challenges they face in life .The students were minimum involved in managing schools and these was one of the causes of unrests and strikes in schools. The parents are seen as attendants of educational meetings and AGM, pay school fees. This need to be changed the school should be seen as a three stoned jiko; whereby if one stone is rolled away, then cooking cannot continue. [komoni 2014] The three teachers, parents and students should work together to promote team spirit and hence improved performance .These also facilitates security and harmony in the entire community.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents summary of study, conclusion and recommendations of the study. In line with the objectives of the study on the conflict management strategies to promote peace and security in secondary schools in Kibwezi Division-Makueni County, Kenya.

5.2 Summary of the Study

The purpose of this study was to identify the influence of conflict management strategies on promotion of peace and security in secondary schools in Kibwezi division-Makueni county, Kenya. It sought to answer research questions on the extent to which students' participation, parents' participation and leadership styles and consultation influence the promotion of peace and security in secondary schools.

The study reviewed related literature from books, articles and journals in order to get more insight on these factors identified to promote peace and security in secondary schools. This study employed a descriptive survey research design and target several stakeholders, principals, head of departments, parents and students' council in the study area.

Stratified sampling technique was used to ensure that respondents who were purposefully selected were evenly distributed to represent the whole sub-county. The study used questionnaires, interview schedule and focus group discussion to collect empirical data from the obtained sample size. Document analysis was also done to

evaluate available information in regard to the onset of the peace process. Each item in the research tools was developed to address a specific objective. Collected data was analyzed both qualitatively and quantitatively using descriptive statistics.

5.3 Major Findings of the Study

To establish whether students' participation in conflict management influence promotion of peace and security in secondary schools in kibwezi sub-county, Makueni County.

The study findings revealed that majority of the students in kibwezi sub-county are involved in conflict management. Moreover 25% of the parents are involved in conflict management are perceived as attendants of school educational meetings only. They are rarely used as facilitators in enhancing discipline. According to the data collected, parents were reluctant in getting in the school and promote peace and security in secondary schools.

The students are in decision making, dialogue, peer mediation, discussions just to mention a few. The study sought to find out the extent to which students' involvement in both formal and informal activities promotes peace in schools. The study findings revealed that 40% of the students' involvements involve dialogue, 25% peer mediation, SRC 25%. According to majority of the students different techniques are used by school administrators to make the students be part and parcel of the smooth running of the school. This was an indication that when students are involved in schools; and hence frequency of strikes; boycotts was minimized.

The second objective sought to establish whether parents participation in school management influence promotion of peace and security in secondary schools. The study requested the respondents to indicate the ways they are involved to manage schools. According to majority of the parents representatives 25% of the parents are involved. This was an indication that parents are seen as attendants of school educational meetings only.5% are used as facilitators in enhancing discipline.

According to the data collected, parents were reluctant in getting in the school to promote peace and security in schools. This was an indication that parents have left the school to teachers thus a major cause of violence in schools. According to majority of the administrators time was the major hindrance for them to be able to effectively conduct programmes to students to promote peace and security in schools. However majority of the administrators agreed to the fact that negative impacts outweigh positive impacts in regard to the parents' participation.

The third objective of the study sought to determine whether leadership style and consultation influence peaceful coexistence in secondary schools. In kibwezi division, Makueni County. The study requested the respondents to indicate the methods used to create awareness on leadership styles through educational programs, workshops within the study area. Most of the administrators indicated that they rarely hold educational programs to build or enlighten the school community. Information from the study revealed that most of the stakeholders complained of lack of information, thus students make informed decisions. Majority of this challenges where constituted by lack of proper information on consultation.

Data from the study findings shows that majority of the administrators head teachers (45%), departmental meetings annually. This leads to minimal consultation and amendments of conflict management strategies. Whereas the students' council meet often after two weeks 37.5% to allocate duties for the school management of the school. When management begins with the students then teachers and stakeholders have an easy time in carrying out their duties.

Majority of the respondents averagely hold peace talks after six months to ensure readiness for peaceful coexistence in Kibwezi sub-county. This is an indication that majority of the key players within the school community spread peace messages to ensure that learning continues without violence. This was also indicated by the liaison committee members, group discussion that revealed that administrators are actively holding peace talks to ensure that learning counties with absence of violence.

According to majority of the administrators time was the major hindrance for them to be able to effectively conduct awareness meetings and also ensure peaceful coexistence among the teachers, parents and students. However majority of the administrators agreed to the fact that negative impacts outweigh positive impacts in regard to promotion of peace and security in secondary schools.

5.4 Conclusion of the Study

The study concludes that primarily socio-cultural factors can influence both positively and negatively peaceful coexistence in secondary schools. The references in the analysis confirm that the socio-cultural values and circumstances of a people would influence their behavior and decisions as a people and as individuals not only in terms

of their social lives but also in their academic performance and this includes their decision in embracing factors that triggers the students to manifest through boycotts and strikes.

An individual, although is unique personality, he is nevertheless a product of his society. He is subject to the values and influences of his society. In other words, the strategies used by the administration will directly influence his decisions and actions in all his endeavors impacted to him from the social classes in schools to the entire school community. The parents, the students and the administrators not forgetting the teachers have key roles to play in order to enhance peace and security in secondary schools.

5.5 Recommendations of the Study

To achieve readiness for peaceful coexistence of the school community, the following specific steps must be taken.

(i) Individuals, teachers, administrators, groups should engage in through self examination and assessment the relevance and determine the relevance of existing activities to their academic progress and well being, and select and retain only those values that are capable of helping the learners achieve their academic progress. Through the enhancement of learner centred activities, and discontinue with values that do not allow individuals to actualize their potentials and explore opportunities for improved academic performance.

(ii) The parents on their part should set an agenda for full involvement in the conflict management in schools. The parents must be involved in the facilitation and consultation in their issues of concern to ensure there is no unrest in schools.

The parents should recognise their significant role(s) in promoting peace and security in the learning institutions. They should be committed to enthrone societal values and behaviours that are consistent with requirements for academic progress and independence for students. There cannot be any meaningful social engineering and value reorientation without the committed involvement of the parents and leaders of thought in the school community.

(iii) The school administration should evolve comprehensive enlightenment programmes to enable people know the new values, appreciate their essence, cherish them and key into them and habitually achieved through the establishment of frequent consultation meetings that consist of the key stakeholders who can design and implement relevant and effective value re-engineering and reorientation programmes that can usher in and inculcate in individuals and groups a new set of desirable values to promote peace and security.

As part of the above, both H/T and teachers need to develop schools as communities and strive for a climate of team spirit with students.

5.6 Recommendations for further Research

Having explored the conflict management strategies and their influence on the promotion of peace and security in secondary schools in Kibwezi divisions – Makueni County, Kenya, the researcher proposes the following:-

- (i) A similar study is recommended in other sub-counties of Makueni County to assess the generalizability of the study findings. This should also include a comparison of urban and rural areas. In addition, a larger sample should be applied to include the up-coming CDF schools (day-scholars) would enhance more opinions from a wide scope of respondents.
- (ii) Further a study is recommended on the influence of the conflict management strategies on the academic performance in Kibwezi sub-county Makueni County.

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APPENDICES

Appendix I: Introduction Letter

University of Nairobi

School of Extra Mural Studies

Nairobi

Dear Respondent

Re: Introduction Letter

My name is Caroline Mueni Jonathan, a student at the University of Nairobi and undertaking a master's degree in peace Education.

Attached is a questionnaire that is to be filled in order to collect data necessary for my research. Kindly complete the questionnaire with the required information which was used for academic purpose only.

Confidentiality will also be observed and your cooperation appreciated.

Thank you

Caroline Mueni Jonathan

Appendix II: Headteachers' and Departmental heads Questionnaire

Please tick () where appropriate or fill in the required information on the space provided

Section I

Background information

1. Your gender Male () Female ()
2. Your age (in years)
 - Between 20-29 ()
 - Between 30-39 ()
 - Between 40-49 ()
 - Over 50 ()
3. Marital status single () Married ()
4. Level of education
 - PhD () Masters () Bachelor's degree ()
 - Other specify ()
5. Category of the school National () Provincial () District ()
6. Size of the school
 - Single stream () Double () Triple ()
 - Four streams () Over four ()
7. Experience as a head teacher _____ years.
8. What is the number of the teachers in your school?
 - Male () Female () Total ()

Section II

Major causes of conflicts in secondary schools

Instructions

The following are causes of conflicts in schools. Please tick () where appropriate in your school

9. What do you think is the main cause of conflict in your school
 - a. Unimpressive conditions of service ()
 - b. Administrative incompetence's of Head teacher ()
 - c. Misappropriation of embezzlement of funds ()
 - d. Indiscipline in the part of students ()
 - e. Indiscipline in the part of teachers and administration ()
 - f. Inferiority or superiority complex ()
 - g. Poor academic performance ()
 - h. Favouritisms by the school administration ()
 - i. Inadequate resources ()

Section III

Types of Conflicts

10. Please tick the type of conflicts which you have experienced in your school.
 - a. Conflict over image perceptions ()
 - b. Role conflict ()
 - c. Conflict over basic values ()
 - d. Interpersonal conflict ()
 - e. Structural conflict ()
 - f. Political conflict ()

11. From the above which type of conflict (s) is most common in your school?

Section IV

Conflict management methods

The following are statements about conflict management methods in schools. Please respond appropriately to the extent to which each is applicable in your school. Tick () appropriately.

12. Adequate coverage of the syllabus in a session ()
13. Opportunity to attend courses in conflict management ()
14. Use of student representative council ()
15. Professionalism and monocracy in appointment ()
16. Transparency and Accountability in financial and resource allocation and management in school ()
17. Absence of political interference and patronage in school management ()
18. Frequent stakeholders meeting and consultation in school management ()
19. Clear definition and description of roles and responsibility on school management between stakeholders.
20. In service of education managers, teachers and education stakeholders on management and conflict resolution.

21. What are the other methods for conflict management methods in your school?

Section V

Resolution Techniques

The following are statements on how head teachers resolve conflicts with stakeholders in your school. Please respond appropriately to the extent to which is applicable in your school in resolving of the conflicts.

Tick appropriately against the item.

1. Giving in to the other party and ignoring ones goals ()
2. Staying away from or withdrawing from a conflict ()
3. Forcing an issue to my own way ()
4. Giving in on one need in order to get another satisfied ()
5. Forcing on one mutually satisfying outcome ()

Thanks for answering these questions appropriately. Your contribution will go a long way in helping to alleviate the inherent problem of managing conflicts in our secondary schools.

Appendix III: Interview Questions for B.O.G chairpersons and A.E.O

1. What do you think are the main causes of conflicts amongst teachers in secondary schools?
2. Explain the common types of conflicts. Which one are you familiar with?
3. What are the frequently used conflict management strategies in schools?
4. What techniques are used for conflict resolution in public secondary schools?
5. What are some of the challenges faced by H/Ts in solving conflicts in their institutions?
6. What are some of the ways of involving parents in conflict management?
7. How often are unrests and strikes experienced in their schools?
8. What are the roles of BOG in promoting peace and security in secondary schools?
9. What are some of the advantages of incorporating teachers ,parents and students or students power in managing or resolving school conflicts?
10. How can conflict be managed without disrupting teaching and learning?

*****Thank You*****

Appendix IV: University Letter



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

Your Ref:

Our Ref:

Telephone: 318262 Ext. 120

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

21st August, 2015

REF: UON/CEES/DES/2/15

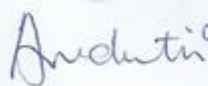
TO WHOM IT MAY CONCERN

RE: CAROLINE MUENI JONATHAN - REG. NO L51/72414/2014

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

She is proceeding for research entitled "**Influence of Conflict Management Strategies on Promotion of Peace and Security in Secondary Schools;**" A case Study of Makueni County, Kenya.

Any assistance given to her will be highly appreciated.


Dr. Omondi Bowa
Chairman
Department of Educational Studies

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

Appendix V: Research Permit

THIS IS TO CERTIFY THAT:
MISS: CAROLINE MUENI JONATHAN
of **UNIVERSITY OF NAIROBI, 71-90137**
Kibwezi, has been permitted to conduct
research in Makueni County
on the topic: INFLUENCE OF CONFLICT
MANAGEMENT STRATEGIES ON
PROMOTION OF PEACE AND SECURITY IN
SECONDARY SCHOOLS
for the period ending:
5th November, 2016


Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

Permit No : NACOSTI/P/15/66250/8376
Date Of Issue : 5th November, 2015
Fee Received :Ksh 1,000

Appendix VI: Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/15/66250/8376**

Date:
5th November, 2015

Caroline Mueni Jonathan
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of conflict management strategies on promotion of peace and security in secondary schools,”* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **5th November, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

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


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

