

**PUPILS' PERFORMANCE OF PEACEFUL AND CONFLICT PRONE
PUBLIC PRIMARY SCHOOLS IN NZAMBANI SUB-COUNTY KITUI
COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This study is dedicated to the memories of my late mum Mwendu who despite poverty struggled to educate me. Also to my grandchildren Kyalo, Kavita, Musangi and Mumo in whom I see future scholars.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOG	Board of Governor
FGDs	Focus Group Discussions
KCPE	Kenya Certificate of Primary education
NDPC/N	National Dropout Prevention Center/Network
PTA	Parents Teachers Association
TPR	Teacher Pupil Ratio
TSC	Teachers Service Commission
UNESCO	United Nations Educational Science and Cultural Organization

ABSTRACT

The study sought to compare pupils' performance between peaceful and conflict prone public primary schools in Nzambani Sub-County Kitui County, Kenya. Conflict in schools in Nzambani Sub-County has reduced access to quality education which include pupils' transition enrolment, retention, completion and also performance. The study objectives were: to determine how conflict in schools affects pupils' conflicts in schools influence pupils' transition rate, enrolment rate, retention rate and completion rates public primary schools.

The study used a descriptive survey research design. The target population of this study was 36 public primary schools in Nzambani Sub-County with 36 head teachers, 275 teachers, 1,137 class eight pupils and 5790 parents. Stratified sampling was used to select the schools, where the sub-county is divided into three educational zones. Simple random sampling was used to select 10 percent of teachers and pupils. Purposive sampling was used to sample 5 parents who were PTA board members in each sampled school. Therefore the study sample comprised of 12 headteachers, 84 teachers, 134 pupils and 60 parents. The study primary data was collected by using a questionnaire for head teachers and teachers while interview guide was used for pupils and a focus group discussion for parents. The research instruments validity was established by availing them to the lecturers in the University of Nairobi and peers who established content validity. The reliability of the instruments was established using Pearson Product moment after a pilot study.

After collection of data the quantitative data, the study used descriptive statistics while qualitative data was analyzed using content analysis. The study findings indicate that conflict negatively affected pupils' performance to a great extent consequently negatively affecting the pupils' participation in education. The conflicts significantly contributed to low pupils' enrollment. The conflict breeds insecurity making schools unsafe for learning and consequently significantly reducing pupils' enrollment. Conflicts significantly contribute to low pupils' retention in education. Pupils' retention in school was greatly compromised during conflict and therefore they could barely financially support their children education. Conflicts significantly contribute to poor completion rates in education through; high dropout rates, repetition, decreased attendance rates, and wastage.

The study recommends that the national and county government should hire more teachers to ensure the Teacher Pupil Ratio TPR is within the recommended range of about 1:40 per school. The management of public primary schools with the support from local administration should conduct regular campaigns to sensitize parents to take their children to schools. The county government and the community leadership should fast track the peace building initiatives to mitigate the occurrence of ethnic conflicts. The schools' management in collaboration with the ministry of education should formulate a strategy to deal with high dropout rates, repetition decreased attendance rates and wastage rates in their schools. A similar study is recommended on private schools since the present study focussed on public schools.

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Students are very sensitive to their learning environment, they either adopt positive or negative attitudes. Learning environment has direct and indirect impacts on student achievement. A good learning environment frees students from physical distress, makes it easy for students to concentrate on school work and induces students in logical thinking. Students in good learning environment undoubtedly attain higher achievement (Chen, 1996).

As organizations strive to achieve their goals, they are often met with challenges they must overcome. Challenges leave room for conflict between members, other organizations, communities and other parties involved in the organization's mission. While "conflict" often has a negative connotation, the effects of conflict within an organization can be both positive and negative (Brookins, 2010). Ivancevich (2002) identifies several factors known to influence conflicts in schools. These include work interdependence, differences in goals and perceptions, and increased demand for specialists. The sources of these conflicts can be classified into four; namely, competition for scarce resources, divergence, autonomy, and goals divergence as a result to difference in opinion. The effects of mediation on conflict management according to Broekhof (2000) include: reduction in the number of conflicts between pupils, a large majority of conflicts being successfully mediated; and, pupils and parents having a positive perception of the mediation scheme.

Johnson and Johnson (2010) observed that, untrained pupils by and large use conflict strategies that create destructive outcomes by ignoring the importance

of on-going relationships. They further assert that pupils' success in resolving their conflicts constructively tends to result in reduction of the numbers of pupil-pupil conflicts referred to teachers and administrators, which, in turn, tends to reduce suspensions.

Individual academic achievement can be influenced by several factors such as personal, household and school characteristics as well as local and national socioeconomic conditions (Barker, 2009). Conflicts have thus provided robust evidence of the negative impact of conflicts on the quantity of education as measured by different educational outcomes, namely school enrolment, school attendance and school attainment (UNESCO, 2011).

According to Francis (2011), 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 pupils, 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 pupils, 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. The groups could be between staff and pupils, BOG and other groups, sponsor and other groups or stakeholders.

According to DeCenzo (1997), school conflicts can either take horizontal conflicts form, vertical conflicts form, and or role confusion conflict form.

Moreover Okotoni and Okotoni (2003) point out that management conflicts in schools may have negative impact on the administration capability of the institutions, morale of the staff, and development of institutional structures as well as on the academic performances of the pupils. Student's discipline is a prerequisite to almost everything a school has to offer students (Selfert and Vornberg, 2002). Seifert and Vornberg further link discipline with both the culture and climate of the school thus, in order for a satisfactory climate to exist within a school, a certain level of discipline must exist. In schools where discipline is a serious problem, for example, where students bully others, parents can transfer their children to 'better' schools. And because the well behaved usually perform well (Rigby, 2000), their transfer can affect the overall performance of that school.

Okotoni and Okotoni (2003) point out that the causes of conflicts in schools in Osun State in Northern Nigeria included inadequate welfare package for workers, forceful and compulsory retirement/retrenchment of workers, administrative incompetence, personality clashes, role conflicts, and non-involvement of pupils in school administration. The fact that most of the school administrators were not knowledgeable in conflict management, coupled with the absence of laid down procedures for conflict management in most schools contributed to the high rate of conflicts and industrial actions in the schools. Omboko (2006) further reported that consequent to the conflicts at least six head teachers had been transferred while running of the schools faced a lot of difficulties due to pupil transfers and low morale with all the stakeholders.

Conflicts affect the accomplishment of the school goals due to the attendant stress, hostilities, and other undesirable factors when poorly managed. The issue of conflict management then becomes paramount for goal accomplishment (Sang & Keror, 2013). They further identify that there are several types of conflicts that are experienced in educational institutions which includes intra personal, intra group, inter personal and inter group.

The intervention of the Teachers Service Commission (TSC) and education office included sending their officials to trouble ridden schools to investigate, mediate and bring about resolution. In some instances resolution took the forms of probing, dispensing the transfer of all or some teachers to other schools, demotion, and reinstatement of wrongly dismissed teachers (Adhiambo & Samatwa 2006). The consequences of the discussed management conflicts on the school and the government have been regrettable. Part of repercussion on schools include disruption of academic programmes, inadequate staffing as a result of transfers, hostility, suspicion and withdrawal from active participation in school activities. Government of Kenya (2001) point out that management of conflicts in Kenya's primary schools had become a major problem that all stakeholders in education should take a great concern. The conflicts affect the community, the church, the school administration and even the government directly or indirectly.

A study by Ageng'a and Simatwa (2011) established that the causes of conflict experienced in schools were poor academic performance, differences in opinions, mismanagement of school resources and financial control, disrespect for prefects, differences in opinions, intimate relationships, harshness by

support staff, criticism by other teachers, communication breakdown, late payment of school fees by parents, negative attitudes towards teachers, conflict in school of pupils, high handedness by the administration, irresponsibility, substandard supplies, poor work performance by support staff and financial control inter alia.

Nzambani Sub-County came into existence in 2009, it was formed hurriedly and through political influence. The Sub-County is home to very senior people in the republic of Kenya. Among them are senior judiciary officials, retired professors, vice chancellors of public universities, scholars working in foreign countries, ambassadors, current and former members of parliament, etc. However despite having produced prominent human resource the newly formed sub-county has been registering very dismal performance in KCPE causing wastage in the educational outcome. The sub-county ranked amongst the last 50 in the country in KCPE 2013. Though ranking was not done in 2014, the performance records from the County education office were still dismal for this region.

Table 1.1 KCPE mean score for Nzambani Sub-County from 2009 - 2014

Year	Mean score
2009	209.27
2010	217.65
2011	214.75
2012	223.58
2013	218.52

Source: Sub County education office Nzambani Sub-County 2015

1.2 Problem Statement

Academic performance reflects the learning environment in a school, where the internal efficiency of the school contribute greatly to performance. However, many schools in the Nzambani Sub-County have been characterised by stakeholders' unrest for quite a long time an aspect that could be the root cause of the dismal performance in primary schools. Pupils' performance is relatively lower in the chaotic schools while some peaceful schools register encouraging pupils' performance. This study therefore sought to compare pupils' performance between the conflict prone schools and peaceful schools.

1.3 Objectives of the study

- i. To assess the extent to which conflicts in schools influence pupils' performance in public primary schools in Nzambani Sub-County.
- ii. To investigate the extent to which peaceful environment in schools influence pupils' performance in public primary schools in Nzambani Sub-County.
- iii. To examine the extent to which conflict in schools influence internal efficiency in public primary schools in Nzambani Sub-County.

1.4 Research questions

- i. To what extent do conflicts in schools influence pupils' performance in public primary schools in Nzambani Sub-County?
- ii. To what extent does peaceful environment in schools influence pupils performance in public primary schools in Nzambani Sub-County?
- iii. To what extent does conflict in schools influence internal efficiency in public primary schools in Nzambani Sub-County?

1.5 Significance of the study

Kenya faces the challenge of providing a child-friendly school environment that may ensure child centred qualitative education that is capable of producing healthy, creative, confident and peace-loving citizens. This study might be significant to the government and other stakeholders in that, the findings might be used by educational planners on how to blend the available inputs into education to achieve child-friendly school environment and meet some of the challenges at primary school level like conflict between stakeholders. To school administrators, the study might provide information on ways to promote peaceful coexistence among school society in the bid to promote academic performance. The study might also be significant to the teachers, parents and learners to know their role on avoiding conflict among each other so as to boost their schools academic achievement.

1.6 Limitations of the Study

Wanjala (2001) argues that the qualitative research like this one falls in the sphere of naturalistic inquiry that obtains information using qualitative techniques which emphasize discussion and interviewing respondents in their natural environment. Such inquiries require long periods of time which the researcher did not have. Also the study was faced by financial constraints since it was self-sponsored. The study area is a semi-arid area with schools located geographical away from each other therefore it was hectic for the research to visit all schools in the study area. Up-to-date information of peace and conflict in school was also a challenge faced by the researcher.

1.7 Delimitations of the Study

The study delimited itself to public primary schools in Nzambani Sub-County of Kitui County. To deal with the target population constraint the researcher sampled 30 percent respondents to represent the whole target group that were manageable within the available study time. However, through triangulation of the research instruments, an attempt was made to resolve the anomalies to obtain plausible findings. To mitigate this, the researcher provided respondents with research tools that are consistent and within the research question only. The researcher also created a strong rapport with the educational officers in the area to enhance cooperation in getting valid and up-to-date information.

1.8 Assumptions of the Study

Basic assumptions of the study were:

- i. The study was based on the assumption that the respondents i.e. the educational officers, head teachers and teachers provided sincere and honest views that were accurate and relevant to the study.
- ii. That, the respondents understood each of the elements in the data collection instruments.
- iii. That, the tests administered to the respondents were valid measures of the objectives of the study.
- iv. That, pupils in peaceful environment performed better in schools
- v. That, pupils in conflict prone schools performed lowly.

1.9 Definition of Significant Terms

Child-Friendly School refers to an environment in which children benefit not only from learning but also from others whose needs are taken into consideration.

Conflict refers to a struggle between two or more groups.

Hazard refers to potentially damaging physical event, phenomenon or human activity that may cause loss of life or injury, damage of property, social and economic disruption or environmental degradation.

Peace refers to schools with environment where conflict is absent.

Performance refers to educational outcome of learners.

Physical infrastructure refers to any built facility for use in the school to facilitate the provision of services.

Prejudice refers to a negative opinion formed without a factual basis that would either be formed by teachers, parents, pupils or the school administration that will eventually lead to conflict among stakeholders.

Propaganda refers to information that is designed to promote a cause by manipulating public opinion this happens when conflicting parties spread negative postulates against their opponents in school community.

Reformers refer to individuals or groups who seek to change something for the better.

Safety refers to the condition of being free from danger, risk or injuries within the school environment.

School refers to any formal or non-formal learning environment where primary school level of education takes place.

1.10 Organization of the study

This study was organized in five chapters. Chapter one presented the background to the study, the statement of the problem, purpose of the study, 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 related to influence of conflict in school on pupils' performance in primary school as well as the summary of the reviewed literature, theoretical and the 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 were drawn from the data analysis in chapter four.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews and examines briefly some literature on relevant scholarly work on the influence of conflict in school on pupils' performance in public primary schools. It also presents the summary of the reviewed literature, theoretical framework and the conceptual framework adopted for the study.

2.2 The concept of conflict in schools

LaMonica (2009) describes conflict as an interactive opposing behavior between two or more people, organizations or systems over incompatible goals, interests, scarce resources, values, belief system, power and prestige, nature of relationship as well as performance. Conflicts may range from intellectual jostling or malicious gossip all the way to use of physical force to cause destruction of property or physical injury. She further suggests that conflicts are integral part of any social system they need to be properly managed in order to create a healthy organizational climate that is so important for effective performance of responsibilities.

A peaceful school is, indeed, relatively calm but it is not silent or boring or without conflict. Peaceful schools are creative, exciting, often noisy places but with quiet times and spaces. In peaceful schools peace is experienced as a dynamic force for good within the school that drives the building of good relationships and team working between everyone in the school. Peaceful schools are not about keeping the peace at any price, but about building a positive peace within the school and ensuring students and staff are equipped

with the knowledge and tools to peacefully resolve the inevitable conflicts that arise amongst them (Lubelska, 2014).

Buvinic and Morrison (2009) comment on organizational health that is the state in institutions characterized by generally high levels of trust, low conflict and individual autonomy in patterns of supervision and control. They further insist that in health organizations relationships are honest, there is high degree of trust, poor performance is confronted and joint solutions sought. People feel free to signal problems and participate in finding solutions.

Certo (2013) stated that conflict management is a process of becoming aware of actual or potential conflict, diagnosing its nature and scope and employing appropriate methodology to diffuse the emotional energy involved and enable disputing parties to understand and resolve their differences. Buchere (2011) adds that conflict management includes deterrence strategies aimed at avoiding escalation of conflict while maintaining control without giving way.

2.3 The kind of conflict in schools that influence pupils' transition rates

The foundation level for creating a peaceful school is all about the peacefulness of the individuals within the school. The aim at this level is to help students and all school staff to develop inner peace which will help them to be more peaceful, resilient and confident. Primary schools can help students and teachers go from stress to calmness through the experiences and activities that are made available within the school. Some of this is about the day -to - day experience of being at school. Students need to feel that they are being listened to and valued, they need to have quiet times, times of silence, opportunities for contemplation and reflection as well as being taught

mindfulness, meditation or prayer and then enabled to practice this regularly (Lubelska, 2014).

According to Graham (2009) traditionalists conceived conflict as being intrinsically bad. Under this school of thought members of the organization who caused the conflict were regarded as emotionally disturbed, otherwise they should not have caused the conflict. Thus, to eliminate the conflict and thereby solve the problem it was necessary to fire or get psychiatric help for the responsible employees. The modern theorists according to Gray and Starke (2012) argue that organizational conflict is neither good nor bad per se, and that it is inevitable and not necessarily harmful. Indeed, they continue to argue that you cannot have an organization, community or society that is free from conflict. However, Brokhof (2000) argues that competence should be the major criterion for participation as educational problems have ramifications that require attention and specialized assistance is useful in mobilizing needed knowledge and judgment.

At another scale of looking at leadership styles, Winfield (2010) was of the view that the challenges confronting organizational leaders are daunting even to the most intrepid. Whilst organizational restructuring has bulldozed away much worker morale and loyalty, along with many levels of management in an organization and thousands of jobs lost in due cause. The loosened bonds between workers and organizations have increased worker disaffection and raised turnover.

Brokhof (2000) commented on achieving styles, cultures, values, rewards and discontinuities that organizations have their special achieving styles, styles

that their cultures, consciously or unconsciously inculcate in their members. That is, organizations characteristically reward certain kinds of achieving behavior and punish or ignore other kinds. Organizational culture both comforts and controls its members. It comforts them by generating a familiar context for organizational life and offering membership to those who conform. At the same time, organizational culture controls members by constricting the range of behaviours and attitudes that are valued and rewarded.

On management, Opande (2007) stated that to manage is to forecast and plan to organize, to command and to co-ordinate and to control. While Samatwa (2011) proposed a working definition for strategic management as a process directed by top management to determine the fundamental aims or goals of the organization and ensure a range of decisions which will allow for the achievement of those aims or goals in the long-term whilst providing for adaptive responses in the short term. The above implies that, if the management is not successful in dealing with resistances to change and if it still wishes to change and continues to implement the change program, conflict will eventually arise. Whereas, Broekhof (2000) cautioned that where antagonistic groups, divisions and camps exist the work climate is bound to be poor.

2.4 Influence of conflict in schools on internal efficiency in schools

According to Michaels (2010), contextual factors in generating school outcomes are the political will to embark on and support a schooling system, the economic muscle to support and sustain the system, the cultural milieu and how the school system aligns itself to the global trends in education. All these

help to shape the kind of performance expected in children who pass through the system. Directly linked to schooling itself are moral, material and human resources made available to the school where a conducive climate with the right mix of conditions are manipulated in a classroom to produce desirable performance.

Since 1986, the National Dropout Prevention Center/Network (NDPC/N) has conducted and analyzed research, sponsored extensive workshops, and collaborated with a variety of practitioners to further the mission of reducing school dropout rates by meeting the needs of youth in at-risk situations, including pupils with disabilities. Understanding why young people leave school can inform the design of policies that will increase school graduation rates. Although factors associated with school completion from different levels of society causing high dropout rates, the NDPC/N report suggest that no single type of intervention can end our nation's dropout crisis (Agenga & Simatwa, 2011).

According to Buchere (2011) pupils report a variety of reasons for dropping out of school; therefore, the solutions are multidimensional. The National Dropout Prevention Center has identified 15 effective strategies that have the most positive impact on the dropout rate. These strategies appear to be independent, but actually work well together and frequently overlap. The greatest results will be achieved when schools develop a program improvement plan that encompasses most or all of these strategies. These strategies have been implemented successfully at all education levels and environments throughout the nation and are divided into four general

categories: school and community perspective, early interventions, basic core strategies, and making the most of instruction.

In schools where discipline is a serious problem, for example, where students bully others, parents can transfer their children to ‘better’ schools. And because the well behaved usually perform well (Rigby, 2000), their transfer can affect the overall performance of that school. Students also need opportunities to be involved in music as well as taking part in activities such as dance, drama, and sport.

2.5 Summary of literature review

Recent research on the micro-level effects of violent conflicts has provided robust evidence of the negative impact of conflicts on the quantity of education as measured by different educational outcomes, namely school enrolment, school attendance and school attainment (Buvinic et al., 2013; Leon, 2012; Justino, 2012; UNESCO, 2011). Yet, there are still significant knowledge gaps concerning both the effects of the conflict on the quality of education which is measured by academic achievement and the mechanisms underlying such possible effects. School environment are pivotal to pupil perceptions of learning (Buchere, 2011), facilitating or inhibiting pupil learning. Several studies focused on identifying those interactions between teachers and pupils that most influence the quality of their relationships. Some of the qualities that lead to effective relationships are positive affection (Bivinic & Morrison, 2009; Fish, 2005), warm attitude (Justino, 2012), tact of teaching (Okotoni & Okotoni, 2003), teacher immediacy and teacher power (Opande, 2007; Fish, 2005), teacher assertiveness and responsiveness (Sang &

Keror, 2013), and low differential treatment (Radoli, 2007). Lack of any of these traits may negatively influence learning outcomes. When pupils perceive their teachers as misbehaving, several negative out-comes can occur. Mainly, there are three categories of negative effects: educational, psychological, and somatic outcomes of learners faced by hostile learning environment. This study thus sought to find out the influence of conflict in school on learners' performance.

2.6 Theoretical framework

Two theories, social change and functionalism guided the study. Social change is defined as a social process whereby the values, attitudes, or institutions of the society become modified because of the belief that a particular group is at risk for a problem with serious consequences unless a suggested behavior is adopted lessen or eliminate the problem (Macionis, 2011). The functionalism theory focuses on the homeostatic nature of social systems: social systems work to maintain equilibrium which is attained through the socialization of members of the society into the basic values and norms of that society (Fish, 2005).

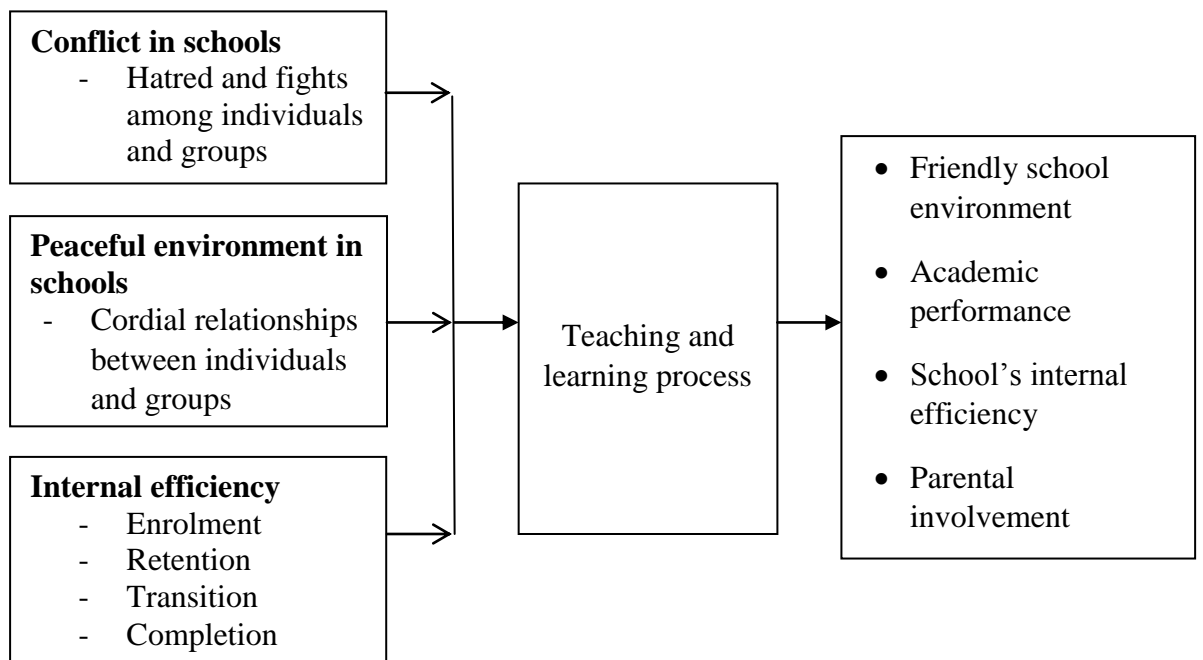
In order for social change to occur, a group of people must have certain characteristics. The study thus argues that, for school administration to effectively manage conflicts in primary schools, they must be well socialized with adequate knowledge, skills and relevant attitudes for their role. The desired outcome for using school community is to attain a peaceable school where the number of conflict cases reported to teachers is reduced. The function of the administrative organs in the school is to ensure that the

equilibrium of a peaceable school is maintained. Socialization is expected to contribute to the success of this process.

2.7 Conceptual Framework

Orodho (2004), defines conceptual framework as a model of representation where a researcher conceptualizes or represents relationship between variables in the study and shows the relationship graphically or diagrammatically.

Figure 2.1 Relationship of variables on the influence of conflict in schools on pupils' performance



The conceptual framework shows the interaction between the variables affecting pupils' academic achievement. The factors including the kinds of conflicts in school, pupils' enrolment, pupils' retention and completion rates are the independent variables. According to Orodho (2004) model once change is initiated there are intervening factors which affect the outcomes. In this case the influence of conflict in school on pupils' performance in public primary schools.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The main focus of this chapter is to describe the methodology which were used to collect data; research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, the data collection procedures and data analysis techniques.

3.2 Research design

The study adopted the descriptive survey design. Anderson (2009), defines descriptive survey as a process of collecting data in order to test the hypothesis or to answer questions concerning the current status of the subjects. Orodho (2008), Brog and Gall (2006), noted that descriptive survey is intended to provide statistical information about aspects of education that interest policy makers and educators. It is appropriate in this study as it aimed at establishing the status of the schools with regard to the influence of conflict in school on pupils' performance in public primary schools.

3.3 Target population

The target population consisted of all public primary schools in Nzambani Sub-County, all head teachers, teachers and pupils. There are 36 public primary schools in the sub-county, 36 head teachers, 275 teachers, 1,137 class eight pupils and 5790 parents (Sub-County Education Office, Kitui County, 2015).

3.4 Sampling size and sampling procedure

This study took 30 schools as per Borg and Gal (2006), suggests that for descriptive studies, 30 cases are the minimum number to work with.

Stratified sampling was used to select the schools, where the sub-county is divided into three educational zones and each zone was accorded a percentage in ratio to the number of school it has. The ratio of the sample consisted of five schools in Nzangathi, four schools in Chuluni and three schools in Thua. Public primary schools were picked to represent 30 percent of 15, 12 and 9 schools respectively. The selected schools were categorized in their environment nature in the records in the Sub-County Education Office so as to have equal representation among the conflict prone and peaceful schools. Random sampling was used to select the individual schools, in the zones where papers bearing numbers were folded and put in a container, mixed thoroughly and one by one picked at random, and schools corresponding to numbers picked were included in the sample. The papers were then folded, put back in the container and the next one was picked. This process was repeated until the sample population of 12 schools was obtained. Simple random sampling was used to select 10 percent of teachers and pupils based on Mugenda and Mugenda (2003), argument of 10 percent of accessible population exceeding 1000 and 30 percent when the population is below 1000. Purposive sampling was used to sample 5 parents who were PTA board members in each sampled school. Therefore the study sample comprised of 12 headteachers, 84 teachers, 134 pupils and 60 parents

3.6 Research instruments for data collection

In this study, three instruments were used to collect data; questionnaires, interview and FGDs schedules. Three sets of instruments were constructed. The first questionnaire was administered to all the head teachers of sampled public primary schools in Nzambani Sub-County while the second

questionnaire was administered to the teachers of sampled public primary schools. An interview schedule was administered to the pupils of public primary schools especially them in class seven and eight since they had been in the school longest. Parents were also interviewed in group discussions thus the researcher used Focus Group Discussion (FGD) to obtain data from them. Each questionnaire contains questions based on the research objectives. The respondents personally filled the questionnaires that were self-administered by the researcher.

3.7 Instrument validity

The researcher adopted the content validity procedure to determine the validity of the instruments. According to Mugenda and Mugenda (2003), content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of content of a particular concept.

Content validity of the instruments was ensured by presenting the instruments to the two supervisors whose expert judgment was used to improve on accuracy, format and content of the instruments.

3.8 Instrument reliability

Kombo and Tromp (2006), concur with Mugenda and Mugenda (1999), when they define reliability as a measure of how consistent the results from a test are. The researcher used test re-test technique to test reliability of the instrument whereby the developed questionnaires were administered twice to the same category of subjects in a time lapse of one week.

After test- retest is done, the Pearson's Product Moment Correlation Coefficient was used to determine the correlation coefficient, where a

correlation coefficient of between +1 and – 1 was considered to be appropriate for the purpose of the study.

3.9 Data collection procedure

The researcher applied for a research permit from the National Council of Science and Technology and upon getting the permit, he proceeded to the study area where he presented the authority letter of the County Director of Education and Sub-County Education Officer and proceeded to the public primary schools to inform the head teachers about his mission.

Questionnaires were administered directly to the respondents to enable the researcher to clarify the instructions for completion and also to handle any queries and uncertainties that were arose from the respondents. The questionnaires were collected immediately thereafter.

3.10 Data analysis

The study generated both qualitative and quantitative data. The data were edited first to identify the errors made by respondents. Qualitative data were coded entailing the identification of categories and themes and analyzed using qualitative methods.

The quantitative data were analyzed using descriptive statistics. Statistical Package for Social Sciences was used to process and present data in tables, bar graphs and pie charts.

CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter deals with data analysis and interpretation of the findings based on the research objectives. The study was to investigate the influence of conflict in school on pupils' performance in public primary schools in Nzambani Sub-County Kitui County, Kenya. It was guided by the following objectives; to assess the extent to which conflicts in schools influence pupils' transition rate, enrolment rate, retention rate and completion rates in public primary schools. The study targeted head teachers, teachers, parents and class eight pupils in public primary schools. Collected data was analyzed both qualitatively and quantitatively. It was then presented in frequency distribution tables and graphs.

4.2 Instrument Return Rate

The sample population for the study was 12 head teachers, 84 teachers, 134 pupils and 60 parents thus, a total of 290 questionnaires were issued to the respondents. Table 4.1 presents the instrument return rate from conflict prone schools and peaceful schools.

Table 4.1 Response rate

Respondents' category	Peaceful schools			Conflict prone schools		
	Sample size	Responses	Response rate	Sample size	Responses	Response rate
Head teachers	6	6	100.0	6	5	83.3
Teachers	42	41	97.6	42	39	92.9
Pupils	67	65	97.0	67	61	91.0
Parents	30	28	93.3	30	24	80.0
Total	145	140	96.6	145	129	89.0

Table 4.1 shows that all the questionnaires for head teachers in peaceful schools were returned while 83.3 percent of the questionnaires for head teachers in conflict prone schools were returned. Moreover 97.6 percent of teachers' questionnaires in peaceful schools in peaceful schools were returned while 92.9 percent questionnaires for teachers in conflict prone schools were returned. Further 97 percent and 91 percent of pupils in peaceful schools and conflict prone schools respectively participated in the interview. 93.3 percent and 80 percent of parents turned up for the focus group discussion in peaceful and conflict prone schools. This was an indication that the study realized a higher participation in peaceful schools (96.6%) than their conflict prone counterparts who realized 89 percent return rate. Therefore the study realized an instrument return rate of 92.8 percent, which was very satisfactory for the purpose of the study. This was a very good degree of response (Mugenda & Mugenda, 2003). This efficient response rate was realized since the researcher personally administered the questionnaires, created rapport with the respondents and collected the instruments immediately after they were completed. According to Edwards et al (2002) a response rate of less than 60 percent is considered inadequate while that of 60 percent to 80 percent is adequate. In addition if the response rate is over 80 percent, it is considered as excellent for the purpose of a study.

4.3 Demographic information of respondents

This study first sought to find out the gender, age distribution, marital status, level of education and teaching experience to establish an insight on the study respondents' characteristics. The study also sought to establish the schools'

demography to familiarize with the schools' characteristics so as to find out on the influence of conflict in schools on pupils performance.

To find out respondents characteristics in regard to gender, the study sought to establish teachers' and head teachers' gender distribution. The findings were presented as shown in Table 4.2.

Table 4.2 Gender of head teachers and teachers

Gender	Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Male	8	72.7	31	38.8
Female	3	27.3	49	61.2
Total	11	100.0	80	100.0

As can be observed from Table 4.1 majority of the head teachers 72.7 percent were male while majority of the teachers 61.2 percent were female. These findings imply that despite the fact that there are more female teachers than male teachers, more males are in school leadership than females. It is thus an indication that men are more authoritative than their female counterparts making them more efficient to deal with conflict issues in public primary schools. These findings agree with Cubillo and Brown (2003) who note that the teaching profession is pre-dominated by women. However, women are less well represented in administrative positions than they are in teaching jobs.

The study also sought to find out the respondents' age bracket and presented the findings in Table 4.3.

Table 4.3 Age distribution of head teachers and teachers

Age in years	Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
20-29 years	0	0.0	8	10.0
30-39 years	0	0.0	35	43.8
40-49 years	5	45.5	10	12.5
Over 50 years	6	54.5	27	33.8
Total	11	100.0	80	100.0

Information in Table 4.2 shows that all the head teachers were above forty one years old while 45 percent of the teachers were between 31 to 40 years old. Age is considered an important factor in a person's working career. This is particularly so in as far as the ability to offer reasoned decision in a conflict situation is concerned. This is an implication that the head teachers are able to deal with conflict issues in schools due to their lengthy experience. This is in line with a study done on conflict by Kingangi (2009) that indicate that the ability to solve conflict effectively increases with increase in age.

The study further sought to find out the education qualification of head teachers and teachers and presented the findings as shown in Table 4.4.

Table 4.4 Head teachers' and teachers' highest academic qualification

Academic qualification	Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Certificate	2	18.2	58	72.5
Diploma in education	5	45.4	16	20.0
Bachelor's degree	3	27.3	4	5.0
Master's degree	1	9.1	2	2.5
Total	11	100.0	80	100.0

Data contained in Table 4.4 indicated that majority of the teachers 80.0 percent were Bachelor degree holders as well as most of the head teachers 45.0 percent. These findings were an implication that head teachers and teachers were qualified to carry on with their role in maintaining conflict in school among pupils in public primary schools. Therefore they are in the capacity to deal or solve conflict in school issues among pupils in primary schools. The level of Education is an important factor in the head teachers' ability to provide efficient skills in maintaining peace in schools and particularly in management of conflict issues in day to day management of schools. These findings concur with Barker (2009), who argues that individual academic achievement can be influenced by several factors such as personal, household and school characteristics, as well as local and national socioeconomic conditions.

The study also sought to find out the length of service of head teachers and teachers to find out whether they were conversant with the schools culture and other details that pertain to conflict in schools. The findings were presented as shown in Table 4.5.

Table 4.5 Head teachers' and teachers' length of service

No. of years	Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Below 5 years	0	0.0	21	26.2
6-10 years	0	0.0	41	51.1
11-20 years	4	36.4	3	3.8
Over 20 years	7	63.6	15	18.9
Total	11	100.0	80	100.0

Information presented in Table 4.5 shows that all the head teachers had been in the teaching profession for the longest time as compared to teachers since all of them had been in service for over ten years. Majority of the teachers 51.1 percent had been in teaching for between six to ten years. The length of teaching experience shows professional maturity that enables a teacher who has a longer teaching experience handle conflict issues more effectively than upcoming teachers. These teachers with higher experience are also comfortable to give information about their past experiences. This is an indication that the study sample was in a position to give correct data on conflict in public primary schools due to the length of teachers teaching experience. They are also able to track down the records of conflict among schools' stakeholders.

The study further sought to find out the roles assumed by teacher respondents in their respective school. The findings were presented in Table 4.6.

Table 4.6 Role of teachers in schools

Role	Frequency	Percent
Senior teacher	9	11.2
Class teacher	52	65.0
Subject panelist	5	6.2
Deputy	8	10.0
None	6	7.5
Total	80	100.0

As can be observed in Table 4.6, almost all teachers 92.5 percent who participated in the study held responsibility posts in their schools except for 7.5 percent of the teachers who indicated that they do not hold any position in their schools. This was an indication that the study teacher population were in leadership post, thus they were in a position to provide relevant information based on the various sectors they represent in the schools. The study then requested to find out whether class population had any influence on conflict in schools. Teachers' responses on class size were presented in Table 4.7.

Table 4.7 Schools' class size as perceived by teachers

No. of pupils	Peaceful schools		Conflict prone schools	
	Frequency	Percent	Frequency	Percent
31-40 pupils	4	9.8	3	7.7
41-50 pupils	12	29.3	12	30.8
Over 50 pupils	25	61.0	24	61.5
Total	41	100.0	39	100.0

Information presented in Table 4.7 shows that majority (61.0% and 61.5%) of the teachers in peaceful schools and conflict prone schools indicated that in their schools pupils' enrolment per class was over 50 pupils. This was an indication that class size does not trigger conflict in schools since both kinds of schools have high pupil enrolment.

The study then sought to establish whether school staffing influence conflict in school and requested the head teachers to indicate their schools

Table 4.8 Number of teachers in schools as perceived by head teachers

No of teachers	Peaceful schools		Conflict prone schools	
	Frequency	Percent	Frequency	Percent
Below 10	3	50.0	2	40.0
11 - 15	1	16.7	1	20.0
16 - 20	1	16.7	1	20.0
Over 20	1	16.7	1	20.0
Total	6	100.0	5	100.0

From the study findings half (50 percent) of the head teachers in peaceful schools and 40 percent of head teachers in conflict prone schools indicated that in their schools the teacher population was below 10 teachers. These findings were an indication that in majority of the schools in the study area they were understaffed. It is possible to note that conflict in schools could be stirred up by high teacher workload, when the teacher pupil ratio is very high teachers end up having high workload. This could cause conflict as teachers' dispute over uncompleted tasks in schools. These findings concur with LaMonica (2009) who describes conflict as an interactive opposing behavior between two or more people, organizations or systems over incompatible goals, interests, scarce resources, values, belief system, power and prestige, nature of relationship as well as performance. She further suggests that conflicts are integral part of any social system they need to be properly managed in order to create a healthy organizational climate that is so important for effective performance of responsibilities.

4.4 The kind of conflict in schools that influence pupils' transition rates in schools

The study distributed the respondents homogeneously across all primary schools to ensure equal representation. This was to ensure that both peaceful and conflict prone schools within the sub-county were equally represented so as to find out whether conflict in schools has an influence on pupils performance (objective I). Table 4.9 shows respondents' responses on the causes of conflict in schools.

Table 4.9 Causes of conflict in schools as perceived by head teachers

Causes of conflict in schools	Peaceful schools				Conflict prone schools			
	Agree		Disagree		Agree		Disagree	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Unimpressive conditions of service	1	16.7	5	83.3	3	60.0	2	40.0
Administrative incompetence of Head teacher	0	0.0	6	100.0	2	40.0	3	60.0
Conflict in school on the part of pupils	0	0.0	6	100.0	1	20.0	4	80.0
Conflict in school on the part of Teachers and administration	0	0.0	6	100.0	0	0.0	5	100.0
Poor academic performance	0	0.0	6	100.0	4	80.0	1	20.0
Inadequate resources	0	0.0	6	100.0	5	100.0	0	0.0
Misappropriation or Embezzlement of funds	2	33.3	4	66.7	4	80.0	1	20.0
Inferiority or superiority complex	1	16.7	5	83.3	5	100.0	0	0.0
Favoritisms by the school administration	0	0.0	6	100.0	3	60.0	2	40.0

Information contained in Table 4.9 showed that responses from head teachers in conflict prone schools had significance difference to head teachers in peaceful schools. This is evident since all 100 and 83.3 percent of the head teachers in peaceful schools disputed the fact that favourism by the schools administration and inferiority or complex cause conflict in their schools. While their counterparts in conflict prone schools agreed to the causes at 60 and 100 percent respectively. Also 60 percent of head teachers in conflict prone schools indicated that they were in unimpressive conditions of service, 80 percent on misappropriation of funds and poor academic performance

which was a different case in peaceful school. This was an indication that in majority of the conflict prone school many of the administrative duties are not carried out effectively causing conflict which eventually hinders pupils' academic performance. This is in line with Gray and Starke (2012) who argue that organizational conflict is neither good nor bad per se, and that it is inevitable. Conflict is inevitable and not necessarily harmful. Indeed, they continue to argue that you cannot have an organization, community or society that is free from conflict.

Teachers were also requested to indicate the causes of conflict in their school and their responses were as shown in Table 4.10

Table 4.10 Causes of conflict in schools as perceived by teachers

Causes of conflict in schools	Peaceful schools				Conflict prone schools			
	Agree		Disagree		Agree		Disagree	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Unimpressive conditions of service	17	41.5	24	58.5	37	94.9	2	5.1
Administrative incompetence of Head teacher	9	22.0	32	78.0	31	79.5	8	20.5
Conflict in school on the part of pupils	13	31.7	28	68.3	28	71.8	11	28.2
Conflict in school on the part of Teachers and administration	2	4.9	39	95.1	38	97.4	1	2.6
Poor academic performance	4	9.8	35	90.2	4	10.3	35	89.7
Inadequate resources	15	36.6	26	63.4	24	61.5	15	38.5
Misappropriation or Embezzlement of funds	5	12.2	36	87.8	35	89.7	4	10.3
Inferiority or superiority complex	2	4.9	39	95.1	38	97.4	1	2.6
Favoritisms by the school administration	0	0.0	41	100.0	39	100.0	0	0.0

Data contained in Table 4.10 shows that, teachers responses concurred with head teachers' responses in Table 4.9. This was because 100 percent of the teachers in peaceful schools refuted the fact that favouritism by the school administration is evident in their school while 100 percent of their counterparts in conflict prone schools indicated that favouritism by school administration exists in their schools. In other statements like conflict in

school on the part of teachers and administration and inferiority or superiority complex scored marginal differences in both categories of schools (95.1 percent disagreement in peaceful school and 97.4 percent agreement in conflict prone school). This was an indication that conflict in schools is triggered by working conditions in schools. Conflicts have thus provided robust evidence of the negative impact of conflicts on the quantity of education as measured by different educational outcomes, namely school enrolment, school attendance and school attainment (UNESCO, 2011).

The study further sought to find out the types of conflict that exist in school and requested the head teacher to agree to the existence of various forms of conflict in their school. Their responses were as shown in Table 4.11.

Table 4.11 Type of conflict in schools as perceived by head teachers

Type of conflict in schools	Peaceful schools				Conflict prone schools			
	Agree		Disagree		Agree		Disagree	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Conflict over image perceptions	0	0.0	6	100.0	1	20.0	4	80.0
Role conflict	0	0.0	6	100.0	5	100.0	0	0.0
Conflict over basic values	2	33.3	4	66.7	3	60.0	2	40.0
Interpersonal conflict	0	0.0	6	100.0	5	100.0	0	0.0
Structural conflict	2	33.3	4	66.7	4	80.0	1	20.0
Political conflict	1	16.7	5	83.3	5	100.0	0	0.0
Religious affiliation/differe nces	1	16.7	5	83.3	4	80.0	1	20.0
Examination malpractice	3	50.0	3	50.0	0	0.0	5	100.0
Absenteeism	0	0.0	6	100.0	3	60.0	2	40.0
Punishment	0	0.0	6	100.0	0	0.0	5	100.0

Information presented in Table 4.11 showed that head teachers in both peaceful and conflict prone schools contrasted on the kinds of conflict that exist in their schools. This was because 100 percent of head teacher in conflict prone schools indicated that role conflict, interpersonal conflict and political conflicts were experienced in their schools. However this was a different case in peaceful schools since their head teachers disagreed with the existence of these types of conflicts in their schools. Further other types of conflicts that are found in peaceful schools received very low agreements, for instance conflict over basic values and structural conflict scored 33.3 percent, while

political conflict and religious differences scored 16.7 percent. These cases scored higher agreement in conflict prone schools of 60 percent on conflict over image value, 80 percent on structural conflict, 100 percent in political conflict and 80 percent on religious differences. This was an implication that conflict in schools is caused by different aspects and sources depending on the differences in individual perceptions on various aspects of life. These findings are in agreement with Ivancevich (2002), who identifies that many factors known to influence conflicts in schools. These include work interdependence, differences in goals and perceptions and increased demand for specialists. The sources of these conflicts can be classified into four; namely, competition for scarce resources, divergence, autonomy, and goals divergence as a result to difference in opinion.

The study then sought to find out the types of conflicts that are in schools that hinder pupils' performance from teachers since they are the curriculum implementers and are in constant contact with learners in the schools day to day activities. Teachers' responses were as presented in Table 4.12.

Table 4.12 Type of conflict in schools as perceived by teachers

Type of conflict in schools	Peaceful schools				Conflict prone schools			
	Agree		Disagree		Agree		Disagree	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Conflict over image perceptions	14	34.1	27	65.9	16	41.0	23	59.0
Role conflict	6	14.6	35	85.4	34	87.2	5	12.8
Conflict over basic values	0	0.0	41	100.0	20	51.3	19	48.7
Interpersonal conflict	0	0.0	41	100.0	20	51.3	19	48.7
Structural conflict	15	36.6	26	63.4	26	66.7	13	33.3
Political conflict	0	0.0	41	100.0	13	33.3	26	66.7
Religious affiliation/differences	0	0.0	41	100.0	12	30.8	27	69.2
Examination malpractice	10	24.4	31	75.6	10	25.6	29	74.4
Absenteeism	9	22.0	32	78.0	33	84.6	6	15.4
Punishment	0	0.0	41	100.0	19	48.7	20	51.3

As can be observed in Table 4.12, teachers' responses in both kinds of schools concurred with their head teachers' responses, though, conflict over absenteeism scored high agreement (84.6 percent) in conflict prone schools. Also conflict over examination malpractices and role conflict responses from teachers in peaceful schools differed with their head teachers but other types of conflicts scored 100 percent disagreement from these teachers. This was an indication that different types of conflicts manifest themselves in schools over personal difference in different aspects in an organization causing conflict between persons. Thus, conflict in schools may be between teachers that the head teachers may fail to know of. This affects performance of teachers in

schools which will be translated in lowering pupils' academic performance. These findings are in line with DeCenzo (1997), who states that school conflicts can either take horizontal conflicts form, vertical conflicts form, and or role confusion conflict form.

The study sought to find out the most prevalent type of conflict in schools and requested the respondents to indicate the most common type of conflict in their schools. Head teachers' and teachers' responses were as shown in Figure 4.1.

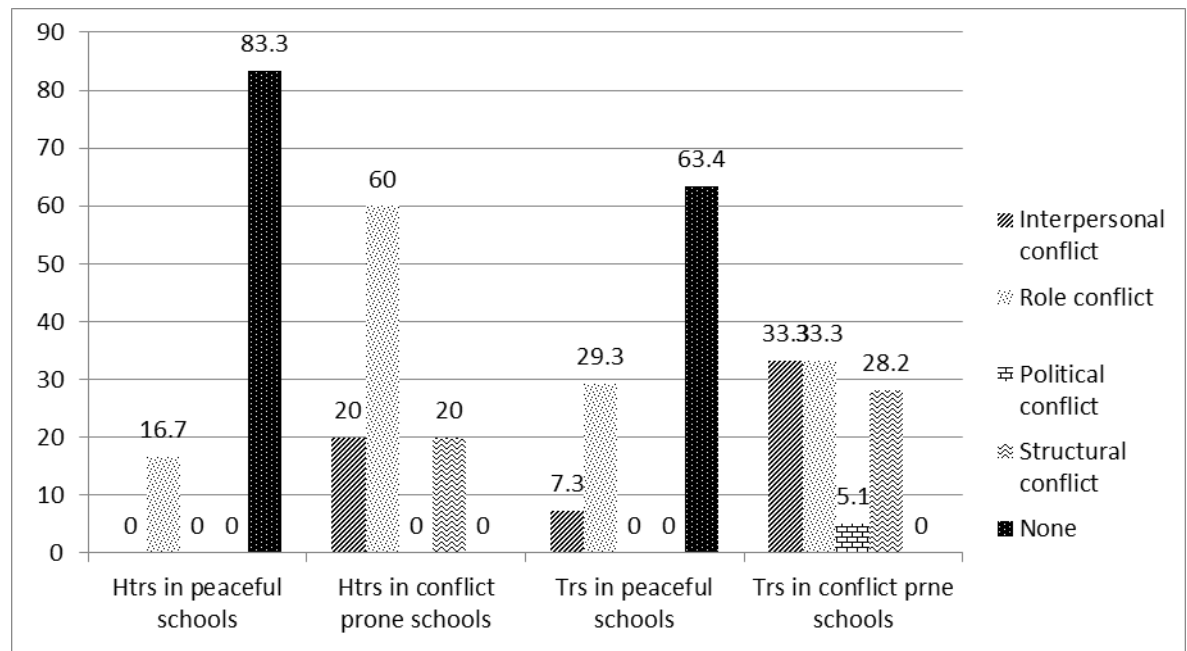


Figure 4.1 Type of conflict in schools as perceived by head teachers and teachers

From the study findings presented in Figure 4.1 shows that majority of the head teachers in conflict prone schools (60 percent) and 16.7 percent of head teachers in peaceful schools indicated that role conflict is the most prevalent form of conflict in their schools. This was also indicated by 29.3 percent of teachers in peaceful schools and 33.3 percent teachers in conflict prone schools are faced with structural conflict.

These findings were an indication that role conflict existed in schools more than any other type of conflict, an implication that undefined responsibilities in schools causes conflict between stakeholders who are in disagreements over various roles presumed by different individuals. These undefined responsibilities could lead to serious dispute that would hinder effective learning environment causing poor pupils' performance. This concurs with Okotoni and Okotoni (2003) who point out that conflicts in schools may have negative impact on the administration capability of the institutions, morale of the staff, and development of institutional structures as well as on the academic performances of the pupils.

4.5 Influence of conflict in schools on pupils' enrolment, retention and completion rate

The study sought to establish whether conflict in schools influence pupils' enrolment, retention and completion rate in public primary schools (Objective two, three and four). The researcher issued the respondents with statement to depict effects of conflict in schools on pupils' participation in education. The head teachers' responses are presented in Table 4.13.

Table 4.13 Effects of conflict in schools on pupils' enrolment, retention and completion rate as perceived by head teachers

Effects of conflict in schools	Peaceful schools				Conflict prone schools			
	Agree		Disagree		Agree		Disagree	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Reduced academic performance	0	0.0	6	100.0	5	100.0	0	0.0
Conflict motivates teachers to work hard	0	0.0	6	100.0	0	0.0	5	100.0
Conflict over basic values causes pupils to drop out of school	0	0.0	6	100.0	3	60.0	2	40.0
Interpersonal conflict influences retention rate of learners	2	33.3	4	66.7	5	100.0	0	0.0
Structural conflict influences enrolment rates	2	33.3	4	66.7	4	80.0	1	20.0
Political conflict interferes with pupils transition to primary schools	2	33.3	4	66.7	5	100.0	0	0.0
Religious affiliation/differences causes teachers not to work effectively	0	0.0	6	100.0	4	80.0	1	20.0
Examination malpractice effects school image	0	0.0	6	100.0	5	100.0	0	0.0
Conflict between teachers causes absenteeism	0	0.0	6	100.0	3	60.0	2	40.0
Punishment is given to pupils who instigate conflict	2	33.3	4	66.7	5	100.0	0	0.0

Table 4.13 showed that all head teachers (100 percent) in conflict schools indicated that effects of conflict in their schools include reduced academic performance ruined school image over examination malpractice, punishment

of pupils instigating conflict and political interference on pupils' transition rates. However these aspects were disputed by head teachers in peaceful schools. Therefore the study findings are an implication that conflict in schools affects pupils' participation in education as well as reducing their academic performance. Moreover interpersonal and structural conflicts though present in both kinds of schools are lower in peaceful schools but influences pupils' retention and enrolment rates respectively. These findings concur with a study by Ageng'a and Simatwa (2011) that established that the causes of conflict experienced in schools were poor academic performance, differences in opinions, mismanagement of school resources and financial control, disrespect for prefects, differences in opinions, intimate relationships, harshness by support staff, criticism by other teachers, communication breakdown, late payment of school fees by parents, negative attitudes towards teachers, conflict in school of pupils, high handedness by the administration, irresponsibility, substandard supplies, poor work performance by support staff and financial control inter alia

Further the study sought teachers' responses on the effects of conflict on pupils' participation and presented the findings as shown in Table 4.14.

Table 4.14 Effects of conflict in schools on pupils' enrolment, retention and completion rate as perceived by teachers

Effects of conflict in school	Peaceful schools				Conflict prone schools			
	Agree		Disagree		Agree		Disagree	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Reduced academic performance	2	4.9	39	95.1	38	97.4	1	2.6
Conflict motivates teachers to work hard	3	7.3	38	92.7	3	7.7	36	92.3
Conflict over basic values causes pupils to drop out of school	10	24.4	31	75.6	30	76.9	9	23.1
Interpersonal conflict influences retention rate of learners	0	0.0	41	100.0	16	41.0	23	59.0
Structural conflict influences enrolment rates	0	0.0	41	100.0	34	87.2	5	12.8
Political conflict interferes with pupils transition to primary schools	5	12.2	36	87.8	39	100.0	0	0.0
Religious affiliation/differences causes teachers not to work effectively	0	0.0	41	100.0	23	59.0	16	41.0
Examination malpractice effects school image	0	0.0	41	100.0	18	46.2	21	53.8
Conflict between teachers causes absenteeism	19	46.3	22	53.7	39	100.0	0	0.0
Punishment is given to pupils who instigate conflict	26	63.4	15	36.6	25	64.1	14	35.9

Information contained in Table 4.14 showed that more teachers in conflict prone schools agreed averagely to the statements provided on the effects of conflict in schools than teachers in peaceful schools. This was an indication

that pupils' participation and performance in education is affected at conflict prone schools at a higher rate than in peaceful schools. The study findings also revealed that teachers in conflict prone are faced by different kinds of conflict with interpersonal and political conflicts scoring 100 percent agreement. This conflict has also been reported to cause teacher absenteeism. The findings are an indication that conflict in schools has negative impact on pupils' enrolment, retention, transition and completion. The study findings agree with Okotoni and Okotoni (2003) who point out that conflicts in schools may have negative impact on the administration capability of the institutions, morale of the staff, and development of institutional structures as well as on the academic performances of the pupils.

The study sought to find out from the head teachers the effects of conflict in schools on pupils' participation in education and presented the findings in Table 4.15.

Table 4.15 Effects of conflict in schools on pupils' participation in education as perceived by head teachers

Effects of conflict in schools	Peaceful schools				Conflict prone schools			
	Agree		Disagree		Agree		Disagree	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
BOM conflict improve academic performance	5	83.3	1	16.7	1	20.0	4	80.0
Conflict between teachers and parents demotivates teachers to work hard	0	0.0	6	100.0	0	0.0	5	100.0
Conflict over basic values between the school administration and the community causes pupils to drop out of school	0	0.0	6	100.0	4	80.0	1	20.0
Interpersonal conflict between parents and administration/teachers influences retention rate of learners	0	0.0	6	100.0	5	100.0	0	0.0
Political conflict interferes with term dates	2	33.3	4	66.7	1	20.0	4	80.0
Conflict between pupils and teachers causes absenteeism	0	0.0	6	100.0	5	100.0	0	0.0
Punishment is given to pupils who instigate conflict between teachers or school administration and parents	1	16.7	5	83.3	4	80.0	1	20.0

From the study findings in Table 4.15 majority of the head teachers 83.3 percent indicated that BOM helps improve pupils academic performance a fact that was disputed by 80 percent of head teachers in conflict prone schools. Moreover majority of the head teachers in conflict prone schools agreed to most of the statements that showed that stakeholders in their schools are in conflict which lead to either dropout, low enrolment, reduced transition and completion rated. These findings are an indication that school community and stakeholders are very crucial elements to enhance pupils' enrolment, retention, transition and eventually completion rates. This is in line with Francis (2011), who outlines that 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 pupils, 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 pupils, 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. The groups could be between staff and pupils, BOG and other groups, sponsor and other groups or stakeholders.

The study then sought to find out teachers' responses on the effects of conflict in schools on pupils participation in education and presented the findings in Table 4.16.

Table 4.16 Effects of conflict in schools on pupils' participation in education as perceived by teachers

Effects of conflict in schools	Peaceful schools				Conflict prone schools			
	Agree		Disagree		Agree		Disagree	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
BOM conflict improve academic performance	0	0.0	41	100.0	9	23.1	30	76.9
Conflict between teachers and parents demotivates teachers to work hard	10	24.4	31	75.6	31	79.5	8	20.5
Conflict over basic values between the school administration and the community causes pupils to drop out of school	13	31.7	28	68.3	28	71.8	11	28.2
Interpersonal conflict between parents and administration/teachers influences retention rate of learners	19	46.3	22	53.7	23	59.0	16	41.0
Political conflict interferes with term dates	0	0.0	41	100.0	21	53.8	18	46.2
Conflict between pupils and teachers causes absenteeism	10	24.4	31	75.6	31	79.5	8	20.5
Punishment is given to pupils who instigate conflict between teachers or school administration and parents	14	34.1	27	65.9	26	66.7	13	33.3

Table 4.16 shows that teacher respondents concurred with head teachers on the matters regarding to conflict and school stakeholders. Therefore the study could conclude that all stakeholders in the schools are essential in the enhancement of pupils' participation in education.

The study requested the head teachers and teachers to indicate the effects of conflict in schools that is caused by community or the parents on pupils' performance. Respondents' responses were as shown in Figure 4.2.

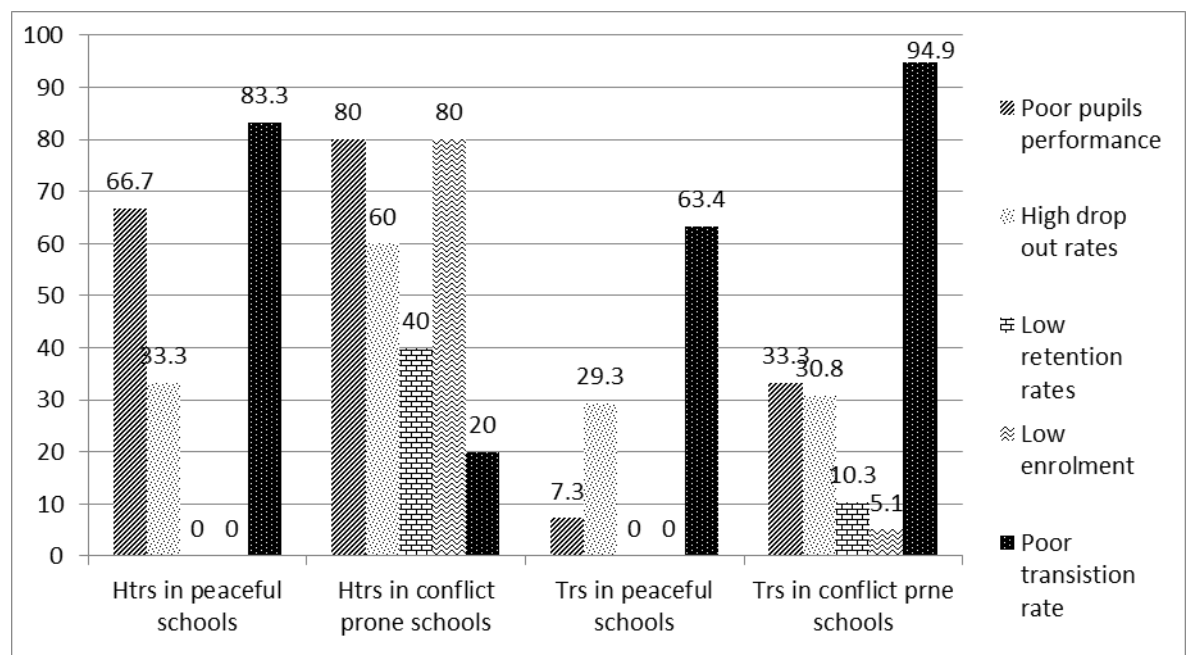


Figure 4.2 Effects of conflict in schools caused by the community or the parents on' pupils participation in education

From the study findings contained in Figure 4.2 majority of the head teachers in peaceful schools (83.3 percent), teachers 63.4 percent in peaceful schools and 94.9 percent of teachers in conflict prone schools indicated that poor

transition rate is affected by conflict in schools caused by the community or the parents. The findings also indicated 80 percent high dropout rates and low enrolment in conflict schools that are caused by conflict instigated by parents or the community. This is an indication that conflict in schools from any level of the school stakeholders contribute to poor pupils' participation in education. The findings concur to DeCenzo (1997), argument that school conflicts can either take horizontal conflicts form, vertical conflicts form, and or role confusion conflict form.

Finally the respondents were to suggest possible conflict resolution techniques to be adopted in schools so as to improve pupils' participation in education in schools. Teachers' responses were as presented in Table 4.17.

Table 4.17 Possible conflict resolution techniques in schools to improve pupils' enrolment, retention and completion rate as perceived by teachers

Suggestions	Peaceful schools		Conflict prone schools	
	Frequency	Percent	Frequency	Percent
Advocacy on peace	13	31.7	13	33.3
Team building	15	36.6	13	33.3
Solve problems justly	11	26.8	12	30.8
Transfer of teachers	2	4.9	1	2.6
Strict punishment on conflict instigation	41	100.0	39	100.0

Information contained in Table 4.17 showed that teachers in both kinds of schools came up with various suggestions on conflict resolution techniques that would improve pupils' enrolment, retention and completion rates. All teachers (100 Percent) in conflict prone and peaceful schools indicated that strict punishment should be administered on conflict instigation, while team

building and advocacy on peace were also supported by teachers. These findings were an indication that effective conflict management in schools through identification of the source of conflict and dealing with it early enough would increase pupils' participation which will also be reflected by improved academic performance. These agrees with Certo (2013) who stated that conflict management is a process of becoming aware of actual or potential conflict, diagnosing its nature and scope and employing appropriate methodology to diffuse the emotional energy involved and enable disputing parties to understand and resolve their differences

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, major findings of the study, conclusions and recommendations from the study. It also gives suggestions for further studies.

5.2 Summary of the study

The study was to investigate the influence of conflict in school on pupils' performance in public primary schools in Nzambani Sub-County Kitui County, Kenya. It was guided by the following objectives; to assess the extent to which conflicts in schools influence pupils' transition rate, enrolment rate, retention rate and completion rates in public primary schools. Secondary information was obtained from different scholars to provide related literature of the study which was presented as per the study objectives. Primary data for the study was collected through the use of questionnaires. The study targeted head teachers, teachers, parents and class seven and eight pupils in public primary schools.

Descriptive survey research design was used in this study because it enabled the researcher to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviour and values. Stratified sampling was used to select the schools, where the sub-county is divided into three educational zones. Simple random sampling was used to select 10 percent of teachers and pupils while purposive sampling was used to sample 5 parents who were PTA board members in each sampled school.

Therefore the study sample comprised of 12 headteachers, 84 teachers, 134 pupils and 60 parents.

A total of 290 questionnaires were issued to the respondents. All the questionnaires for head teachers in peaceful schools 100 percent returned while 83.3 percent of the questionnaires for head teachers in conflict prone schools were returned. Moreover 97.6 percent of teachers' questionnaires in peaceful schools in peaceful schools were returned while 92.9 percent questionnaires for teachers in conflict prone schools were returned. Further 97 percent and 91 percent of pupils in peaceful schools and conflict prone schools respectively participated in the interview. 93.3 percent and 80 percent of parents turned up for the focus group discussion in peaceful and conflict prone schools. This was an indication that the study realized a higher participation in peaceful schools (96.6%) than their conflict prone counterparts who realized 89 percent return rate. Therefore the study realized an instrument return rate of 92.8 percent, which was very satisfactory for the purpose of the study. Collected data was analyzed both qualitatively and quantitatively. It was then presented in frequency distribution tables.

5.3 Major findings of the study

From the study, the respondents' demography which included gender, age distribution, highest academic qualification and length of service was sought to establish an insight on the study respondents' characteristics. The study findings reveal that majority of the head teachers 55.0 percent were male while majority of the teachers 70.0 percent were female, an implication that despite the fact that there are more female teachers than males, more males are in public primary schools' leadership than females. All the head teachers are

above forty years old while most 45 percent of the teachers were between 31 to 40 years old. Majority of the boys 67.50 percent were between 17 to 18 years old while majority of the girls 62.5 percent were aged between 16 – 17 years. On academic qualification majority of the teachers 55.0 percent and most of the head teachers 45 percent have attained Bachelor of education degree showing that their academic qualification was not a hindrance to improve pupils' performance. All the head teachers had been in the teaching profession for a longer time as compared to teachers since all of them had been in service for over ten years and majority of the teachers 65 percent had been in teaching for between four to ten years.

To establish whether conflict in schools influence pupils enrolment (objective one), the study distributed the respondents homogeneously across school types to ensure equal representation. This was ensure that the study was able to compare the situation of conflict in school in both peaceful and conflict prone schools and their variance in the levels of the conflict in school in regard to school type. From the study findings boys 38.75 percent were more affected by conflict in school issues than girls in all types of schools. For instance sexual activities were noted in both pupils at a higher rate 100 percent and 95 percent respectively in mixed day and mixed day and boarding primary schools which is contrary to single sex primary schools. These findings imply that students in single sex schools have less conflict in school issues than in mixed sex schools, showing that in mixed schools pupils influence each other. The study sought to establish whether pupils' retention rate is influenced by conflict in school (Objective two). According to principal respondents 90 percent pupils individual factors influence their conflict in school with

parenting influence scoring the highest agreement as a factor that influence individual pupils conflict in school in school. These findings imply that boy and girls behavior is a long time nurtured traits that depends on their upbringing. 85 percent of the teachers concurred with the head teachers that parenting has a great impact of students' conflict in school. Consequently, majority 95 percent of the teachers agreed that intellectual ability influence student's conflict in school.

Majority of both boys 83.75 percent and girls 72.5 percent were in agreement with most of the statements indicating that individual factors influence boy and girls conflict in school. However there was a difference in opinion on matters' regarding to influence of intrinsic motivation where majority of the boys 83.75 percent agreed to the statement while 72.50 percent of the girls disputed the notion.

The third objective of the study sought to find out whether conflict in school influence pupils, from the study findings 73.75 percent of the head teachers were in agreement to the statement that boys influence is more likely to lead girls into conflict in school cases in public secondary school. This is an indication that in mixed schools pupils are more likely to have conflict in school cases unlike in single sex where girls are not in the influence of boys, they are less likely to have conflict in school issues.

82.5 percent of the teachers indicated that boys are more susceptible to engage girls into conflict in school issues, with statements on boys leading girls to truancy and drugs and substance abuse scoring 95 percent agreement. This is an indication that girls will tend to follow boys so as to fit in their group setting and thus, engaging in the vices so as to enjoy their socialization. Boys'

70 percent and girls' 69.7 percent responses agreed that boys to lead girls into conflict in school issues, an indication that young people's conflict in school is influenced by their peers.

The study sought to establish whether school conflict influence pupils completion rate (Objective four), the study finding reveal that head teachers in public primary schools in the study area apply different leadership style which include; Autocratic, Democratic, Laissez-faire, Bureaucratic and Contingency styles.

The study findings show that majority 86.25 percent of the boys and 93.75 percent girls respectively indicated that head teachers' leadership style influence learners' conflict in school at a high extent. This was an implication that effective head teachers' leadership is effective on maintaining students conflict in school in primary schools.

Finally the study sought to find out from the respondents whether there were ways through which conflict in school in pupils can be improved in public primary schools, teachers in both kinds of schools came up with various suggestions on conflict resolution techniques that would improve pupils' enrolment, retention and completion rates. All teachers (100 Percent) in conflict prone and peaceful schools indicated that strict punishment should be administered on conflict instigation, while team building and advocacy on peace were also supported by teachers. These findings were an indication that effective conflict management in schools through identification of the source of conflict and dealing with it early enough would increase pupils' participation which will also be reflected by improved academic performance.

5.4 Conclusions from the study

Conclusions based on the study findings, the study came up with the following conclusions: the wave of conflict in school issues among pupils in educational institutions poses a lot of challenges to the teachers and the school administration and the wind blows no one any good. There is the need to rise up against the culture of conflict in school cases in all primary school. The existence of conflict in school issues in different primary schools affect negatively the values of education being transmitted to and acquired by the pupils. However the study concluded that boys are more affected by conflict in school issues than girls and that conflict in school is higher in single sex schools than in mixed schools.

The study concluded that the school community – head teachers, teachers, parents and pupils has a role in ensuring that conflict in school is maintained in primary schools. Pupils are faced by different individual factors at this prime age in their teenage which is translated in their performance in school. It is therefore important to address these challenges experienced by pupils during Head teachers play a major role in enhancing pupils, performance. It is thus conclusive to indicate that when head teachers apply different kinds of leadership styles they are able to handle pupils' performance. For instance when head teachers involve pupils in decision making in setting up school rules and regulations students get more acquitted to the school rules than when they are imposed on them through authoritative leadership.

5.5 Recommendations from the study

Based on the findings and conclusions of the study, the researcher made the following recommendations;

- i) The school administration and teachers should enforce strict conflict resolution strategies in all schools to ensure that pupils maintain high academic performance in friendly school environment.
- ii) All school stakeholders should create awareness positive ways so as to ensure that gender difference does not influence conflict in school in primary schools.
- iii) The school administration should ensure that school's rules and regulation are visible displayed on school notice boards and some walls and also ensure that these rules are outlined during school assemblies.
- iv) The school community should treat every boy and girl individually to ensure that they realize their full potential and not categorized as groups in conflict in school issues.
- v) Teachers should encourage pupils to join and form different recreation clubs in schools like debate clubs, science congress and sport groups to ensure that peer orientation achieves positive influence among students.
- vi) School community should put up measures to boost pupils conflict in school by instilling conflict in school in all children right from childhood.
- vii) The government through the ministry of education should organize for more seminars and workshops in line with the new constitution and

children's rights to sensitize teachers and head teachers in primary schools on new measures to improve conflict in school among pupils.

- viii) School administration should enforce strict conflict in school to ensure that pupils especially in mixed school observe school rules and regulation
- ix) All the public secondary school stakeholders should participate in setting up schools rules and regulation so as to ensure that pupils embrace of the laid down rules as they will feel they possess these rules rather than being imposed on them.

5.6 Suggestions for further research

The study suggests that;

- i) A similar study to be replicated in other sub-counties in Kenya so as to compare the study findings
- ii) A study to be carried out to find out the effect of pupils conflict in school on their retention in public primary schools.
- iii) A study to be carried out of the influence of head teachers leadership styles on the performance of pupils in public primary schools.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi,
P.O. Box 30197,
Nairobi
March 2015

To
THE HEADTEACHERS
PRIMARY SCHOOLS,
Nzambani Sub-County
Dear Sir/ Madam

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL.

I am a post graduate student at The University of Nairobi pursuing a Master of Education Degree in the Department of Educational Foundations. I am conducting a research on PUPILS' PERFORMANCE OF PEACEFUL AND CONFLICT PRONE PUBLIC PRIMARY SCHOOLS IN NZAMBANI SUB-COUNTY KITUI COUNTY, KENYA.

I kindly request for information that will facilitate the study. The information you will provide will be used for the purpose of this study only and your identity will be treated with utmost confidentiality.

Thank you

Yours Faithfully,

NZOKA CHARLES KAWEMBE

Appendix II
HEADTEACHERS' QUESTIONNAIRE

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

Section I: Background information

1. Your gender Male () Female ()

2. Your age (in years)

Between 20-29 () Between 40-49 ()

Between 30-39 () Over 50 ()

3. Marital status Single () Married ()

4. Level of education

PhD () Masters () Bachelor degree ()

others specify

5. Size of the school? Single stream () Double () Triple () Four streams () Over four ()

7. Experience as a head teacheryears.

8. What is the number of teachers in your school? Male () Female ()
Total ()

Section II: Effects of Conflicts in Schools and internal efficiency

9. The following section requires that you tick (√) your opinion regarding the main cause of conflicts in your school. Four aggregates are given. Strongly agree (SA) Agree (A) Disagree (D) strongly disagree (SD) Please tick the correct option for you.

Causes of conflict in school	SA	A	D	SD
Unimpressive conditions of service				
Administrative incompetence of Head teacher				
In conflict in school on the part of pupils				
In conflict in school on the part of Teachers and administration				
Poor academic performance				
Inadequate resources				
Misappropriation or Embezzlement of funds				
Inferiority or superiority complex				
Favoritisms by the school administration				

10. The following section requires that you tick (✓) your opinion regarding the types of conflicts which you have experienced in your school. Four aggregates are given. Strongly agree (SA) Agree (A) Disagree (D) strongly disagree (SD) Please tick the correct option for you.

Type of conflict in school	SA	A	D	SD
Conflict over image perceptions				
Role conflict				
Conflict over basic values				
Interpersonal conflict				
Structural conflict				
Political conflict				
Religious affiliation/differences				
Examination malpractice				
Absenteeism				
Punishment				

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

12. The following are statements about effects of conflict in schools. Please respond appropriately to the extent to which each is applicable in your school using the four aggregates are given. Strongly agree (SA) Agree (A) Disagree (D) strongly disagree (SD)

Effects of conflict in school	SA	A	D	SD
Reduced academic performance				
Conflict motivates teachers to work hard				
Conflict over basic values causes pupils to drop out of school				
Interpersonal conflict influences retention rate of learners				
Structural conflict influences enrolment rates				
Political conflict interferes with pupils transition to primary schools				
Religious affiliation/differences causes teachers not to work effectively				
Examination malpractice effects school image				
Conflict between teachers causes absenteeism				
Punishment is given to pupils who instigate conflict				

13. What are the effects conflict in your school that are caused by the community or the parents?.....

14 The following are statements on how conflicts with stakeholders in your school affect internal efficiency in school. Please respond appropriately to the extent to which each is applicable in your school using the four aggregates

are given. Strongly agree (SA) Agree (A) Disagree (D) strongly disagree (SD)

Effects of conflict in school	SA	A	D	SD
BOM conflict improve academic performance				
Conflict between teachers and parents demotivates teachers to work hard				
Conflict over basic values between the school administration and the community causes pupils to drop out of school				
Interpersonal conflict between parents and administration/teachers influences retention rate of learners				
Political conflict interferes with term dates				
Conflict between pupils and teachers causes absenteeism				
Punishment is given to pupils who instigate conflict between teachers or school administration and parents				

15. What are the possible conflict resolution techniques in your school that would improve internal efficiency?

.....

.....

.....

Thanks for answering these questions appropriately.

APPENDIX III
TEACHER'S QUESTIONNAIRE

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

Section I: Background information

1. Your gender Male () Female ()

2. Your age (in years)
Between 20-29 () Between 40-49 ()
Between 30-39 () Over 50 ()

3. Marital status Single () Married ()

4. Level of education
PhD () Masters () Bachelors degree ()
others specify ()

5. Size of the school?
Single stream () Double () Triple ()
Four streams () Over four ()

6. What are the class sizes in your school?
Below 30 pupils () 31 – 40 Pupils ()
41 – 50 pupils () Over 50 pupils ()

7. Experience as a teacheryears.

8. Role in the school?
Senior teacher () Class teacher () Subject panellist ()
Deputy () N/A ()

Section II: Effects of Conflicts in Schools and internal efficiency

9. The following section requires that you tick (✓) your opinion regarding the main cause of conflicts in your school. Four aggregates are given. Strongly agree (SA) Agree (A) Disagree (D) strongly disagree (SD) Please tick the correct option for you.

Causes of conflict in school	SA	A	D	SD
Unimpressive conditions of service				
Administrative incompetence of Head teacher				
Inconflict in school on the part of pupils				
Inconflict in school on the part of Teachers and administration				
Poor academic performance				
Inadequate resources				
Misappropriation or Embezzlement of funds				
Inferiority or superiority complex				
Favoritisms by the school administration				

10. The following section requires that you tick (✓) your opinion regarding the types of conflicts which you have experienced in your school. Four aggregates are given. Strongly agree (SA) Agree (A) Disagree (D) strongly disagree (SD) Please tick the correct option for you.

Type of conflict in school	SA	A	D	SD
Conflict over image perceptions				
Role conflict				
Conflict over basic values				
Interpersonal conflict				
Structural conflict				
Political conflict				
Religious affiliation/differences				
Examination malpractice				
Absenteeism				
Punishment				

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

.....

12. The following are statements about effects of conflict in schools. Please respond appropriately to the extent to which each is applicable in your school using the four aggregates are given. Strongly agree (SA) Agree (A) Disagree (D) strongly disagree (SD)

Effects of conflict in school	SA	A	D	SD
Reduced academic performance				
Conflict motivates teachers to work hard				
Conflict over basic values causes pupils to drop out of school				
Interpersonal conflict influences retention rate of learners				
Structural conflict influences enrolment rates				
Political conflict interferes with pupils transition to primary schools				
Religious affiliation/differences causes teachers not to work				

effectively				
Examination malpractice effects school image				
Conflict between teachers causes absenteeism				
Punishment is given to pupils who instigate conflict				

13. What are the effects conflict in your school that are caused by the community or the parents?.....

14 The following are statements on how conflicts with stakeholders in your school affect internal efficiency in school. Please respond appropriately to the extent to which each is applicable in your school using the four aggregates are given. Strongly agree (SA) Agree (A) Disagree (D) strongly disagree (SD)

Effects of conflict in school	SA	A	D	SD
BOM conflict improve academic performance				
Conflict between teachers and parents demotivates teachers to work hard				
Conflict over basic values between the school administration and the community causes pupils to drop out of school				
Interpersonal conflict between parents and administration/teachers influences retention rate of learners				
Political conflict interferes with term dates				
Conflict between pupils and teachers causes absenteeism				
Punishment is given to pupils who instigate conflict between teachers or school administration and parents				

15. What are the possible conflict resolution techniques in your school that would improve internal efficiency?

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

Thanks for answering these questions appropriately.

APPENDIX IV

INTERVIEW QUESTIONS FOR PUPILS

1. What do you think are the main causes of conflicts amongst teachers in primary schools?
2. Explain the common types of conflicts. Which ones are you familiar with?
3. What are the frequently used conflict management methods in schools?
4. What techniques are used for conflict resolution in public primary schools?.

Thank you

APPENDIX V

FOCUS DISCUSSION GROUP QUESTIONS FOR PARENTS

1. Do teachers in your child's school have conflict among themselves that you know of? Explain the ones you have heard of.
2. What do you think are the main causes of conflicts amongst teachers in primary schools?
3. Explain the common types of conflicts. Which ones are you familiar with?
4. Do you frequently go to school due to teacher-pupils conflict and if so how often?
5. Do you personally have unresolved issues with your child's teacher (s) and if any what?
6. What are the frequently used conflict management methods in schools when conflict exists between you and the school and between the school and your child?
7. What do you think is the influence of conflict in public primary schools in regards to your child's performance?

Thank you

APPENDIX VI

AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
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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.

22nd Date:
June, 2015

NACOSTI/P/15/6960/6275

Charles Kawembe
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 in school on pupils performance in public primary schools in Nzambani Sub-County Kitui County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for a period ending **30th September, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Kitui 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
Kitui County.

The County Director of Education
Kitui County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified


APPENDIX VII


RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. CHARLES KAWEMBE
of UNIVERSITY OF NAIROBI, 0-90213
ZOMBE, has been permitted to conduct
research in Kitui County

on the topic: INFLUENCE OF CONFLICT
IN SCHOOL ON PUPILS PERFORMANCE IN
PUBLIC PRIMARY SCHOOLS IN
NZAMBANI SUB-COUNTY KITUI COUNTY,
KENYA

for the period ending:
30th September, 2015



Applicant's
Signature



Director General
National Commission for Science,
Technology & Innovation

Permit No : NACOSTI/P/15/6960/6275
Date Of Issue : 22nd June, 2015
Fee Recieved :Ksh 1,000

CONDITIONS

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


REPUBLIC OF KENYA


NACOSTI

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 5471

CONDITIONS: see back page