THE INFLUENCE OF STUDENTS CONFLICTS ON SCHOOL- COMMUNITY RELATIONS IN VIHIGA SUB-COUNTY, KENYA

BY

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DECLARATION

This project report is my original work and has not been presented for a degree to any other university or for any other award

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

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DEDICATION

This work is dedicated to my dear husband, Mr. Patrick Chiriswa Andika; my Children Lewis, Cedric and Audrey, and to my sister Janephesa, for their understanding, encouragement and support during the period of my studies. Last but not least, I thank the Almighty God for taking me this far in my studies.

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ABBREVIATIONS

ASST	Assistant
CEL	Common Essential Learning
CRC	Convention on the Rights of the Child
Dep	Deputy
D.E.O	District Education Officer
E.A	East Africa
MOE	Ministry of Education
UHR	Universal Human Rights
UN	United Nations
UNECEF	United Nations Children Fund
JAB	Joined Admission Board
PSSP	Private Sponsored Students Programme

ABSTRACT

School conflict in form of violence witnessed in some secondary schools over the years have led to bloody episodes, which has caused pain, loss and destruction to property in addition to the overall negative school-community relations. These have led to interference of academic programmes, and to a great extent, quality of learning to individual learners. Although there is scanty information on how student conflicts affect, student-teacher relations, and school-community relations, there is need to find out how such conflicts affect these relationships. This study investigated the influence of students conflict on school-community relations in Vihiga sub-county.The objectives of the study were to: establish causes of students'conflicts;assess the influence of student conflict on teacher-student relations; explore the influence of students'conflict on school-community relations in Vihiga Sub-county. Descriptive survey design was adopted for the study. The target population was 463 head teachers (27), deputy head teachers (27), chiefs (4), and 405 student council leaders. Radom sampling method was used to obtain a sample size of 46 respondents from whom the researcher achieved 82.5% questionnaire return rate. The findings were student conflicts are prevalence among secondary schools, and the most common type of conflict was strikes. It was also revealed that conflict is mainly caused by student background. It was also revealed that conflicts affect academic performance of learners, mainly when books and desks are damaged. Another finding was that conflicts affect student - teacher relations and working relationship between teachers and students are not restored easily after conflicts, although most teachers are also not trained to manage conflict as opposed to use of corporal punishment. Finally, conflicts were found to strain the relationship between the school and the community, since such conflicts normally spill over to the community around the school, although the community is always ready to assist the school in case of students' conflicts. It was concluded that conflicts like strikes often affect academic programmes when books and desks are damaged, and they affect student-teacher relations and school-community relations. The researcher recommends that safe storage of essential learning materials be enhanced; teachers be trained on conflict management without corporal punishment, and the community to be incorporated in the management of secondary schools. Further research is recommended on the effect of student background on conflict and school-community relations; effectiveness of corporal punishment-free teacher discipline management on school conflicts and school-community relations; and the role of community participation on school conflicts and school-community relations.

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CHAPTER ONE
INTRODUCTION

1.0 Background to the Study

Student conflicts are common phenomenon in many schools in Kenya today.Conflict, whether manifesting itself through violent or non-violent means, occurs because of competing interests, visions and agendas among groups with different social and political identities (Rummel, 1976). Student conflict may take the form of strikes, riots, fracas, walk out and other forms of indiscipline that disrupt the normal operation of school. People view student conflict as actual or perceived opposition of needs, values and interests. Student conflict as a concept can help explain many aspects of social life such as social disagreement, conflicts of interests, and fights between individuals, groups, or schools. In political terms, "conflict" can refer to wars, revolutions or other struggles, which may involve the use of force as in the term-armed conflict (Randal 1994).

Student conflicts are inevitable in secondary schools. If not addressed, early enough they escalate into violence. School administrators should be able to detect early warning signs of conflict and take prompt action to avert adverse consequences. There is need to strengthen the Guidance and Counseling department which help detect tensions and address bottled-up emotions.

Griffin (1994) points out that the paramount aim of school discipline should be to endow each learner with habits such as self respect and proper pride in his own integrity that he will observe the norms of good conduct when not under compulsion or supervision and will carry them eventually into adult life. Sound discipline is an essential ingredient in the creation of a happy and industrious school community free from conflicts. Learners learn to the best of their abilities in an orderly and safe environment. The environment should not be intimidating and threatening to the learner. Mothata and Squelch (1997) state that if discipline is not taken into consideration, the school environment will be dangerous and the educational process may be disrupted. This may also affect the educational performance of the learners and the overall educational attainment.

Similarly Levin and Nalon (1991) stated that, in addition to the obvious impact on the teaching and learning environment, disruptive behavior can also affect the learners' safety, readiness to learn as well as future behavior. In the opinion of Hill (1994) ill-discipline can destroy the possibility of a safe and orderly environment and thereby hamper the core purpose of the school. It is therefore necessary that discipline is maintained in a school and conflicts minimized for the welfare and safety of learners and educators and for the success of the educational process.
Lack of learner discipline in many public schools throughout the world has been a matter of great concern for school management and educators and to a lesser extent for learners themselves, parents and the general public (Wayson&Pinnell, 1994).

Charles (1996) notes that numerous studies that were conducted by researchers in the United States of America in 1992, have listed unrests as a major problem with which educators must contend. Lack of discipline and safety in schools has been one of the challenges facing Kenyan schools during the past number of years. Despite the commitment of the government to provide resources and improve school conditions, and minimize school strikes, cases of students' indiscipline and conflicts continue to be a major problem in the learning institutions and have hampered the education performance of affected learning institution.

Students' conflicts is manifested in various ways and takes different forms in various schools such as commotions, class boycotts, neglecting to do assignments, mass indiscipline, riots and violent strikes that may lead to rape, death, and destruction of school property. This not only affects the students' performance but also scare others who develop phobia for boarding schools. Discipline at school plays a vital role in the achievement of expectations and goals. It also plays a vital role in the acquisition of sense of responsibility in learners as well as educators. Educator's ability to exercise effective discipline as suggested by Dunham (1984) is essential. Good discipline creates a good image of the school and prepares learners for the future. Disruptive behavior amongst learners is eliminated if there is good discipline at school. It is believed that students' indiscipline worsened due to a number of factors including the quality of school administration, students living conditions and poor academic performance which prominently featured in the Task Force Report (MOE, 2001).

In spite of the Kenya Government effort to ensure quality education and effective management of schools, there are emerging challenges in the state of students' discipline (MOE, 2001; Sisungo, 2002). School community relations in Vihiga County have been poor over the years. Could learners' conflict in schools be one of the contributing factors to this state of affairs?

1.2 Statement of the Problem

Kenya is a signatory to international treaties and conventions such as the UN declaration of "Universal Human rights" – 1948; The Dakar "Education for All" plan of action among others. In consequence, the government has committed itself to provide basic and quality education to every child. The 1990 World Declaration on Education for All (the Jomtien Declaration) clearly states that basic learning needs comprise not only essential tools such as literacy and numeracy, but also the knowledge, skills, attitudes and values required to live and work in dignity and to participate in development. It further states that the satisfaction of those needs implies a responsibility to promote social justice, acceptance of differences, and peace.

The Convention on the Rights of the Child (CRC), like other major human rights treaties, calls for the elimination of all forms of both overt and structural conflicts and violence, and the creation of a society based on the principles of justice and peace (UNICEF, 2001) Despite all these efforts, school based conflict such as strikes are inevitable in secondary schools in Kenya today.

School conflict in form of violence witnessed in some secondary schools over the years has led to bloody episodes, which, caused pain, loss and destruction in addition to the overall negative school community relations. In 1999, male students at St. Kizito secondary school invaded the girls' dormitory, 17 female students were killed and more than 70 girls raped. In yet another incident at Nyeri Boys high school, 1999, a group of male students locked up 4 prefects in their cubicles at night and doused them in petrol killing them instantly.

In March 2001, a fire that swept through a dormitory of the Kyanguli Secondary School in Machakos, eastern Kenya, killed at least 59 male students between the ages of 15 and 19 and

further deepened the crisis in Kenya's education sector. The fire, allegedly started by students in the school, brought into sharp focus poor living conditions in many Kenyan boarding institutions, as well as the lack of communication channels between school administrators and students and school-community (East Africa Standard Team 23RD April 2001).

Vihiga County has had its share of student conflicts over the years. In 2007 students of the renowned Nyangori High school burnt two hostels in one week leading to closure of the school (E. A Standard newspaper.14 august 2007).while walk outs of students were witnessed in a number of secondary schools. In the year 2008, MudavadiGirls' secondary school staged a walk out of school to protest against pressure by teachers for good results while Kegoye secondary school students protested over the ban on entertainment by burning a hostel. Kaimosi boys' school students followed suit destroying school property.

All these students' conflicts have tended to disrupt the academic programmes in the schools in addition to the pain and loss of valuables that may all have an effect on the learning. This tends to affect the learners relationships with teachers, parents and school community.

1.3 Purpose of Study

This study investigated the influence of students conflict on school-community relations in Vihiga sub-county kenya.

1.4 Objectives of study

The objectives of the study were:

1. To establish causes of students conflicts on school-community relations in Vihiga Sub-County
2. To explorethe influence of student conflict on teacher-student relations in Vihiga Sub-County.
3. To assess the influence of studentsconflicts on school-community relations in VihigaSub-County.

1.5 Research Questions

The study was guided by the following questions:

1. What are the causes of students' conflicts on school-community relations in Vihiga sub-County?
2. How does students'conflict influence the teacher - student relationsin Vihiga Sub-county?
3. How do students' conflicts influence school-community relations in Vihiga- sub County?

1.6 Significance of Study

Student conflict in schools such as strikes, riots are inevitable in secondary schools today. An understanding of the types of conflicts and effects of these conflicts and their effective management is important in imparting skills, values and attitudes that help provide constructive alternative mechanisms to conflict management. The study may be very important to the head teachers, teachers, students, education officers, parents and sponsors who are all concerned about the performance of the learners.

School administrators are expected to detect early warning signs of conflicts and take prompt action to avert adverse consequences. Conflicts would be addressed early enough before they escalate into strikes and violence in schools. The findings of the study would strengthen the Guidance and Counseling departments in secondary schools which help detect tensions and address bottled-up emotions among students especially the teenagers.

The findings might lead to establishment of effective disciplinary systems in secondary schools to help minimize student conflicts and other forms of conflicts. Administrators would also apply good governance strategies in the schools to avoid conflicts.

Head teachers and teachers would, by adopting recommendations of the study, be able to makethe secondary schools environment learner friendly. A learner friendly environment created would enhance the academic performance of the students. It would further help initiate systems

that enhances good relationships within the school and the community. On the other hand, parents would find the study helpful in identifying effective ways of guiding and counseling their children.

1.7 Delimitation of study

This study investigated the the influence of students conflict on school-community relations in Vihiga sub-county, Kenya. The study sought to establish causes of students conflicts on school community relations, the extent to which the conflicts affect the learners performance in secondary schools, to assess the influence of student conflict on teacher and student relations and finally to find out reaction of the community to students conflict in Vihiga Sub-county.

1.8 Limitations of the study

There was limited access to vital information and reports from the Ministry of education in some schools because some conflicts involved the respondents' who wereunwilling to freely give information openly. Financial constraints also restricted the study to a small sample. Thus the results of the study could not be generalized given the small sample size used to similar cases across different sections of the country. Enough time was not available for a detailed and thorough study, given that much of data was collected in the third term when preparations for end year examination were on going.

1.9 Assumptions of the study

The study was based on the assumption that all respondents were co-operative and answered the questions correctly and truthfully. The sample selected was a representative of the population. The data collection instruments were also valid and reliable.

1.10 Definitions of significant terms

Attitude.A relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner (Rokeach, 1962).

Common Essential Learning (CELs). A set of six interrelated areas containing understandings, values, skills and processes which are considered important as foundations for learning in all school subjects.

Creative Thinking, Technological Literacy, Personal and Social Values and Skills, and Independent learning (Saskatchewan Education, 1988).

Conflict: Tension between two or more social entities (individuals, groups or larger organizations) that arise from incompatibility of actual or desired responses (Raven & Kruglanski, 1970).

Conflict Resolution Skills: Skills needed to identify and deal with conflicts constructively. These skills include using neutral language, active listening, identifying and understanding distinct points of view, identifying problems, and negotiating and mediating to resolve disputes.

Confrontation: A physical or verbal attack used to solve a conflict. The use of confrontation usually results in a "win-lose" solution: one of the parties is believed to be right; the other is believed to be wrong. (Sadalla, Henriquez & Holmberg, 1987)

Peer Mediation: A structured process used to enable trained pairs of students to act as mediators to help resolve disputes among members of their peer group. Peer mediation is an alternative to disciplinary programs used in most schools. Students and teachers are taught conflict resolution skills so that they can help others resolve conflicts.

Student conflict: refers to a situation where students behave violently in public in violation of school administration. It may take the form of protests, riots, strikes etc.

Student Strike: refers to a student protest against the school administration that involves the students disrupting the normal programmes of the school and even violence as they demonstrate dissatisfaction.

"Win-win" Solutions: Resolving conflicts in ways that address and meet the needs of all conflicting parties.

1.11. Organization of the study

Chapter one of the study covered the background of the study, statement of problem, purpose of the study, objectives and research questions. It has further explored the rationale of the study, significance, scope, limitations and assumptions. The remainder of this study was divided up as follows: Chapter 2 presented a literature review of the influence of students conflict on school and community relations. Chapter 3 featured the methodology. This covered the research design, target population, construction of instruments and piloting of the instruments. It further provided information on testing the instruments for validity and reliability, data collection procedures, ethical consideration and data analysis Chater 4 presents the data analysis interpretations and discusions and Chapter 5 presents the summary, conclusion and recommendation of the study.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter covers the literature review. The chapter starts by exploring the causes of student'sconflicts then divulges into the effects of the students conflict on their performance, the teacher students relationships and the reaction of the community.

2.1 Causes of Students conflicts

Conflict continues to be a factor in academic life. Schools frequently appear to be centers of tension; on occasion, they are perhaps a manifestation of problems in the community. Various scholars have linked the conflicts in schools to different forms of student's conflicts in schools. These conflicts take the form of riots, strikes or protests or other forms of indiscipline (MOE, 2001).

Indiscipline and other forms of conflict cases among students in Kenyan secondary schools are caused by many factors that include peer pressure, inadequate parenting, learning disabilities, personal stress and poor health. However, Gangelosi (1997) hastens to add, and correctly so, that "It is a fallacy that the presence of such factors compel students from being responsible for their own behaviours, and teachers need to deter them from such appropriate behaviours.

According to Awuor (2008), high-handed administration, lack of dialogue and rigid rules are to blame for increasing cases of students' unrest. Political interference, drugs and general social disorder also contribute to school riots. Most informants observed that when stress is severe and prolonged, some youths become overwhelmed, resulting to self-destructive and antisocial ways. Consequently such students develop defensive behaviour patterns, display hostile biases towards adults, and bring a menacing interpersonal demeanour to school. This affects performance as a lot of time is wasted to solve these discipline issues.

Kiruma (2004**)** while investigating factors responsible for students strikes in Mukurwe-ini sub-county found that some of the factors which cause student strikes include poor communication

channels, peer pressure, lack of guidance and counselling services, prefects, political interference, overloaded curriculum, drugs, poor food, lack of role models, school rules, absenteeism of principals from schools, lack of essential facilities, poor results, media, devil worship. In conclusion student strikes were a living reality in public secondary schools in Mukurwe-ini division which must be addressed seriously, for effective teaching and learning cannot be successful without discipline.

Good discipline begins in the classroom and schools carry a heavy responsibility of ensuring that those who go through it come out disciplined members of society. Muthee et al (2013) while studying the causes of strikes in Muranga North found that School strikes had become a problem to education system in Kenya. The Study found out school indiscipline cases ranged from drug and alcohol abuse, school strikes, stealing, fighting, bullying, truancy, homosexuality and membership to gangs. Other causes of indiscipline in schools included; peer pressure, examination pressure; apathy, poor social economic background of students and parents, inept school administration and influence of print and mass media. The Study recommended closer monitoring of students, friendly schools, enactment of student participatory approaches to indiscipline, revamping of guidance and counselling programmes, peer counselling and establishment of mentorship programmes.

Other studies have identified student indiscipline as a major cause of student's conflict and therefore the need to understand the causes of indiscipline. According to Okumbe (1985) indiscipline has causes that exist in the school, in the society and in the psychological states of the students.

2.2 Student Conflict and Teacher student relations

According to the Akala (2002), students and teachers in schools affected by unrest find it difficult to restore Working relationship after the student conflict or unrest. The emotional and psychological trauma that characterizes the aftermath of students' conflict strains further interaction amongst the people. The issue of emotional and psychological impact due to unrests in schools has not featured in various reports discussed so far. Akala suggested that there would

be need for training of teachers in conflict management as opposed to use of force, which brings anger and resentment. Ovell (2001) noted that discipline in schools is essential for effective learning, good teacher relationship and peer adjustment.

Obediant (1997) notes that under-qualified teachers teaching overcrowded classes can lead to violence in schools. The author also writes of teachers' use of fixed and predetermined curriculum as a particular source of classroom violence. Jones and Jones (2006) advocated for interdependence of management and instruction (teaching) functions in classrooms and in school at large. Schools without planning, or not ready for classroom activities and management, which has to do with controlling students' behaviour give learners a chance to misbehave and may find difficulty in responding to disruptive behaviour. The response to disruptive behaviour may be worse where there are no firm and fair codes of conduct that are enforced consistently.

Authors such as Fontana (1985) draw our attention to the causes of bad behaviour. One of the causes of bad behaviour is the children's need for status and prestige in the eyes of the class. As children grow up, this need for status and prestige grows and it means that they want to be thought of well by their friends. It is at this stage of growth that children also try to establish their own identities. In the process they become hostile and aggressive towards their teachers and usually want to be supported by the whole class. He goes on to say that children always criticize adult behaviour. Children always look up at teachers as people who cannot fulfil learner demands. They look upon teachers as failures who cannot fulfil the children's expectations. He argues that all these factors contribute to behaviour problems in the class.

Rwamba (2000) argued that lack of democratic leadership together with communication breakdown is a major cause of indiscipline in schools. He suggested that there is a relationship between learning and indiscipline. Cognitive skills are crucial in terms of academic success, self-esteem, coping skills and overall resilience. In the absence of discipline, the learning and teaching process are hindered. Time is wasted and energy is misdirected to deal with issues emanating from unrest. The prefects also need to be trained in the way to handle issues.

Unfortunately, they do not undergo any training, they are only appointed and expected to perform duties without being given the directions to follow.

Kenyan secondary education system is heavily overloaded with academic stuff and since the level of achievement is not the same, this could be a reason for frustration resulting to indiscipline MOE (2001). According to MOE (2001) some students who may not be fully focused on academics, view school as waste of time. Jones and Jones (2006) say schools have not fully adapted to students' non academic needs. Teachers tend to be examination oriented hence implementation of the curriculum does not cater for holistic development of the student. The curriculum is still overloaded despite the current reduction to the number of examinable subjects also strains teacher-student relations.

2.3 Studentconflicts and community Relations

Schools influence and are influenced by the communities in which they exist (Hall, 1991; Jacobs, 1974; Katz & Kahn, 1978; Meyer & Scott, 1992; Scott, 1995, 1998). The presence or absence of resources as well as critical information flows between the two constrains or facilitates educational processes and the realization of instructional goals (Aldrich, 1979; Pfeffer & Salancik, 1978). And since communities in which these schools are located inform and definethe schools environment there is need to have strong links. Constructing schools as organizations, Weick (1978, 1995), contends that environment is consequential for the survival and success of organizations. Consequently effective organizations are those that create bridges and buffers between themselves and the environment (Aldrich, 1979; Thompson, 1967).

Achoka (2007) notes that after 1995, the role of the secondary school principal widened to
Include management of increased parent's involvement in school functioning. Coupled with the introduction of the new education system, community involvement in schools especially in the rural areas increased. The change in the secondary curriculum necessitated a corresponding change in the physical infrastructure in the schools. Communities became responsible for the construction of physical facilities as well as stocking the workshops that were mandatory (Ngigi & Macharia, 2006). The decentralization of development projects tithe district levels also

encouraged communities to establish 'their own' harambee schools. Once these schools were registered, only a skeletal staff was posted and the community became responsible for hiring and paying teachers (Achoka, 2006; Wekesa, 1993).

Based on the above, it is obvious that a high school principal in Kenya needs to have and maintain trust with the communities surrounding his or her school because he draws support from them in terms of students, teachers and instructional resources. For instance, the attendance policy in Kenya is decentralized and parents have a free hand in deciding where to send their children.Given that in Kenya funds from the Consolidated Fund towards free education are tied to enrolment, principals find it an added advantage to have a large student population since schools with more students will receive more state funds. Sometimes when funds are delayed or diminished, community leaders find it necessary to supplement operational costs of the school by organizing funds drive (Keller, 1983; Chieni, 1999; Rotich, 2004). The success of these funds drives is tied to how much the community trusts the principal to allocate and invest their money wisely (Mwiria, 1990). Student's conflict may interfere with community trust.

Secondly, these schools being community schools, many of the staff are sourced from the immediate environment. For instance the labor needed in the school as well as community policing towards the safety of the school property. Once the parents acknowledge that the school is' theirs', they will protect the physical structures in the school and school property against theft and destruction that may arise from student conflict.

After and during the students' conflict, having the community on your side is always an added advantage. This is because sometimes when there is an impending students conflict, community members can alert the principal thus give him enough time either to lock down the school or hiresecurity to guard the school. Sometimes parents arm themselves and guard the school against student conflict.

Research on trust in schools confirms that a high level of trust in a school is necessary for the success of that school regardless of its location. For instance Adams, Forsyth, & Mitchell (2009)

using multilevel modeling, found out that regardless of poverty status, school size, diverse ethnic composition, and school level, school leaders can build and sustain parent trust by aligning policies and practices to address the affective needs of parents. Doing so reduces parents' perceived vulnerabilities and risks within the parent-principal relationship (Adams, Forsyth, & Mitchell, 2009).

In another study, Forsyth et al. (2006) found that high levels of parent trust contribute to Effective school performance. Other studies, such as Tarter, Sabo, & Hoy, (1995); Bryk & Schneider, (2002); Forsyth, Barnes, & Adams, (2006) reaffirmed similar productive consequences for schools. Consequently, trust is vital for the maintenance of co-operation in school as well as a necessary ground for even the most routine, everyday interactions (Blau, 1964) and as Lewis and Weigert (1985) agreed, trust is indispensable in social relationships such as parents-high school community relationship.

In Kenya, Poipoi, Agak and Kabuka (2011) did a study based on the Social Learning Theory by Bandura to assess perceived home factors contributing to violent behavior among secondary school students in Western province. From the study, Home factors contributing to violent behavior included: poor relationship between parents and children; manner of disciplining children at home; and low level of home supervision.

Kumwenda (2010), while studying the causes, effects and implications of pupil's riots found that schools lost their original image and reputation of being good schools after riots. This tainted the image of the school and could distort her relationship with the local community. According to Kiboiny (2013), dynamics of student unrest in Kenya's Higher education noted that open animosity between the university and the immediate community was evident during strikes. In two incidents students of Moi University destroyed and looted the markets near the university hence the local community became hostile repulsing the students back to campus. In the western college of science and technology, tension remained high between students and the local community who had taken sides when JAB and PSSP fought over election results in 2006.

One way of promoting good school-community relations is through information sharing. Information has been identified as shared knowledge of formal language (Schein, 2004:147). This includes accessibility of all segments of the school by members of the community, how members of the school and community know whom to see when they have a problem, relationships within the school and both the internal and external community. The activities and meetings going on around the institution all project a message on availability of information. Sharing of information helps in providing possible solutions and alternatives to issues which may arise and in so doing help in addressing any conflict that may arise between the school and the community.

However, school conflict often creates unhealthy relationship with the community owing to several losses resulting from such conflicts. Clearly, besides the damage to property, injuries and even death among the students are inevitable during schools unrests. The death of a student can be a painful experience for a parent and the community especially because it is avoidable (Karanja and Bowen, 2012). Although the reviewed studies have looked at what student conflict does to the community, the way such incidents impact on the relationship of the two entities has not been properly captured. This was the mission of this study.

2.7 Theoretical framework

The study was guided by the conflict management theory (Karl Marx 1818-1883). According to Karl Marx, human society is a collection of competing interests, groups and individuals, each with their own motives and expectations. All members of the society do not have the same expectations, values and interests. These vary according to ones position, privileges, ability, class and wealth. Agreements tend to appear among those people who share common privileges. This is likely to encourage unequal distribution of scarce resources and opportunities. This result is division in society resulting in hostility and opposition.

In secondary schools sometimes conflicts occur because students feel that their needs are not being met by the school. The hostility and opposition may arise out of a feeling of unmet needs

and expectations. The students' conflicts have varied effects on the students and the school in general.

2.8 Conceptual framework

The relationship between student conflict and school/community relation can be presented in a diagram called conceptual framework. The researcher conceptualises that school and community relations depend on the level of student conflict. Student conflict is the independent variable while school and community relation is the dependent variable. However, factors like school management and home environment may intervene or moderate the relationship between student conflict and school community relations.

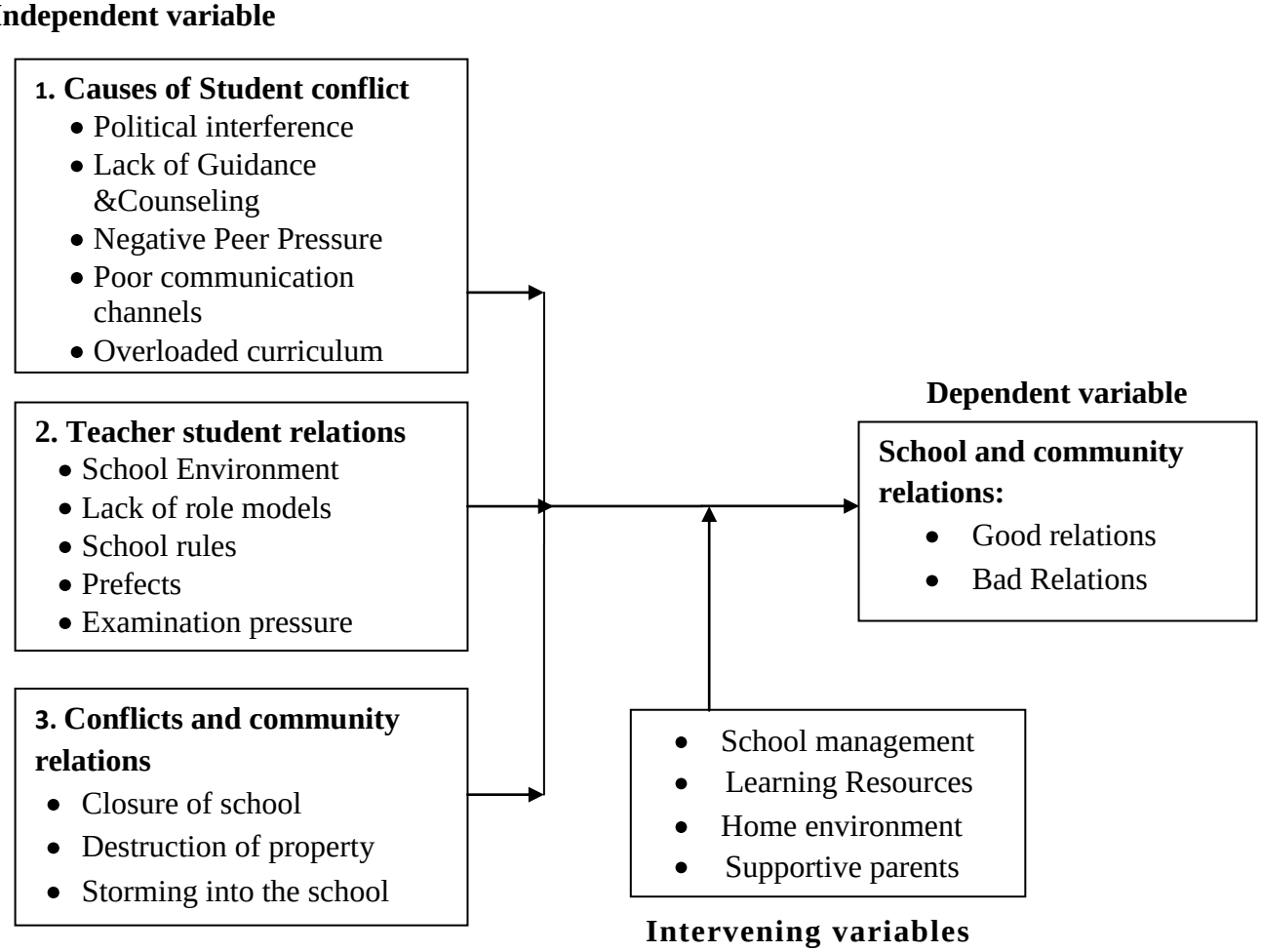

Figure 2.1: Conceptual Framework showing the Relationship between Student Conflict and School and Community Relation.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research methodology to be employed in the study. It starts by looking at the research design that was adopted for the study, the target population of the study, the sample size and sampling procedures, research instruments to be used in the study together with their validity and reliability, data collection procedures and data analysis techniques used in the study.

3.2 Research Design

This study adopted a descriptive survey research design. Descriptive research is a type of research that is primarily concerned with describing the nature or condition and degree in detail of the present situation, (Walliman, 2009). According to Orodho (2005), the survey gathers data at a particular point in time with a view to identifying the standards against which existing conditions can be compared as well as determining the relationships that exist between specific events. The design was appropriate for this study because it enabled the researcher to collect not only quantitative data regarding student conflict but also qualitative information that describes the students and teacher's views regarding student'sconflicts

3.3 Target Population

Borg and Gall (1989) defined target population as members of a real or hypothetical set of subjects, people or events to which the researcher wishes to generalize the result of the study. The target population for this study consisted of the secondary school student'sleaders of Vihiga Sub County, Principals, deputy principal, and chiefs of Vihiga sub-county. Table 3.1 illustrates the target population.

Table 3.1 Population Size

Population category	Target	Percentage (%)
Head teachers	27	0.318
Deputy head teachers	27	0.318
Chiefs	4	0.047
Students	8416	99.31
Total	**8474**	**100**

Source: Vihiga County Director of Education (2014)

3.4 Sampling procedure

This research selected 10 percent of the population as sample using purposive and stratified random sampling technique. The technique was appropriate because of the heterogeneous characteristics of the respondents involved in the study. Thus the population was divided into stratus. Gay (1976) suggested that a minimum sample of 10 to 20 percent members of the population for a descriptive survey design is appropriate. The sample consisted of 8 public secondary schools in Vihiga Sub-County. The schools were selected based on stratified random sampling in order to include boys only, girls only and mixed schools.

3.5 Sample Design

According to Mugenda and Mugenda (1999), a sample is a small group obtained from the accessible population. On the other hand sampling is the process of selection of appropriate number of subjects from a defined population, (Borg and Gall, 1989). Gay (1976) suggested that a minimum sample of 10 to 20 percent members of the population for a descriptive survey design is appropriate. This study selected 20 percent of the population sample using purposive and stratified random sampling technique. The technique was appropriate because of the heterogeneous characteristics of the respondents involved in the study. Thus the population was divided into stratus to get the sample size as illustrated in Table 3.2.

Table 3.2 Sample Size

Population category	Target population	Sample	Percentage (%)
Head teachers	27	8	30
Deputy head teachers	27	8	30
Chiefs	4	4	100
Students Council leaders	405	24	6
Total	**463**	**46**	**10**

Source: Vihiga County Director of Education (2015)

3.6 Data Collection Instrument and Procedures

The main research instruments used for the study included questionnaires and a structured interview. The advantage of the questionnaires was that it could be adopted for entire population or sampled respondents. Questionnaires are also ideal for collecting regular or infrequent routine data, and data for specialized research. To achieve maximum return rates, the questionnaire was made as simple and as clear as possible, with targeted sections and questions related to the variables and indicators of the study. Most importantly, the questionnaire was shorted as possible and more targeted to avoid overburdening the respondent.

Interview schedule was also used to collect data from the chiefs. According to Best and Khan (2000); Berends (2006);Creswell (2012) and Gall, et al., (1996), interview method of collecting data is often seen as superior than other instruments in that it creates rapport between the respondent and the researcher. In addition, it guards against confusing the questions since the interviewer can clarify the questions thereby helping the respondent give relevant responses. Kothari (2008) describes a semi-structured interview as one that involves not only the use of a set of predetermined questions and of highly standardized techniques of recording but also includes some questions, which can generate varied responses from interviewees.

3.7 Reliability of research instrument

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Although unreliability is always present to a certain extent, there is generally a good deal of consistency in the results of a quality instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as reliability (Carmines & Zeller, 1979). One of the easiest ways to determine the reliability of empirical measurements is by the retest method in which the same test is given to the same people after a period of time. The reliability of the test (instrument) can be estimated by examining the consistency of the responses between the two tests. If the researcher obtains the same results on the two administrations of the instrument, then the reliability coefficient is 1.00. Normally, the correlation of measurements across time will be less than perfect due to different experiences and attitudes that respondents have encountered from the time of the first test. The test-retest method is a simple, clear cut way to determine reliability.

3.8 Validity of research instrument

An instrument is considered valid when there is confidence that it measures what it is intended to measure in a given situation (Walliman, 2009). In determining the validity of the survey questionnaires, the researcher presented the drafts questionnaires and interview schedule to two experts in the education field of research to assess the questions for face and content validity. Also the survey instruments were presented to the supervisor who is my academic advisor. This was done in order to determine the clarity and relevance of the questions in eliciting information about the student conflicts.

3.9 Data Analysis Methods

Data collected was coded, entered and analyzed then cleaned using a Statistical Package for Social Scientists (SPSS version 21), Descriptive statistics were used to analyze it while tables, frequencies distribution, percentages and graphs were used in data representation. Mugenda and Mugenda (1999) states that, the purpose of descriptive statistics is to enable the researcher to give meaningful description to a distribution of scores using few indices or statistics. Relevant interpretation, discussion and recommendations were then drawn from the analyzed data.

3.10 Operational Table

Research questions	Source	Type of information	Data collection instrument	Measuring scale	Analysis technique
1.What are the causes of students' conflicts in secondary schools in Vihiga sub- County	Head teachers Deputy head teachers, chiefs Students Council	Background information Causes of conflict Academic performance Student motivation Indiscipline among students Damage of property	Questionnaire Interview schedule	Nominal scale Ordinal scale	Descriptive statistics Qualitative analysis
2. How do student conflict influence the teacher and student relations in Vihiga Sub-county?	Head teachers Deputy head teachers, chiefs students	Enhancing teacher student relationship Teacher students interaction	Questionnaire Interview schedule	Nominal scale Ordinal scale	Descriptive statistics Qualitative analysis
3. How does the leaner's conflict influence community setup?	Head teachers Deputy head teachers, Chiefs Students	How disruption affects community Student indiscipline in community Role of community in school management	Questionnaire Interview schedule	Nominal scale Ordinal scale	Descriptive statistics Qualitative analysis

3.11 Research Ethics

Confidentiality is very important in research because it gives the respondents the confidence to answer and reveal even the negatives or challenges that are facing them in an organization. The researcher maintained confidentiality as the respondents were completely anonymous even at the time of dissemination of the report.

The researcher employed a lot of courtesy throughout the data collection period and more so when administering the interview schedule. This allowed the researcher to probe the respondents for more information about the key research questions. These two coupled with respect, honesty and high sense of responsibility led to getting accurate information that helped the researcher to eliminate subjective bias of the respondents as noted by Walliman(2009); Creswell(2003).

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

The purpose of the study was to investigate the influence of students conflict on school and community relations in Vihiga Sub-County in Kenya. This chapter presents the findings of this study along the specific objectives, were to establish causes of students conflicts in secondary schools in Vihiga Sub- County, to explore the influence of student conflict on teacher and student relations in Vihiga Sub-County and to assess the influence of students conflicts on community relations in Vihiga Sub County.

The researcher developed questionnaires for school principals and deputy principals from whom primary data was collected. Similarly, interview schedules were structured and used to collect data from student council leaders and area chiefs. Data collection and key informants interviewswere done in October 2015. The study was able to collect data using questionnaires from 33 respondents from the sampled 40 respondents as shown in Table 4.1 and Figure 4.1, making a 82.5% return rate. Hence, the data collected from the respondents could be relied on to provide sufficient information about the the influence of students conflict on school and community relations in Vihiga Sub County. Similarly, all the sampled chiefs were interviewed in the same period.

Table 4.1: Questionnaire Return Rate

Population category	Sample	Return Rate (%)
Principals	6	15
Deputy Principals	7	17.5
Students Council	20	50
Total	**33**	**82.5**

Source: Study data (2016)

Table 4.1 shows that 15% of the sampled principals returned their questionnaires, while 17.5% of the deputy principals did the same. Of the sampled student council leaders, 50% returned their questionnaires. Thus, 82.5% of the sampled respondents were able to fill and return their questionnaires. The first section sought to establish demographic characteristics of the respondents.

4.2 Demographic Characteristics of Respondents

This section presents analysis of the demographic descriptions of the respondents. The background information was sought on the gender, age, and educational level of the respondents.

4.2.1 Distribution of Respondents by Gender

The respondents were asked to indicate their gender. Table 4.2 illustrates the distribution of respondents by gender.

Table 4.2: Distribution of Respondents by Gender

	Frequency	Percent (%)
Male	14	42.42
Female	19	57.58
Total	33	100.0

Source: Study data (2016)

Table 4.2 illustrates that majority (57.58%) of the sampled principals, deputy principals and student council leaders were females while 42.42 were males. This indicates that both female and male gender have almost equal leadership opportunities among the sampled schools.

The second part of background information that the researcher analyzed was the age of the respondents.

4.2.2 Distribution of Respondents by Age

When the researcher asked the respondents to state their ages, they responded as illustrated in Table 4.3.

Table 4.3: Distribution of Respondents by Age

Age	Frequency	Percent (%)
Below 25	20	60.60
26-30	0	0
31-35	0	0
36-40	3	9.09
41-45	6	18.18
46-50	2	6.06
Above 50	2	6.06
Total	33	100.0

Table 4.3 above illustrates that majority (60.60%) of the respondents were of the age category of 25 and below years. Similarly, 18.18% of the respondents fell in the age group of between 41 and 45 years; 6.06% were between 46 to 50 years, and the remaining 6.06% respondents were 50 and above years old. This finding illustrates that, except for student council leaders who were found to be aging below 25 years, the average age of principals and deputy principals was between 41 and 45 years. Further, the category of schools from which respondents came from was also established by the researcher.

4.2.3 Distribution of Respondents by Category of School

Table 4.4: Distribution of respondents by Category of Schools

	Frequency	**Percent (%)**
National	0	0
County	6	18.18
Sub County	27	81.81
Total	33	100.0

Table 4.4 indicates that majority (81.81%) of the schools from which data was collected were Sub- County Schools while 18.18 % were County Schools. There were, however, no National schools covered by this study. This finding illustrate that most secondary schools in this area are Sub- County secondary schools. The background information was assessed by the researcher was the number of streams per class in schools where respondents were sampled from. Table 4.5 presents these findings.

4.2.4 Distribution of Respondents by number of Streams

The researcher enquired other background information of study respondents which was the number of streams in each school where the respondents were selected from. The distribution according to number of streams is presented in Table 4.5.

Table 4.5 Distribution of Respondents by Number of Streams

	Frequency	Percent (%)
Single streamed	4	12.12
Double streamed	10	30.30
Triple streamed	9	27.27
Four streamed	10	30.30
Total	33	100.0

Table 4.5 illustrates that majority (30.30%) of the respondents were selected from secondary schools which were either double streamed or four streamed. Similarly, 27.27% of the respondents were selected from schools with three streams, while 12.12% were from single streamed schools. This finding could be a pointer to high population of students in each class among secondary schools in the area.

This study also enquired about working experience of the respondents, and the findings were as shown in Table 4.6.

Table 4.6 Distribution of Respondents by Working Experience

	Frequency	Percent(%)
0-5	20	60.60
6-10	2	6.06
11-15	2	6.06
16-20	5	15.15
Above 20	4	12.12
Total	33	100.0

Table 4.6 illustrates that majority (60.60%) of the respondents had between 0 to 5 years of working experience; some 15.15% respondents had between 16 and 20 years of working experience. Similarly, 6.06% respondents had 6 to 10 years of working experience, and another 6.06% had between 11 and 15 years of working experience. The finding in this section indicates that except for student council leaders (60.60%) who had between 0 and 5 years in school principals and deputy principals selected for the purpose of this study had an average teaching experience of between 16 and 20 years. The last part of demographic characteristics of the study tool measured level of education of the respondents. The distribution of respondents by level of educational qualification is presented in Table 4.7.

4.2.5. Distribution of Respondents by Level of Qualification

The last part of demographic information of respondents enquired about the category of the school of the respondents. The findings are shown in Table 4.7.

Table 4.7: Distribution of Respondents by level of Education

	Frequency	Percent (%)
Masters	3	9.09
Bachelors	7	21.21
Diploma	3	9.09
Others	20	60.60
Total	33	100.0

Table 4.7 illustrates that majority (60.60%) of the respondents had other qualifications other than the ones presented by the researcher (these were the student council leaders selected as respondents); another group (21.21%) of respondents held bachelors degree of education, while 9.09% respondents held masters degree of education, with the same percentage (9.09%) being holders of diploma level of education. It can therefore be concluded from this finding that majority of principals and deputy principals selected for the study had an average of bachelor degree level of educational qualifications. The researcher thereafter proceeded to examine the main purpose of the study.

4.3 Causes of Student Conflict

Having presented the demographic information, this section now focuses on the main issues in order to achieve the study objectives and realize its purpose. The first objective sought to determine the causes of student conflict. To this end, the researcher begun by enquiring from the respondents whether they have had cases of student conflict in their school. Table 4.8 shows the response.

Table 4.8: Distribution by Causes of Student Conflict

	Principals (%)	Dep. Principals (%)	Student leaders (%)	Total
Yes	15.15	15.15	57.58	87.88
No	3.03	3.03	6.06	12.12
Total	**18.18**	**18.18**	**63.64**	**100**

Table 4.8 illustrates that majority (87.88%) of the respondents agreed that they have had cases of student conflict in their school, while 12.12% respondents stated that they have not had cases of student conflict in their school. This finding shows that cases of student conflict remain rampant among secondary schools in the study area. The researcher thereafter proceeded to enquire from the respondents the kind of student conflict frequently experienced, and the responses were as shown in Table 4.8.

Table 4.9: Distribution by Frequency of Student Conflict

	Frequency	Percent (%)
Strikes	14	42.42
Riots	5	15.15
Protests	4	12.12
Defiance to Teachers	10	30.30
Total	33	100.0

Table 4.9 illustrates that majority (42.42%) of the respondents indicated that strikes are the most frequent student conflict type that they have experienced. Similarly, 30.30% of respondents stated that defiance to teachers is the most frequent conflict case, while 15.15% of the study respondents have experienced riots among student population. The remaining (12.12%) of the respondents stated that they have experienced protests among students population. From the foregoing findings, it seems student strikes are most frequent among secondary schools. Lastly, the respondents were asked to state their opinion as per the cause of frequent student conflict. Findings obtained from the sampled respondents are shown in Table 4.9.

Table 4.10: Distribution by Causes of Student Conflict

	Frequency	Percent (%)
Students background	14	42.42
Community problems	8	24.24
School administration	6	18.18
Other Causes	5	15.15
Total	33	100.0

Table 4.10 illustrates that majority (42.42%) of the study respondents were of the opinion that student background is the main cause of student conflict in school. Similarly, 24.24% of the study respondents suggested that community problems are what is influencing student conflict. However, some 18.18% of study respondents believed that the way schools are being administrated is what has been causing student conflict, and some 15.15% of the respondents believed that there are other factors (which were not presented in the questionnaire such as drugs, peer pressure, politics etc) which are causing student conflict among secondary schools. The chiefs interviewed were of the opinion that home environment contributed greatly to students conflicts in schools in the sub county.

4.4 Student Conflict and Teacher Relations

The third objective of the study sought to establish how student conflict affect student – teacher relations. When the respondents were asked to state their level of agreement to some statements presented by the researcher (as **N= none at all, VL=very little extent, NS=not sure S = some extent, G = great extent**), results obtained are as shown in Table 4.11.

Table 4.11 Effect of student Conflict on Teacher – Student Relations

	Statement	N	VL	NS	S	G
(a)	The working relationship between teachers and students are restored easily after conflicts	60.61	24.24	3.03	6.06	6.06
(b)	The students are motivated to interact with teachers during the lessonsafter theconflict	54.54	30.30	0	9.09	6.06
(c)	The teachers are trained to manage conflict as opposed to use of corporal punishment	42.42	24.24	6.06	15.15	12.12
(d)	The number of students in class is manageable	12.12	15.15	30.30	21.21	21.21
(e)	There are good outdoor interaction between teachers and students e.g. games	6.06	9.09	3.03	45.45	36.36

Table 4.11 illustrates that majority (60.60%) of the study respondents indicated that there is no easy restoration of working relationship between teachers and students after the conflict, while 24.24% of the respondents indicated that working relationships are restored to very little extent after conflict. Similarly, 54.54% of the study respondents indicated that students are not motivated to interact with teachers during the lessons after the conflict, and another 30.30% of the respondents still opined that students are motivated to a very little extent to interact with teachers during lessons after conflict. Meaning there is little relationship between students and teachers after student conflict.

Further, majority (42.42%) of the study respondents indicated that teachers are not trained to manage conflict as opposed to use of corporal punishment, and another 24.24% of the respondents stated that teachers are trained to a little extent to manage conflict as opposed to use of corporal punishment.

4.5 Student Conflict and Community Relations

The last objective of this study evaluated student conflict and community relations. In order to evaluate this, respondents were asked to state their level of agreement to some statements

presented by the researcher (as **N= none at all, VL=very little extent, NS=not sure S = some extent, G = great extent**), results obtained are as shown in Table 4.13

Table 4.12 Effect of Student Conflict on Community Relations

	Statement	N	VL	NS	S	G
(a)	The conflicts spill to the community around the school	3.03	9.09	15.15	18.18	54.54
(b)	The conflicts strain the relationship between the school and the community	6.06	3.03	3.03	30.30	57.58
(c)	Normal interaction between the school and community is interfered with by learners conflicts	6.06	9.09	6.06	19.18	51.52
(d)	The community may assist the school in case of learners conflict	3.03	12.12	6.06	24.24	51.51
(e)	There are outdoor interaction between teachers and students e.g. games after theconflict	18.18	30.30	15.15	24.24	12.12

Table 4.12 illustrates that majority (54.55%) of the study respondents indicated that student conflicts often spill over to the community around the school, while 18.18% of the respondents stated that students' conflict normally spill over to the community around the school. Similarly, majority (57.57%) of the study respondents indicated that conflict strain the relationship between the school and the community, while a substantial (30.30%) of respondents also had the opinion that conflicts strain the relationship between the school and the community. Further, 51.51% of respondents believe normal interaction between the school and community is interfered with by learner conflicts, and a further 27.27% of respondents also opined that normal interaction is interfered with by learner conflicts.

However, 54.54% of the respondents believed that the community may assist the school in case of learner conflict, and another 24.24% also indicating that the community may assist the school in case of learner conflict. Lastly, majority (30.30%) of the study respondents indicated that outdoor interaction is very little between teachers and students during games after conflict.

The chiefs interviewed felt that development brought about by the schools assisted the community but in times of conflict development was interfered with hence affecting school community relations.

4.6 Discussions of the Finding

The first objective examined causes of student conflicts. First, it was established that student conflict is widespread in most secondary schools in the area. Strikes are the most common type of student conflict in the area, with significant occurrences of teacher defiance by many students. These particular student conflicts were found to be caused by student background, that is, home environment. Closely accompanying student background is the community where the students come from.The foregoing findings suggest that the home environment is a major contributor to student conflict in secondary schools in Vihiga Sub County.

The second objective assessed how conflict affects student- teacher relations. It was established that working relationship between teachers and students are not restored easily after conflicts, and students are hardly motivated to interact with teachers during the lessons after conflict. Similarly, there are no good outdoor interactions between teachers and students after conflicts e.g. during school games and other outings. This finding supports what Akala (2002) established, that students and teachers in schools affected by unrest find it difficult to restore working relationship after the student conflict or unrest. The emotional and psychological trauma that characterizes the aftermath of students' unrest strains further interaction amongst the people.

Rwamba (2000) also established that there is a positive link between discipline and good teacher - student relations, hence academic performance. However, reduced status and prestige in the eyes of the class to students done by some unskilled teachers often worsen the relationship between teachers and students. This often leads to deteriorated discipline, a strong recipe for student conflict.

Jones and Jones (2006) on the other hand laments that schools which have not fully adapted to students' non academic needs tend to be examination oriented hence implementation of the

curriculum which does not cater for holistic development of the student. In turn, teacher – student relationship is not enhanced. The most critical fact is that both parties are not looking at student development from the same view point, and the aftermath of student unrests further worsens the weak relationship between teachers and students.

The last objective assessed how student conflicts affect school-community relations. It was revealed that conflicts often strain the relationship between the school and the community, since such conflicts normally spill over to the community around the school. However, the community is always ready to assist the school in case of learners' conflict. Some studies have confirmed what has been revealed in this study. Kiboiny (2013), while studying dynamics of student unrest in Kenya's Higher education, found that open animosity between the university and the immediate community was evident during strikes. In several occasions, student conflict often spill over to neighbouring communities, resulting into destruction of property.

Equally, student conflicts have at times caused loss of human life, something which may traumatise the community for quite some time, according to Karanja and Bowen (2012). Kumwenda (2010), while studying the causes, effects and implications of pupil's riots found that schools lost their original image and reputation of being good schools after riots. This tainted the image of the school and could distort her relationship with the local community.

It is critical to observe from the findings that student conflict often result into bad relationship between the school and the community on one hand, and between teachers –student relationship outside school compound on the other hand. Equally, loss of property and (in extreme situations) loss of life could be outcome of such conflicts.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary of Findings

This study investigated the influence of students conflict on school and community relations in Vihiga Sub- County Kenya. Specific objectives were to establish the causes of student conflict, to assess how student conflicts affect academic performance, to determine how student conflicts affect student-teacher relations, and to establish how student conflicts affect school-community relations. Data was collected from primary sources through questionnaires and interview schedules. Organization and analysis of collected data was done using descriptive statistics and thematic analysis and presented in tables and diagrams, as well as statements which represent common themes extracted from interviewee remarks.

The first objective examined causes of student conflicts. First, it was established that student conflict is widespread in most secondary schools in the area. Strikes are the most common type of student conflict in the area, with significant occurrences of teacher defiance by many students. These particular student conflicts were found to be caused by student background, that is, home environment. Closely accompanying student background is the community where the students come from.

The second objective assessed how conflict affects student- teacher relations. It was established that working relationship between teachers and students are not restored easily after conflicts, and students are hardly motivated to interact with teachers during the lessons afterconflict. Similarly, there are no good outdoor interactions between teachers and students after conflicts e.g. during school games and other outings. However, most teachers are not trained to manage conflict as opposed to use of corporal punishment.

The last objective assessed how student conflicts affect school-community relations. It was revealed that conflicts often strain the relationship between the school and the community, since such conflicts normally spill over to the community around the school. However, the community is always ready to assist the school in case of learners'conflict.

5.2 Conclusions

In investigating how student conflicts influence school and community relations, the study was able to draw the following conclusions: Most secondary schools normally face student distances in the form of strikes. Such conflicts by students are caused by the background of individual student as well as the community from which the student come.

Student conflicts normally affect academic performance of learners. One way in which conflicts affect academic programmes is when it (conflicts) result into damages of books or school desks. A common consequence of conflict is that it may lead to closure of the affected school, and this may cause some learners to drop out of school.

Student conflicts affect student - teacher relations and working relationship between teachers and students are not restored easily after conflicts. In spite of this, most teachers are also not trained to manage conflict as opposed to use of corporal punishment.

Finally, conflicts strain the relationship between the school and the community, since such conflicts normally spill over to the community around the school, although the community is always ready to assist the school in case of learners' conflicts.

5.3 Recommendations

For student conflicts to be reduced for the purpose of ensuring good school and community relations, the study offers the following recommendations: Since most of the disturbing behaviours by students are influenced by home environments, the study recommends that parents should be sensitised on the need to offer counselling and guidance to their children. Home environment should also offer good role model to children at all times.

Similarly, since damage to important learning and reading materials has the potential of affecting academic programmes, management of schools should ensure that safe storage is provided to essential properties to avoid such damages in case of conflicts.

Further, given that most teachers are not trained to managing student indiscipline without use of corporal punishment, the Government should offer more training in counselling and guidance as a remedy for discipline management.

Finally, since student conflicts often spill over to the community, and the community is always ready to assist the school during incidences of student conflicts, the researcher recommends that secondary school managements should involve the community in the management of schools.

5.4 Recommendations for Further Research

To provide further scholarly knowledge in the field of student confliction school and community relations, further studies should be done in the following areas the effect of student background on school conflicts and school-community relations, the effectiveness of corporal punishment-free teacher discipline management on school conflicts and school-community relations and the role of community participation on school conflicts and school-community relations.

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APPENDIX 1

LETTER OF INTRODUCTION:

I am a student of Master of Arts in peace education of the University of Nairobi. I am conducting a research on the influence of student conflict on school and community relations in Vihiga Sub-county, Kenya. This is an academic and confidential exercise which requires your input to enable me complete. Your response will be accorded confidentiality hence do not write your name or the name of your school on the instrument.

Thank you

Consolata Atieno
Reg. No.
L51/75287/2012

APPENDIX 2
QUESTIONNAIRE FOR THE PRINCIPALS AND DEPUTY PRINCIPALS

This research is meant for academic purposes. Kindly provide answers to the questions as honestly and precisely as possible.

PART A: Background information.

1. Gender

Male ( ) Female ( )

2. Your approximate age

a) 20 - 30 ( ) b) 30 – 40 ( ) c) 40 – 50 ( ) d) Above 50 years

3. The type of your school?

a) National ( )
b) County ( )
c) District ( )

4. Number of streams in your school

a) Single streamed ( )
b) Double streamed ( )
c) Triple streamed ( )
d) Four streamed ( )
e) Above four streamed.

5. School type

a) Girls ( )
b) Boys ( )
c) Mixed ( )
d) day/boarding/mixed day and boarding ( )

6. Teaching experience in years?

a) 0 – 5 ( ) b) 6 – 10 ( ) c) 11 – 15 ( ) d) 16 – 20 ( ) e) above 20 ( )

7. How long have you been in this school?

A) 0 – 5 ( ) B) 6 – 10 ( ) c) 10 – 15 ( ) d) Above 15 ( ) years

8. What is your highest professional qualification?

a) Masters (M Ed, MA etc) ( )
b) Degree ( )
c) Diploma ( )
d) Any other, specify. ( )

9. For how long have you been a head teacher?
a) 0-5 ( ) b) 6-10 ( ) c) 11-15( ) d) above 16 ( )

PART B: Causes of students conflicts

11. Have you experienced conflict in your school?
a) Yes ( ) b) No ( ).

12. What kind of student conflicts do you frequently experience in your school? (E.g. Strikes, riots, protests, defiance of teachers, walkouts)……..

If yes, what was the cause and how long did it take. Explain----------
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---

12. In your opinion, to what extent is student conflict caused by the student's background/ parenting/ academic ability?
a) Great extent ( ) b) some extent ( ) c) little extent ( ) d) Not at all ( )
Please explain----------
---

13. To what extent is student conflict a manifestation of problems in the community?
a) Great extent ( ) b) some extent ( ) c) little extent ( ) d) Not at all ( )

14. Please explain----------
---

15. Could the school administration be part of the cause of student conflict? Yes……no……

16. Please explain.----------
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17. Give Any other causes of conflicts in your school?----------
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PART C: Students conflict and academic performance

18. To what extent do you agree that conflict affect the student's academic performance?
a) Great extent ( ) b) some extent ( ) c) little extent ( ) d) Not at all ( )

19. Does the conflict lead to the destruction of learning materials? YES……NO
Please identify the learning material
destroyed……
……

20. Was the course outline/syllabus {in different subjects} in your school completed during last year before examinations? Yes ( ) No ( ).

21. In your opinion, how was the academic performance of the students after the conflict?
a) Good ( ) b) Average ( ) c) Fair ( ) d) Bad ( )

22. In your opinion, after the conflict, what is the motivation level of the students?
a) Very high ( ) b) High ( )
d) Very low ( ) c) Low ( )

23. To what extent do you agree that conflict affects academic programmes due to damage of the following school properties?

	Great extent	Some extent	Little extent	Not at all
a)Books				
b)Classrooms				
c)Laboratory				
d)Dormitories				
e)Kitchen				
f)Food store				
g)Desks				

	24. To what extent do you agree with the following statements in relation to student conflicts **KEY: N= none at all, VL=very little extent, NS=not sure S = some extent, G = great extent**					
Statement		**N**	**VL**	**NS**	**S**	**G**
a)	the conflicts lead to drop out of some students from the school					
b)	the conflicts leads to more students admission to the school					
c)	There are times when the school is forced to close due to conflicts					

PART D: Student Conflict and Teacher student relation

	25. To what extent do you agree with the following statements in relation to teacher student relations **KEY: N= none at all, VL=very little extent, NS=not sure S = some extent, G = great extent**					
Statement		**N**	**VL**	**NS**	**S**	**G**
a)	the working relationship between teachers and students are restored easily after conflicts					
b)	the students are motivated to interact with teachers during the lessons afterconflict					
c)	the teachers are trained to manage conflict as opposed to use of corporal punishment					
d)	the number of students in class is manageable					
e)	there outdoor interaction between teachers and students e.g. games					

PART E: Student Conflict and community Relations

	26. To what extent do you agree with the following statements about the influence of learners conflict on community setup **KEY: N= none at all, VL=very little extent, NS=not sure S = some extent, G = great extent**					
Statement		**N**	**VL**	**NS**	**S**	**G**
a)	the conflicts spill to the community around the school					
b)	The conflicts strain the relationship between the school and the community					
c)	normal interaction between the school and community is interfered with by learners conflicts					
d)	the community may assist the school in case of learners conflict					

Questionnaire for the Student Council Leaders

This research is meant for academic purposes. Kindly provide answers to the questions as honestly and precisely as possible.

PART A: Background information.

3. Gender

Male ( ) Female ( )

4. Your approximate age

_____

3. The type of your school?
   d) National ( )
   e) County ( )
   f) District ( )
4. Number of streams in your school
   f) Single streamed ( )
   g) Double streamed ( )
   h) Triple streamed ( )
   i) Four streamed ( )
   j) Above four streamed.
5. School type
   e) Girls ( )
   f) Boys ( )
   g) Mixed ( )
   h) day/boarding/mixed day and boarding ( )
6. How long have you been in this school?

A) 0 – 5 ( ) B) 6 – 10 ( ) c) 10 – 15 ( ) d) Above 15 ( ) years

PART B.

Causes of students conflicts

11. Have you experienced conflict in your school?

a) Yes ( ) b) No ( ).

12. What kind of student conflicts do you frequently experience in your school? (E.g. Strikes, riots, protests, defiance of teachers, walkouts)……..

If yes, what was the cause and how long did it take. Explain----------
---

---

12. In your opinion, to what extent is student conflict caused by the student's background/ parenting/ academic ability?

a) Great extent ( ) b) some extent ( ) c) little extent ( ) d) Not at all ( )

Please explain----------
---

13. To what extent is student conflict a manifestation of problems in the community?

a) Great extent ( ) b) some extent ( ) c) little extent ( ) d) Not at all ( )

14. Please explain----------
---

15. Could the school administration be part of the cause of student conflict? Yes……no……

16. Please explain.----------
---

17. Give any other causes of conflicts in your school? ----------
---
-------- ----------

PART C: Students conflict and academic performance.

18. To what extent do you agree that conflict affect the student's academic performance?
a) Great extent ( ) b) some extent ( ) c) little extent ( ) d) Not at all ( )

19. Does the conflict lead to the destruction of learning materials? YES……NO
Please identify the learning material
destroyed……
……

20. Was the course outline/syllabus {in different subjects} in your school completed during last year before examinations? Yes ( ) No ( ).

21. In your opinion, how was the academic performance of the students after the conflict?
a) Good ( ) b) Average ( ) c) Fair ( ) d) Bad ( )

22. In your opinion, after the conflict, what is the motivation level of the students?
a) Very high ( ) b) High ( )
d) Very low ( ) c) Low ( )

23. To what extent do you agree that conflict affects academic programmes due to damage of the following school properties?

	Great extent	Some extent	Little extent	Not at all
a)Books				
b)Classrooms				
c)Laboratory				
d)Dormitories				
e)Kitchen				
f)Food store				
g)Desks				

PART D

	24. To what extent do you agree with the following statements in relation to student conflicts **KEY: N= none at all, VL=very little extent, NS=not sure S = some extent, G = great extent**

	Statement	**N**	**VL**	**NS**	**S**	**G**
d)	the conflicts lead to drop out of some students from the school					
e)	the conflicts leads to more students admission to the school					
f)	There are times when the school is forced to close due to conflicts					

Teacher student relation

	25. To what extent do you agree with the following statements in relation to teacher student relations **KEY: N= none at all, VL=very little extent, NS=not sure S = some extent, G = great extent**

	Statement	**N**	**VL**	**NS**	**S**	**G**
f)	the working relationship between teachers and students are restored easily after conflicts					
g)	the students are motivated to interact with teachers during the lessons afterconflict					
h)	the teachers are trained to manage conflict as opposed to use of corporal punishment					
i)	the number of students in class is manageable					
j)	there outdoor interaction between teachers and students e.g. games					

PART E

Influence of learners conflicts on community setup.

	26. To what extent do you agree with the following statements about the influence of learners conflict on community setup **KEY: N= none at all, VL=very little extent, NS=not sure S = some extent, G = great extent**

	Statement	**N**	**VL**	**NS**	**S**	**G**
e)	the conflicts spill to the community around the school					
f)	The conflicts strain the relationship between the school and the community					
g)	normal interaction between the school and community is interfered with by learners conflicts					
h)	the community may assist the school in case of learners conflict					

APPENDIX 3
INTERVIEW SCHEDULE FOR THE CHIEF.

1. In times of a conflict what is the relationship between the school and the community?
2. Are the conflicts in the school a manifestation of the community?
3. Have you ever dealt with students in cases of indiscipline?
4. Are there role models in the community for students?
5. How does the school influence development in your area?
6. Are you a member of any Board of Management of any school in the location?
7. What are some of your contributions to the development of the school?

APPENDIX 4
INTERVIEW SCHEDULE WITH STUDENTS COUNCIL

This research is meant for academic purposes. Kindly feel free to answer the questions.

Part A: Causes of conflicts

1. What are the causes of conflicts in your school?

Part B: Conflicts and academic performance

2. Howdo the conflicts affect learner's academic performance?

Part C: Teacher student relation

3. How is the selection of the school prefects carried out in your school?

4. How is the interaction between teachers and students?

5. How do students conflict affect teacher students relations

Part D: Influence of learners conflict on community set-up

6. Does the conflict spill to the community?

7. What are the effects of the conflicts to your relationship with the community?

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Uhuru Highway
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NAIROBI-KENYA

Ref: No.

Date:

11th December, 2014

NACOSTI/P/14/5229/4375

Consolata Atieno Omondi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research ***"The influence of students disturbances on school and community relations in Vihiga Sub-County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Vihiga County** for a period ending **31st August, 2015.**

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

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

DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Vihiga County.

The County Director of Education
Vihiga County.