

**APPLICATION OF SCHOOL CONFLICT RESOLUTION PROCEDURES IN
THE MANAGEMENT OF STUDENT DISCIPLINE IN SECONDARY
SCHOOLS IN BOMET COUNTY, KENYA**

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**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF DEGREE OF MASTER
OF PHILOSOPHY IN EDUCATIONAL
ADMINISTRATION**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND
POLICY STUDIES
SCHOOL OF EDUCATION**

**MOI UNIVERSITY
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NOVEMBER 2015

DECLARATION

Declaration by the candidate

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ABSTRACT

Conflicts arise from unresolved disputes, consisting of actions that the students take to express their feelings, articulate their perceptions and have their emotional needs met. The purpose of this study was to investigate the application of conflict resolution procedures on the management of student discipline in secondary schools in Kenya. The broad objective of the study was to determine procedures applied in resolving conflicts in secondary schools in Bomet County. The hypotheses of the study were aimed at testing whether conflict resolution procedures have influence on the student discipline in secondary schools. The significance of this study was pegged on the fact that conflicts are a natural part of life and therefore a natural part of school life. Teachers can intervene successfully to prevent conflicts from escalating into violent acts by providing students with the knowledge and skills needed to settle disputes peacefully. This study was guided by Rational-Emotive Behavior Theory (REBT) advanced by Froggatt in 2005. Rational-Emotive Behavior Theory proposes that human emotions and behaviors are the results of what people think, assume, or beliefs about themselves, other people, and the world in general. The study adopted descriptive survey design and the area of study was Bomet County. A combination of stratified, random, and purposive sampling was used to determine the sample size for adequate representation. The sample used consisted of 6 full boarding schools, 3 boarding-day schools and 13 full-day schools, a total of 22 secondary schools. The target population comprised of secondary school head teachers, their deputies, guidance and counseling teachers, and school head prefects. Questionnaires, interview guides and document analysis was used to collect data. The content validity of the research instrument was certified by the supervisors and experienced instructors in the school of Education, Moi University. Test-retest reliability was assessed by administering the same measures to the same respondents under as nearly the same conditions through a pilot study in two boarding schools in Sotik sub-county where it was not used in the study. The study adopted both qualitative and quantitative data analysis techniques. Qualitative data analysis techniques was used to achieve in-depth understanding, interpretation of set of items obtained from interview and document analysis, and making generalizations that cover the consistencies the researcher discerned in the data. In quantitative data analysis, the data collected was be organized in tabular form and presented in tables of frequencies and percentage distribution of the responses of respondents and summarized using descriptive and inferential statistics specifically using chi-square(χ^2). The findings from the research would assist the ministry of education and specifically the Kenya Institute of Curriculum Development (KICD) to develop curriculum that can be used to enhance the capacity of the administrators, the teachers, and the students in handling conflicts in schools.

ACKNOWLEDGEMENTS

First I wish to thank the almighty God for life; good health and the strength which has enabled me pursue the dream of my life. I also wish to thank Moi University for granting me the opportunity to study Masters Degree. I wish to most sincerely thank all the lecturers on the school of Education, Department of Educational Management and Policy for the support, advice and encouragement during my studies. I want to extend my acknowledgement to my dedicated supervisors Dr. Kiprop Catherine and Dr. Kyalo Wambua whose scholarly advice and encouragement hastened and made the writing of this thesis to be accomplished. Special thanks also go to my dear parents Koskei and Ann Koskei, wife Justina, and my children Davis, Faith, Enock and Mark who urged and inspired me through encouragement during my studies.

I wish to extend my great thanks to my colleagues Mutai Daniel, Ruto Paul, Hellen Mutai, Kemei John, and friends Langat Wesley and Kirui Isaiah for giving me a lot of encouragement during the period of undertaking my course work and writing of this thesis.

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LIST OF ABBREVIATIONS

CQASO	County Quality Assurance Officer
MOEST	Ministry of Education, Science and Technology
ERIC	Educational Resource Information Centre
KCSE	Kenya Certificate of Secondary Examination
IPAR	Institute of Policy Analysis Research
KICD	Kenya Institute of Curriculum Development
NCST	National Council for Science and Technology

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presented an overview on the background to the study, statement of the problem, purpose of the study, research objectives, research questions, research hypotheses, and justification of the study, significance of the study, assumption of the study, scope of the study, limitations of the study, theoretical framework, conceptual framework, and definition of the operational terms.

1.2 Background to the Study

The government of Kenya is implementing programs in pursuit of the attainment of Education for All by 2015 in line with the International Community's commitments and obligations as agreed in Jomtien, Thailand in 1990 and reaffirmed in Dakar, Senegal in 2000. Education goals are not always clear, but the end result usually is: schools are expected to exercise strong control over young people to guarantee that social order is maintained. This educational "facts of life" is demonstrated almost daily in schools where parents, other teachers, administrators, and often students hold in high esteem those teachers who "keep the kids in line". By contrast, the inability to "control" the students typically viewed as a serious flaw in a teacher's professional performance, and is in fact often seen as a ground for dismissal (Daresh and Playko, 1995). Therefore, teachers are charged with the responsibility of becoming responsible for management of precious and energetic students who are our pride and joy in a learning environment. Students are filled with excitement and a burning desire to learn. The more enthusiastic the teacher is

the greater is the likelihood that the number of interactions will increase. However, while enthusiasm and interaction can promote learning, if not carefully managed, they can also sabotage and ultimately destroy the fragile balance between them. This caused students to move from productive to non-productive behaviors (Orlich, 1994).

In the process of growing up, many young people globally are faced with numerous social problems. The need to explore and understand oneself increases during adolescence and early adulthood. This is also the period when young people are preoccupied with issues of sexuality, experiment with drugs and at times have trouble with authority (MOEST, 2001). In essence, schools are places where students interact with one another, their teachers, and educational administrators. Negative interactions may lead to learning problems because students who spend time arguing and fighting have little time or energy for academic pursuits. It seems logical that if negative social behaviors of students are reduced and replaced by positive ones, academic achievement would be enhanced. Educators searching for a way to reduce negative interactions and increase positive ones are finding that school conflict management and mediation programs can provide a structure for students to acquire positive interaction skills (Van and Stern, 1991).

According to Bailey (2001), teachers who practice conscious discipline create a positive school climate called “school family” and learn specific ways to transform conflict into opportunities that teach social-emotional life skills. The “school family” becomes the internal motivational system where students feel cared for in a safe environment of unconditional acceptance and where they experience the pleasure of helping others.

Conflict occurs in several forms in an organization, including intrapersonal, interpersonal, and intergroup conflict. This study was confined to interpersonal conflicts. Renwick, (1975), reported that disagreements originating from substantive factors such as differences in knowledge or factual material were more likely to be openly acknowledged and confronted than affective conflicts that had their sources in personality or attitude differences. Phillips and Cheston (1979) also found problem solving to be used more in conflicts caused by communication failures and structural factors such as conflicting objectives, than in conflicts resulting from incompatible personal goals or values.

School conflicts among students and between students and teachers arising due to discipline problems has been, over time, an issue of concern for educators, policy-makers and the public opinion in general. Conflict arises from a discord of needs, drives, wishes, and/or demands. Conflict in and of itself is not positive or negative. Rather, it is the response to conflict that transforms it into either a competitive, destructive experience or a constructive challenge offering the opportunity for growth. Since conflict is an inevitable part of life, learning how to respond to it constructively is essential. Over a long time students have been expected to follow the rules or live with the consequences, Corporal Punishment has been the most commonly used form of punishment in schools. But, alternatives that leads to long term changes in attitudes and behavior are needed.

In order to achieve a proper and useful scheme of discipline a little bit of both freedom and rules is required. The issue has long been debated and has featured repeatedly on schools as well as on national agendas both in Kenya and in other countries across the world. The quality and consistency of interpersonal interactions within the school community influences children's cognitive, social and psychological development (Haynes, Emmons, and Comer 1994). Therefore, the Government of Kenya (GoK) is currently implementing several measures aimed managing students and curbing the various cases of indiscipline in learning institutions particularly the use of guidance and counseling units in all secondary schools. It also encourages teacher-student and student administration dialogue either by introducing "student parliament" sessions or open forums. Such forums can help to monitor trends in student behavior and put in place the processes for conflict aversion and resolution.

However, despite the emphasis on democracy in the modern world, schools administrators have remained autocratic in the way they manage their institutions. Students hardly have the opportunity to express themselves; consequently, they are always looking for ways of releasing stress generated through continuous oppression in schools that abhor dialogue (IPAR, 2008). Fadhili (2005) noted that most students and teachers attribute indiscipline to lack of dialogue between the administrators and the students. Student's undesired behavior was considered one of the most arraying issues to teachers in general and preventing such behaviors was difficult job for teachers. When teacher's efforts fail to stop the unaccepted student's behavior, he or she would be in need of proactive strategies and strategic procedures to stop such behaviors. Mc Ginnis, Frederick, and Edward,

(1995) argued that proactive process focus on fostering student involvement and cooperation in decision making, setting ground rules, and problem solving to establish a proactive learning environment. School administration, therefore, should meet students and dialogue with them to discuss conflict matters, rules and regulations as well as issues that affect them on regular basis and on the best approach to use during such challenging encounter. During admission process students should be made aware of the implications before signing that they will obey rules and regulations (Kindiki, 2009).

However, despite the current and earlier interventions there has been and are still many challenges facing education sector in its efforts to provide quality education for all. This has been witnessed in part of the country where numerous strikes have occurred in schools and educational institutions causing concern. Some have been tragic resulting in the loss of human life. This was witnessed in 2001 in Kyanguli tragedy when 68 students were burnt to death and scores injured after their dormitory was set on fire.

Several reasons have been advanced by different stakeholders as the underlying root causes. Same to strikes that occurred in 2008 were attributed to the post election violence that affected the Kenya that year (Mathiu, 2008).

In appreciating the importance of management in education, Olembo, Wanga and Karagu, (1992), essentially, provided awareness of the skills, values, and knowledge required for competent and professional management of schools in Kenya. They did not however spell conflict resolution mechanisms applied by the bodies that are entrusted

with the administrative tasks of the student and staff personnel. Conflict resolution is one of the important aspects in solving most of the problems in organizations in the world today and Kenya is not an exception.

1.3 Statement of the Problem

Students face conflicts in the school over painful experience like physical torture, emotional stress, extra burden of homework, ignorance, insult in front of others, disputes over clothing, and other possessions. Lack of safe and more caring school environment that would nurture relationship among students and between teachers and students had at times resulted in unrests and indiscipline in secondary schools as reported in a Ministry of Education Report on Student Discipline and Unrest in Secondary Schools (MOEST 2001). It was recommended that teachers adopt ways of dealing with depressed and problem students and to avoid use of corporal punishment.

A previous empirical study by Onsarigo (2007) had sought to determine factors influencing conflicts in institutions of higher learning. The study established that, it is better to expose and resolve conflict before they damage people's relationships or even before they degenerate into violence which undermines institutional stability and performance. The study concluded that social conflicts in educational institutions demand moral authority and leadership integrity to resolve them. If not resolved, they can have a destabilizing effect on institutional performance in all learning processes. Another study by Ronoh and Kyalo (2009) on safety awareness and preparedness in secondary schools in Kenya recommended the students to be inducted on how to solve conflicts among

themselves so that they can actively participate in matters relating to schools' safety. They suggested the schools, with the help of Kenya Education Staff Institute, to facilitate training of staff and students on how to prevent violence as part of their curriculum e.g. be trained on how to gather and use intelligence. According to Kindiki (2009), there is a glaring gap in communication, especially communication on discipline issues and implementation of rules and regulations, in secondary schools in Kenya.

From the above backdrop, it is clear that the process of conflict resolution has not been well addressed hence the rampant cases of indiscipline. In particular, this study intended to establish and analyze the application of conflict resolution procedures in secondary schools in the management of student discipline.

1.4 Purpose of the Study

The purpose of this study was to investigate the application of conflict resolution procedures on the management of student discipline in secondary schools in Kenya.

1.5 Research Objectives

The broad objective of the study was to determine procedures applied in resolving conflicts within secondary schools in Bomet County. Besides, the study sought to achieve the following specific objectives:

- i) To investigate the types of conflicts in secondary schools in Bomet County.
- ii) To identify causes of conflicts in secondary schools in Bomet County.
- iii) To identify conflict resolution procedures used in secondary schools in Bomet County.

- iv) To establish the effects of conflict resolution procedures used on students' discipline in secondary schools in Bomet County.
- v) To investigate the relationship between conflict resolution procedures and students' discipline in secondary schools in Bomet County.

1.6 Research Questions

The research questions of this research were:

- i) What were the types of conflicts in secondary schools in Bomet County?
- ii) What were the causes of conflicts in secondary schools in Bomet County?
- iii) What conflict resolution procedures were used on the management of students' discipline in secondary schools in Bomet County?
- iv) What were the effects of conflict resolution procedures used on the management of students' discipline in secondary schools in Bomet County?

1.7 Research Hypothesis

The hypotheses of the study were aimed at testing whether conflict resolution procedures had influence on the student discipline in secondary schools. The following hypotheses were tested in null forms that:

- Ho₁- There is no significant relationship between negotiation and the use of disciplinary actions.
- Ho₂- There is no significant relationship between mediation and the management of students' behaviour
- Ho₃- There is no significant relationship between arbitration and the teachers' involvement in students' conflict.

1.8 Justification of the Study

This study is very valuable to the management of both private and public secondary schools since, it sought to provide vital information about conflict resolution in schools. Disruptive behavior is a concern to schools, parents, and students, whose education may be adversely affected. Therefore, it could not be ignored and schools must tailor a well understood sound behavior and discipline policy in the school. This in turn, would help the school management to determine suitable ways in dealing with conflict in educational sector. The study would also be important to the management of organizations and government ministries especially the ministry of education, science and technology in their bid to deal with conflict in schools and improve the education standards in the country. The study would assist the ministry of education and specifically the Kenya Institute of Curriculum Development to develop curriculum that can be used to enhance the capacity of the administrators, the teachers, and the students in handling conflicts in schools. This would help to reduce school conflicts. The study was worthy because it addressed the causes of school conflicts and was able not only to propose solution to improve stability in the secondary schools but also in other private and public educational institutions in Kenya prone to all sorts of conflicts.

1.9 Significance of the Study

Teachers could intervene successfully to prevent conflicts from escalating into violent acts by providing students with the knowledge and skills needed to settle disputes peacefully. When students learnt to resolve their own conflicts, the atmosphere at school would be more pleasant for everyone and this could help bring about significant

reduction in suspension, disciplinary referrals, academic disruptions, playground fights, and even family and sibling disputes. The essence of such conflict resolution is how the school administration and the teachers, as leaders in education, communicate with the students and relaying their thoughts. The study was, therefore, aimed at identifying factors helping or hindering application of school conflict resolution programs in secondary schools, which in turn might affect the level of student discipline in the school, as the level of student discipline tells a lot about a school and affects the confidence and perceptions of parents and the whole community.

It was hoped that the findings of this study would help the school administrators, education officers, and the ministry of education as a whole, to come up with remedial measures of positive strategies, program or curricular modifications, supplementary aids and supports in private and public secondary schools so as to reduce incidences of students' disruptive behaviors or indiscipline. The study could also act as a source of information for further studies on issues related to school conflict resolution procedures and student discipline facing other stakeholders in education sector.

1.10 Assumption of the Study

The study had the following assumptions:

- i) School had well formulated conflict resolution programs
- ii) Proper records of all cases of student discipline were kept.
- iii) Teachers and principals were largely supportive of conflict resolution programming in their schools
- iv) The respondents would provide information honestly and accurately.

1.11 Scope of the Study

This study was restricted to Bomet County. The study involved students, teachers, and head teachers from the County. The County Director of Education was also consulted to provide information that was pertinent to this study. The study investigated the application conflict resolution procedures in secondary schools and whether the conflict resolution procedures used in the school could help improve student discipline in secondary schools.

1.12 Limitations of the Study

The study focused on secondary schools in Bomet County. The following were limitations of the study:

- i) The respondents might have feared victimization for giving detailed information. Some respondents might not have been unwilling to express their feelings about social life skills.
- (ii) This study was limited to one county. Therefore, for generalization more research should be carried out in more counties.

1.13 Theoretical Framework

This study was guided by Rational-Emotive Behavior Theory (REBT) advanced by Froggatt in 2005. The Rational-Emotive Behavior theory proposes that human emotions and behaviors are the results of what people think, assume, or beliefs about themselves, other people, and the world in general. It is what people believe about situations they face – not the situations themselves – that determines how they feel and behave.

Rational-Emotive Behavior Theory also argues that a combination of biological, psychological, and social factors are involved in the way humans feel and behave. However, change can occur at different levels. At a superficial level you can feel better by altering your body chemistry; by changing the situation; or by changing your inferences about the situation. For a person to go beyond feeling better to actually get better – that is, to achieve fundamental and lasting change – involves modifying the underlying core beliefs that create difficulties for them in a range of situations.

Rational-Emotive Behavior Theory therapists accept that superficial change may sometimes be the more realistic option for some clients, but aim for fundamental change wherever possible. People are not dysfunctional by things, but by their view of things. It is people's own repetition early indoctrinated irrational thoughts that keep dysfunctional attitudes alive and operative with them (Dryden and Ellis, in Corey 1991). Rational-Emotive Behavior Theory points out, that human beings frequently develop problems about their problems. By creating these 'secondary' problems, they complicate their emotional and behavioral difficulties. Froggatt (2005) noted that people with anger problems may down themselves because they have trouble controlling their rage. Sufferers of chronic anxiety frequently get anxious about getting anxious (the 'fear of fear'). Clients in therapy may become despondent because they are not overcoming their problems as quickly as they think they 'should' be able to. Sometimes, for therapy to be effective, the secondary disturbance needs to be addressed before the primary problem becomes accessible to change.

Rational-Emotive Behavior Theory suggests that global evaluation of the 'self' will often lead to emotional disturbance. This is referred to as 'ego disturbance' – a concept that exists (in various forms) in probably most other therapeutic orientations, under such terms as 'low self-esteem', 'poor self-image' and the like, that might lead to other problems such as avoidance of situations where failure, disapproval, etc. might occur; looking to other people for acceptance; and unassertive behavior through fear of what others may think.

Rational-Emotive Behavior Theory, however, uniquely argues that there is another type of disturbance of equal or even greater significance: 'discomfort disturbance', usually referred to as 'low discomfort-tolerance' (LDT), or 'low frustration-tolerance' (LFT). This concept explains why people may overreact to unpleasant life experiences, to frustration, and to their own bad feelings; or will sabotage their therapy because they consciously or subconsciously perceive it as 'too hard'.

The assumption is that Rational-Emotive Behavior Theory leaves clients at the completion of therapy with freedom to choose their emotions, behaviors and lifestyle and with a method of self observation and personal change that will help them maintain their gains. The therapists therefore, are supposed to encourage clients to change the way they evaluate themselves and the world (Corey, 1991).

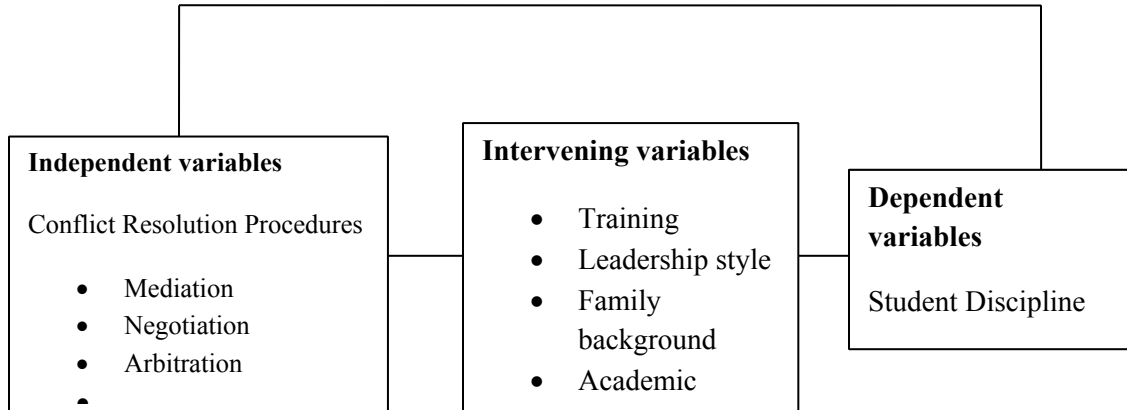
In this study, the researcher based the research on the Rational-Emotive Behavior Theory to show that students could be indiscipline because of negative attitudes towards the approaches teachers and administrators to resolve conflicts in class or school. The theory also uses a range of cognitive, emotive and behavioral strategies. This involves analyses

of specific episodes to teach the client how to uncover and dispute irrational beliefs about themselves or others in their school environment. This is especially useful with resistant beliefs which the client finds hard to give up. The therapist is also useful especially when students see that even negative events almost always have a positive side to them. From the theory it can be argued that students could be indisciplined because of negative attitudes that they might be holding on the way conflicts are resolved in class or school. They could be negative interaction and poor communication because they irrationally believe that they do not have the ability to their differences without the interference of the teacher or administration. These beliefs therefore, can be disputed by to change these irrational beliefs, hence capable of resolving conflict amicably which may lead to improved discipline in the school.

1.14 Conceptual Framework

The key aspect of successful conflict resolution is the institutionalization of conflict resolution strategies so that it permeates key decisions and actions in a manner consistent with school rules and regulations. The procedures established within a school are influential in determining students' attitude, approach, and response to conflict. Interventions through non punitive such as mediation, arbitration and negotiation are measures used to correct students' behavior itemized as independent variables. These interventions leads to improved discipline through positive interactions, increased sense of competence, responsibility and accountability, and enhance social and emotional skill development. Individuals replace negative cognitions, emotions, and behaviors with

positive thoughts, feelings, and actions these are itemized as dependent variables. The conceptual framework the researcher were use to guide this inquiry is as follows;

Figure 1.1: Conceptual Framework

Source: Researcher's model

1.15 Definitions of Key Terms

For the purpose of this study, the following definitions are used.

Conflict: An expressed struggle between at least two individuals who perceive themselves as having incompatible goals, view resources as being scarce, and regard each other as interfering with the achievement of their own goals; a controversy or disagreement; coming into opposition with another individual or group.

Resolution: A course of action agreed upon to solve a problem.

Conflict resolution: A spectrum of processes that all utilize communication skills and creative thinking to develop voluntary solutions that are acceptable to those individuals in a dispute.

Conflict Resolution Skills. Skills needed to identify and deal with conflicts peacefully.

- Attitude.** A relatively enduring belief around a situation predisposing one to respond in some preferential manner.
- Confrontation.** A physical or verbal attack used when faced with conflict.
- Arbitration:** Intervention into a dispute by an independent third party who has an authority to collect information, listens to both sides, and makes a decision as to how the conflict should be settled.
- Avoidance:** The practice of non engagement.
- Basic needs:** Needs that underlie all human behavior, such as survival, self-esteem, belonging, self-actualization, power, freedom, and fun.
- Collaboration:** Working with the other to seek solutions that completely satisfy both individuals in a conflict.
- Common interests:** Needs and/or interests that are held jointly by the individuals in a negotiation.
- Community:** A social group having common interests, identity, and customs.
- Competition:** A strategy in which one pursues the satisfaction of his/her own interests at the expense of others.
- Compromise:** Seeking an expedient settlement that only partially satisfies both people.
- Consensus:** An agreement reached by identifying the interests of all concerned individuals and then building an integrative solution that maximizes satisfaction of as many of the interests as possible; a synthesis and blending of solutions.

Cooperation:	Associating for mutual benefit; working toward a common end or purpose.
Disputants:	those who are engaged in a disagreement or conflict.
Escalate:	To engage in actions that increase the intensity of a conflict.
Hidden interest:	A basic need or want that is not immediately evident in a conflict situation, but that must be recognized and addressed before meaningful dialogue can occur.
Interest:	A substantive, procedural, or psychological need of a party in a conflict situation; the aspect of something that makes it significant.
Mediation:	Intervention in a dispute by an impartial third party who can assist the disputants in negotiating an acceptable settlement.
Negotiation:	An interaction between two or more individuals who have an actual or perceived conflict of interest.
Option:	An alternative course of action; a possible solution that may satisfy the interests of a party to a dispute.
Peace:	A process of responding to diversity and conflict with tolerance, imagination, and flexibility; fully exercising one's responsibilities to ensure that all fully enjoy human rights.
Trust:	To have confidence in or feel sure of; faith.
Value:	A principle, standard, or quality considered worthwhile or desirable.
Violence:	Psychological or physical force exerted for the purpose of injuring, damaging, or abusing people or property.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looks at the literature that is related to school conflict management and discipline. The review of the literature in this chapter was undertaken under the following subheadings; the concept of conflicts, types of school conflicts, causes of conflicts in the school, conflict resolution procedures. The chapter also looked at the role of head teacher in conflict resolution and examined the importance of conflict resolution. The lastly, the chapter gives the summary of the literature reviewed.

2.2 The Concept of Conflicts

Real life is full of situations in which people intentionally or unintentionally pursue their own interest at the expense of others, leading to conflict or competition.

Owing to the natural human development process, students become more sensitive and self-conscious about their physical changes and also experience emotional disturbances (Wambua and Khamasi, 2004).

According to Deutsch, (1973), Conflict exists whenever incompatible activities occur. Conflict can be as small as a disagreement or as large as a war. An activity that is incompatible with another is one that prevents, blocks, or interferes with the occurrence or effectiveness of the second activity. It can originate in one person, between two or more people, or between two or more groups. Conflict may be viewed as occurring along cognitive (perception), emotional (feeling), and behavioral (action) dimensions. This

three-dimensional perspective indicates the complexities of conflict and why a conflict sometimes seems to proceed in contradictory directions (Mayer, 2001).

As a set of perceptions, conflict is a belief or understanding that one's own needs, interests, wants, or values are incompatible with someone else's. Conflict also involves an emotional reaction to a situation or interaction that signals a disagreement of some kind. The emotions felt might be fear, sadness, bitterness, anger, or hopelessness, or some amalgam of these. And in conflicts, it does not take two to tango. Often a conflict exists because one person feels in conflict with another, even though such feelings go unnoticed or even known to the other person. The behavioral component may be minimal, but the conflict is still very real to the person experiencing the feelings. Conflict also consists of the actions that we take to express our feelings, articulate our perceptions, and get our needs met in a way that has the potential for interfering with someone else's ability to get his or her needs met.

According to Kirkwood (2002), various types of conflict that exist in organizations include data conflicts, structural conflicts, relationship conflicts, and interest conflicts. Conflicts can lead to disputes, grievances, lawsuits, complaints, strikes, and disciplinary actions. Conflict can occur at a number of levels of human functioning. Conflict in your head between opposing motives or ideas is shown by your "internal dialogue" and is at the intrapersonal level. Beyond that, the primary concern here is with social conflict, that is, conflict between people whether they are acting as individuals, as members of groups, or as representatives of organizations or nations. Interpersonal conflict occurs when two people have incompatible needs, goals, or approaches in their relationship.

This conflict behavior may involve a direct attempt to make something happen at someone else's expense. It may be an exercise of power. It may be violent. Conversely, this behavior may be conciliatory, constructive, and friendly. But, whatever its sound, the purpose of conflict behavior is either to express the conflict or to get one's needs met. Again, the question of reciprocity exists. Obviously, the nature of a conflict in one dimension greatly affects its nature in the other two dimensions. People can go rapidly in and out of conflict, and the strength or character of conflict along each dimension can change quickly and frequently. And even though each of the three dimensions affects the others, a change in the level of conflict in one dimension does not necessarily cause a similar change in the other dimensions. Sometimes an increase in one dimension is associated with a decrease in another dimension (Mayer, 2001).

School climate, understood as a social system that encompasses social interactions and norms among the members of the educational community is upset by the appearance of conflicts between teachers and student, or between teachers and groups of students, just to note the most obvious examples. Nonetheless, if the school and the classroom are considered context of coexistence and learning, where relationship and interaction between people and groups are sustained over time, the appearance of conflicts is inevitable (Creemers and Reezigt, 1999). Thus, Jares (2001), contributes a definition of conflict as “ a type of situation where persons or social groups seek or perceive opposite goals , affirm antagonistic values or have diverging interest. “ this perception of conflict

as something inevitable in social interaction opens a new perspective beyond simply considering it damaging for good coexistence relationship.

We are always amused by the “sure cures” for managers; it is simply put, impossible to take on a leadership role in an organization without confronting conflict. In fact the more successful a manager or a supervisor becomes, the more likely it is that he or she will experience more intense, frequent, and visible forms of conflicts (Daresh and Playko, 1995).

Because of the wide range of potential differences among people, the absence of conflict usually signals the absence of meaningful interaction. Conflict by itself is neither good nor bad. However, the manner in which conflict is handled determines whether it is constructive or destructive (Deutsch and Coleman, 2000). Conflict is defined as an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feelings toward each other (Fisher, 1990). The incompatibility or difference may exist in reality or may only be perceived by the parties involved. Nonetheless, the opposing actions and the hostile emotions are very real hallmarks of human conflict. Conflict has the potential for either a great deal of destruction or much creativity and positive social change (Kriesberg, 1998).

Life without periodic change is stagnant, and the development of conflict is one way to force necessary change. Leaders are legitimately held responsible not for reducing or eliminating organizational conflict, but rather for using it to promote institutional

improvement and growth. To try to avoid or eliminate conflict is simply put; to avoid a responsibility and the results of such an activity will almost always be negative (Daresh and Playko, 1995). Therefore, as student, teachers, and administrators it is essential to understand the basic processes of conflict and conflict resolution procedures so as to maximize productive outcomes and minimize destructive ones. This review describes some common sources of conflict, the nature of conflicts in modern organizations, and the general strategies of approaching conflict that are available.

2.3 Types of Conflicts in Secondary Schools

2.3.1 Controversy

A controversy occurs when one person's ideas, information, conclusions, theories, and opinions are incompatible with those of another and the two seek to reach an agreement. When managed constructively, academic controversy facilitates learning in the classroom and decision controversy facilitates high-quality decision making in the school. Cooperation induces a perceived similarity in beliefs and attitude; a readiness to be helpful; openness in communication; trusting and friendly attitudes; sensitivity to, and emphasis on, common interests; and an orientation toward enhancing mutual power (Deutsch, 1973)

2.3.2 Conceptual Conflict

A person experiences conceptual conflict when incompatible ideas exist simultaneously in his or her mind or when information being received does not seem to fit with what one already knows. An individual experiences conceptual conflict when engaged in

controversy as ideas and arguments are presented that are incongruent with one's original position (Johnson and Johnson, 1995). Teachers, no matter the subject they teach, can stimulate and structure constructive controversy in the classroom that will promote academic learning and the development of conflict resolution skills (Johnson & Johnson, 1992).

2.3.3 Conflict of Interests

Interpersonal conflict occurs when the actions of one person attempting to maximize his or her goals prevent, block, or interfere with another person attempting to maximize personal goals. Common examples among students include control over resources preferences over activities and a range of relationships issues that often result in name calling, insults, threats, or physical aggression (Johnson and Johnson, 1995). Too often, schools are structured so that the students compete against one another: for teacher's attention, grades, status. Such competition induces the use of coercion, threats, or deception; fosters attempt to enhance power differences between students, encourage poor communication; heighten sensitivity to oppose interests while minimizing the awareness of similarities; generates suspicion and hostility; and increases the importance, rigidity, and size of conflict (Johnson and Johnson, 1987). Fundamentally, the effective supervisor is one who develops the capacity to remain aware of what is occurring within the organization so that potential conflict may be identified in advance whenever possible. Developing a sensitivity to potential conflict both inside and outside the organization does not guarantee the prevention of future conflict, but it does not ensure

that the supervision will not be surprised or frustrated when something happens (Daresh and Playko, 1995).

2.3.4 Developmental Conflict

Developmental conflict exists when incompatible activities between adult and child based on the opposing forces of stability and change within the child cycles in and out of peak intensity as the child develops cognitively and socially. Problem of discipline can arise from teacher's failure to understand the child and his need or teacher's lack of ability to communicate with the child (Okumbe, 1999).

2.4 Causes of Conflicts in Secondary Schools

There are some specific instances from school environment where conflicts usually switch on. The overall responsibility may not be imposed on teachers only. Guardians, students, management and teachers play the role as per their areas of activities.

Behaviors like aggression can be learned by watching and imitating the behavior of others. A considerable amount of evidence suggests that watching violence on television increases the likelihood of short-term aggression in children (Aronson, Wilson, & Akert, 2005), though for a dissenting viewpoint, Freedman (2002) argued that individuals may differ in how they respond to violence. The greatest impact is on those who are already prone to violent behavior.

2.4.1 Parent/ guardian side Intervention

In some of the instances parents/guardian tackles the school related situation differently. Sometimes they ignore few instructions of teachers and school management. Also unwanted intervention of parent/ guardians in school related situation creates confusion for students and teachers and this confusion gives birth to conflicts. Parents/ guardians attend the situation differently and if some negative notation about the school comes from home create scope for conflicts. Misunderstanding about role of teachers, principal, and school management and the egoistic nature of parents/guardians regarding to school environment also can facilitate conflicts (Ruia, 2003).

2.4.2 Teacher side Intervention

Teacher plays a key role in school environment and education process as well. Cowley (2001) observes that some teachers (perhaps all teachers) unintentionally do contribute personally to their students, misbehaviour. Cowley refers to these as „cardinal sins“, which teachers must avoid at all costs. They include: winding them up; being rude; being confrontational; being bad tempered; and being negative. Further, pointed out that one of the most essential characteristics of a good teacher is the ability to manage students “behavior” so as to facilitate their learning. Some of the activities and attitudes of teacher makes the situation complicated. Conflict can arise spontaneously in any course, at any time, over issues or situations that cannot be anticipated. According to MOEST (2000/2001) there are many problems in Kenyan secondary schools because of the poorly perceived role of prefects among the student’s body. This has led to open hostility, violence and even murder. Some conflicts derive from misunderstandings about coursework or the teacher’s

intentions and manifest themselves in behaviors that teachers find offensive or discourteous, coming to class late and leaving early, complaints about test questions or grades, sarcastic comments and disapproving groans during class (Ginott, 1976).

2.4.3 Student-side Intervention

Students are the chief component of schooling and their socio-cultural aspects are our matters of concern. Teachers often ignore to acknowledge their socio-cultural background and for that specific reason students usually fail to fit them better in the school environment. Stage of this acculturation to schooling is very difficult and this is the specific point of conflict where emotional part of a student becomes expository part of attitude. Lessons of friendship and tolerance become minor at this critical point of conflict. Competitiveness is another part of student side intervention that leads toward conflicting situation. Being equipped with diverged cultural and social dimensions students usually fail to fit themselves better in the school environment. This situation often appears new to them. Some painful experience like physical torture, emotional stress, extra burden of homework, ignorance, insult in front of others and acts of demoralization often make the situation critical and lead finally toward conflicts (Ruia, 2003).

2.5 Conflict Resolution Procedures used in Secondary Schools

Conflict can be energizing. It causes people to be alert and to drive themselves by seeking new achievements. Conflict occasionally acts as a safety valve for larger issues which are too dangerous to confront. In this way, resolution of small conflict prevents larger conflicts from occurring by allowing the parties concerned to the conflict to blow off

their anxiety. The consequences of conflict could be costly and dangerous to the organization. It can provoke aggressive and competitive feelings among the groups and increase the likelihood of destructive rather than constructive solutions depending on how efficiently conflicts are handled.

Conflicts in organization are inevitable since human life is full of conflict and stress. It cannot be removed simply by formulating rules or management memoranda. Its effects do not appear just because management refuses to discuss the issue pertaining to the conflict. Unresolved power conflict usually recycles and escalates to the point of relationship breakdown and termination (Fisher, 2000). Conflict management covers a variety of approaches and programs. For example, conflict management can create an orderly atmosphere in which meaningful learning can take place and positive values, social skills, and attitude can be inculcated. Sandy (2001) reported that conflict resolution programs can positively affect the school and classroom climate most strongly when there is an involvement of the total school community.

In such cases, the education management should apply the appropriate procedures in handling discipline cases. Therefore, all students must gain enough experience so that they develop considerable expertise in resolving interpersonal conflicts constructively (Johnson and Johnson, 1995).

2.5.1 Negotiation

Negotiation is an interaction between two or more parties who have an actual or perceived conflict of interest. In a negotiation, the participants join voluntarily in a dialog to educate each other about their needs and interests, to exchange information, and to create a solution that meets the needs of both parties (Schrumpf and Bodine, 1996). In order to resolve conflicts of interest and developmental conflicts constructively, students need to be taught the procedure for problem-solving negotiations. Students must be able to communicate honestly what they want, how they feel, and explain interests as well as positions. The students to take the opposing perspective and create a number of optional agreements that maximize joint outcomes and reach agreement on one of the options (Johnson and Johnson, 1995).

2.5.2 Mediation

This is the Intervention in a dispute by an impartial third party who can assist the disputants in negotiating an acceptable settlement (Schrumpf and Bodine, 1996). When students cannot successfully negotiate a constructive resolution to their conflicts, mediators should be available. Mediating involves ending hostilities by ensuring commitment to the mediation process. It also involves facilitating negotiations and formalizing the agreement. All students need mediation experience. To implement the peer mediation program, each day pairs of students are chosen to serve as class or school mediators. The responsibility is rotated so that all students serve as mediator an equal amount of time (Johnson and Johnson 1995).

Teaching conflict resolution and peer mediation program in high schools including experiential exercises, reading and discussion, and specific activities on interpersonal communication, assertiveness, one-to-one conflict resolution skills and conflict mediation skills will reduce conflicts which might result in destructive behavior among students in the school. In addition, students will acquire problem solving and conflict resolution skills in all areas: self-concept, peer relations, communication abilities, knowledge of problem solving and conflict resolution and commitment/attachment to school and this makes significant contributions to a calm, friendly atmosphere in the school playground and what students learn about resolving conflicts on the playground is carried into the classrooms (Davis and Porter, 1985).

Johnson and Johnson (1992) noted that as a result of implementing peer mediation training program, conflicts among students became less severe and destructive. They also noted that conflicts referred to the teacher and the principal are reduced. These will extend outside the school where students will use negotiation and mediation skills at home with their siblings.

Araki and Takeshita (1991), was convinced that training student mediators to manage disputes at a high school enhances overall leadership roles in questioning for feelings as well as facts, analyzing and synthesizing problems, listening supportively, and communicating verbally and nonverbally. It also supported that as a result of the training, the Student mediators improved academically, especially those with marginal grades and the improved attitudes of mediators and disputants.

An empirical study done in the New York State on a school-based mediation program examined the impact of the program on school discipline climate based on the perceptions of students and faculty concerning issues such as discipline and violence in the school, as well as the number of disciplinary problems and violent incidents. According to this study, peer mediation has a positive effect on the overall school discipline climate improvement, reduction in the level of violent disciplinary problems, and there were beneficial effects on students who were peer mediators. The most dramatic effect for the peer mediators was increased self-image, social morality, and vocational-educational attitudes (Van and Stern 1991).

When students are included in the governance process and a school-based peer mediation program, the climate of the school become one where the student ethos reject fights as a way of settling disputes, hold each other accountable for their behavior, deal openly and effectively with anger or fear, and aggression (Dreyfuss,1990).

2.5.3 Arbitration

This is the intervention into a dispute by an independent third party who is given authority to collect information, listen to both sides, and make a decision as to how the conflict should be settled (Schrumpf and Bodine, 1996). When mediation fails, the teacher or administrator arbitrates the conflict. Arbitration involves listening carefully to both sides in a conflict and deciding who is right and who is wrong. The teacher is expected to gain the cooperation and the trust of the disputants or the person involved in a disagreement to solve the conflict. In that time, the teacher should provide the cooling off

period. Then, the teacher should reintroduce the ground rules and proper guideline on how to handle the conflict well. Through the responsive approach on the issue of honesty, responsibility, appreciation, compassion, fairness, acceptance, respect, perseverance, self-discipline, and trustworthiness, the teacher can have a better idea in dealing with conflict resolution (Johnson and Johnson 1992). Arbitration is a last resort because it can leave at least one student resentful and angry toward the arbitrator and it does not teach students how to manage their own conflicts constructively.

In conclusion, one may be class, cool, and violent behavior free in a world that is heated and unsettled. But to do this, one needs to develop and practice life skills for violence prevention. Life skills are actions that keep someone healthy and save and they are learned and practiced for life time. Therefore, conflict resolution programs can successfully affect students' attitude and behavior and teach them to act cooperatively and express themselves non-violently, which in turn leads to safer schools and classrooms environment more conducive to teaching and learning. It also ensure those future generations are prepared to manage conflicts constructively in career, family, community, national and international settings levels (IPAR, 2008).

2.6 The role of Head Teacher in Conflict Resolution

In today's schools, effective principals are accessible to every student and teacher, acting as a sounding board for both ideas and emotions. In contrast, with the stereotypical principal of past generations who was a stern disciplinarian, principals today are more often than not providing support and praise or guiding staffs and students through the inevitable bumps and bruises that come with implementing change in a school. By truly

listening to what teachers and students are saying, a principal can continuously take stock of the school culture and use feedback to make reform efforts more effective. The principal can help establish school norms of nonviolence in school and community by developing sincere, caring relationships with groups of students and individuals. By maintaining a high profile, walking the halls, visiting classrooms, and being accessible to students and staff, the principal reduces the likelihood of antisocial behavior (Kadel and Follman 1993).

According to Daresh and Playko, 1995, school principal who wants to avoid conflict simply sits in the office all day with door closed, shutting out the potential of disagreements taking place in the corridors and in the classrooms. This behavior may be satisfying to the principals whose blood pressure does not rise in response to the events taking place outside the office, but its consequences to the organization, which consist of both children and teachers, are ultimately negative and are rarely exciting schools.

Principal is often thought of as having his “head in the clouds.” But a principal’s lofty perspective is as necessary to the life of a school as his practicality. Frequently, as Sergiovanni (1984) observed, “The principal is the one who seeks to define, strengthen, and articulate those enduring values, beliefs, and cultural strands that give the school its identity.” In helping to shape the vision, a principal must work to include all of the stakeholders throughout the entire teaching and learning process. This inclusion helps ensure not only the buy-in of the stakeholders, but also an increased sense of empowerment and greater potential for long-term sustainability of the school’s

achievements. When students face poverty or abuse or other problems that ultimately foster violent behavior, the head teacher can collaborate closely with teachers and students and community to provide students with timely and affordable access to pro-social skills and protection.

The principal's role should not be seen as a mandate for a principal to enforce rules, rather, work to create a safe school environment. A principal's skill in promoting healthy, productive interactions among the staffs and students are valuable, particularly in making sure that both negative and positive feedback is heard and considered, effectively giving teachers and students "power" to participate in decision making and enact change in the school.

The principal also can play an important role in conflict resolution by instituting conflict-resolution programs in the school and training students in empathy, cooperation, and perspective-taking, thus can help students settle differences peacefully. These conflict-resolution programs reduce discipline referrals; improve the school climate; and increase self-esteem, confidence, and responsibility in the students who go through training (Van and Stern 1991). Finally, the principal can make sure that the roots of violent behavior are comprehensively addressed. He or she must speak out against all harassment, and make social services available to students who need them.

Cowley (2001), points out that there can be a tendency for teachers to think that misbehaviour is planned or premeditated by their students. She adds that whilst it is certainly true in some cases that students make conscious decisions to misbehave, in reality the

majority of poor behaviour stems from very different factors. Cowley points out that if teachers understand some of these causes and learn ways to deal with them, they can avoid setting up situations where confrontations occur between them and the students.

2.7 Importance of Conflict Resolution programs

Conflict management is the process of removing cognitive barriers to agreement and conflict is considered managed when it ceases to interfere with the activities of the school. The positive aspect of collaboration has overcome restraining aspects of conflict. In view of the frequency of conflicts in the schools and the effects on persons and activities, it is pertinent to consider strategies applicable as solutions. One of such strategies is that of expanding resources. Since scarce resources do induce conflict, skillful management of resources and expansion of resources base is a potent tactic. Appeal system provides opportunity of formal redress usually through an ombudsman. Changing interaction patterns bring parties to operate together where there is lack of trust and separate them if conflict originates from differences in principles. Modifying reward system readjusts reward structure in a school where reward is at the foundation of conflicts, Mergers bring conflicting units to a department to eliminate undue struggle for policy and resource control. Role clarification is a process of decreasing task ambiguity (Greenhaigh, 1986). The process of management consists of several interrelated activities referred to as the functions of management. Conflict resolution is one of the functions of management as it is performed in each and every management level. Students need to be taught how to negotiate and mediate and gain enough experience so that they develop considerable expertise in resolving interpersonal conflicts constructively.

Doing so creates a school-wide discipline program based on giving students the tools to regulate their own behavior. Conflict management as a discipline can be seen as a complete field of study encompassing other theories and approaches such as conflict settlement (containment), conflict resolution, transformation, etc. It is the “umbrella name” of the whole discipline dealing with conflict, its causes, symptoms, dynamics and solutions. It is a single field including description, understanding, prediction, and participation in part or comprehensive, interim or permanent solutions (Hamad, 2005).

Conflicts and disagreements are a part of students’ school life, but they do not have to end in violence, therefore, means that conflict resolution is a constructive approach to interpersonal and intergroup conflicts that helps people with opposing positions work together to arrive at mutually acceptable compromise solutions. In the school situation, administrators, teachers, and students should be alert to signs of conflict between and amongst students so that they can be proactive in reducing or resolving the conflict by getting to the root of the issue. Typical signs may include , students not speaking to each other or ignoring each other, contradicting and bad-mouthing one another, and deliberately undermining or not co-operating with their prefects or each other, to the downfall of the team, but when disputes are settled by peaceful means in such a manner that school peace, safety and security is not endangered, then the students will learn how to manage and resolve conflicts by their own and become responsible members of schools and of society.

Browarys and Price (2008) based their approaches on the principles of authority and unity of command to eliminate conflict. They believe that conflicts could be eliminated or avoided by recruiting the right people, carefully specifying job descriptions, structuring the organization in such a way as to establish a clear chain of command, and establishing clear rules and procedures to meet various contingencies.

Van and Stern (1991) appreciated the fact that many young people do not acquire the skills on peaceful conflict resolution on their own or from their families and often spend more time and energy in negative interactions with peers and teachers than in attaining their goals, therefore, there is need for these skills to be taught because when students resolve their disputes, teachers spend less time dealing with discipline problems, leaving more time to assist students with academic pursuits.

Conflict resolution helps to cultivate a culture of hope for children and ensure that children, from an early age, are educated in the skills of nurturing productive relationships and working through conflict. This is always difficult but have been ignored the importance of teaching children about conflict, its purpose and benefits, as well as skills in productive conflict resolution, for too long. Children will only benefit from education on the values, attitudes, modes of behavior and ways of life that enable them to resolve any dispute peacefully and in the spirit of respect for human dignity, tolerance and non-discrimination - the essence of democratic citizenship, (Morrison, 2000). Conflict resolution can be a way to weave students' critical and creative thinking because during the process of resolving conflicts students learn to generate and evaluate creative

solutions and analyze conflicts from many points of view and to resolve conflicts in mutually satisfying ways. Also, self-reliance and the use of neutral language (discuss issues without taking sides), express needs and feelings, and maintain open lines of communication as ways to nurture relationships. Therefore, the educators need to know how to handle conflicts effectively in the school and how to involve students in suggesting possible solutions and changes in behavior to resolve the problem.

2.8 Critique of Literature Review

From the literature reviewed above, it can be concluded that conflict refers to all types of perceived antagonistic interaction. It can be overt or covert. Conflict does not necessarily imply organizational breakdown or management failure, but a signal that the organization is in trouble. An organization which suppresses conflict, which prohibits the expression of dissent, is depriving itself of feedback loop necessary for self-regulation and stability.

Students may misunderstand each other on a variety of issues such as, name calling, teasing, exclusion, friendship problems, rumors, property issues, fighting among others or with the teachers over workloads, homework, punctuality, school responsibilities, or behavior. The potential for conflict exists because students have different needs, views and values. It is the challenge for schools, and for the wider community, to find ways of managing conflict constructively so that students can learn and grow from the experience.

Conflict in the workplace can be incredibly destructive to good teamwork. Managed in the wrong way, real and legitimate differences between people can quickly spiral out of control, resulting in situations where co-operation breaks down and the team's mission is

threatened. This is particularly the case where the wrong approaches to conflict resolution are used.

Human Rights Watch (2005) adds that when the rules are broken specific punishment given should be immediate, appropriate and remedial. Students should be given clearly stated, precise set of rules whose value in obeying they should appreciate (MOEST, 2000/2001).

According to Begun (2001), argued that most violent situations can avoided if training of social skills becomes part of proactive safety procedures. The School administrators have a responsibility to ensure that the school environment is conducive for learning (Day and Golench, 1995). They can accomplish this by working through an establishment of clear rules and procedures; thus School policy takes an important role in safety procedures.

Day and Golench (1995) classified policies that would promote school safety into four types. These types are response or dealing with misbehavior, expectations in form of a model for appropriate behavior which students should follow, preventive strategies and programs that inhibit misbehavior and lastly community focus where community groups are included in initiatives to address the problem of school violence.

Although much has been done to establish the causes of the problem of unrests and possible remedies recommended, very little has been done in terms of the resolution needs of the parties affected by conflict. Such resolution would be important in deterring future occurrences and bringing normalcy to the schools. For example, the best that is usually done is to expel or suspend the students and when they come back to school, a penalty is imposed for damages incurred. Usually such actions breed deeper resentment

and the teachers and students still have to be in the same school. Without proper conflict resolution procedures to be used and proper “friendship” between administration and teachers on the one hand and the students on the other, such a problem is rarely solved. The question here is whether the existing rules adequately deal with other issues of conflict resolution

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covered the research design and methodology for this study. It began by describing the area of the study, the target population. The sampling design and sample size was also be briefly highlighted and the research design instruments for data collection were discussed. The chapter also discusses at the validity and reliability of research instruments selected for data collection, and how the data was collected and analyzed.

3.2 Research Design

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is the conceptual structure within which research is conducted .The research design to be adopted is the descriptive survey. A survey was chosen because it allows for collection of the required data within a very short time and enabled the researcher to understand the target population from part of it (Kothari, 2003). In this survey study, information was collected by interviewing head teachers and giving questionnaires to the deputy head teachers, guidance and counseling teachers and school head prefects of sampled secondary schools in Bomet County.

3.3 Area of Study

The study was carried out in Bomet County. The County is situated in the Southern Rift Valley, bordering Kericho County to the north, Narok County to the east and Nyamira

County to the west. Administratively, the County is divided into four sub- counties; Chepalungu, Bomet east, Bomet central, and Sotik sub- County. Each of the Sub-counties has different number of schools.

3.4 Target Population

Target population refers to the total number of subjects of interest and which the researcher can actually reach (Oso and Onen, 2004) .All the public secondary schools in Bomet County formed the study population. The district has 74 secondary schools out of which 2 are mission secondary schools. There are 20 full boarding schools, 11 boarding and day schools and 41 are full day secondary schools. The research study investigated procedures currently being used to address and resolve school conflicts secondary schools in Bomet County. The population therefore comprised secondary school head teachers, their deputies, counseling teachers, and school head prefects.

The guidance and counseling teachers formed the population because they are the chief moral educators in the school and they are responsible for the students' moral conduct. The prefects were chosen to represent the view of the students because they are deemed to be responsible and well versed with school rules and regulations.

3.5 Sampling Design and Sample Size

3.5.1 Sampling Design

Sampling Design is a way of selecting a portion of the population such that the selected portion represents the population adequately (Emil, 2004). The main sampling technique used was stratified sampling. The process by which the populations are segregated into several mutually exclusive sub populations, or strata and the sample is constrained to

include elements from each segment (Donald and Pamela, 2001). The schools were stratified according to full-day, day-boarding, and full-boarding secondary schools. Random sampling was used to ensure that each school in each category has an equal chance of being included in the sample. In selecting schools for study in each stratum, Kenya Certificate of Secondary School Examination (KCSE) centre numbers was used to identify the school. These numbers are unique for each school and were therefore an appropriate identity for each school. The other technique used was purposive sampling. Purposive sampling is a technique that allows a researcher to use cases that have the required information with respect to the objectives of the study (Mugenda and Mugenda, 2003). School head teachers, deputy head teachers, counseling teachers and two school head prefects were purposively selected from each boarding school.

3.5.2 Sample Size

This refers to the number of items to be selected from the population to constitute a sample. The size of the sample should fulfill the requirements of efficiency, representativeness, reliability, and flexibility (Kothari, 2009). All the secondary schools were covered adequately within the stipulated time. The sample used consisted of 6 full boarding schools, 3 boarding-day schools and 13 Day schools, a total of 22 secondary schools. This represent 30% of the target population and hence sufficiently representative. According to Kerlinger, (1983), a sample of 30% of the total population is a fair representation of the target sample. The respondents were head teachers of all the boarding schools, their deputies because they chair the disciplinary committee, counseling teachers because they understand better their students and two school head

prefects. This was because they have been in the school for long and they have interacted with others and well versed with school rules and regulations.

Table 3.1: Sampling Frame

	Target population	sample population
Full-day schools	41	13
Day-boarding secondary schools	11	3
full-boarding secondary schools	20	6
Total population	72	22

3.6 Research Instruments

3.6.1 Questionnaire

Questionnaires comprised a number of questions printed or typed in a definite order on a form or asset of forms. The respondents were expected to read and understand the questions and write down the answers in the space meant for the purpose in the questionnaire itself (Kothari, 2003). Questionnaires were formulated and were administered to the deputy head teachers, counseling teachers and school head prefects of the sampled schools in Bomet County. The closed-ended questionnaires were appropriate to be used in order to solicit much précised answers to much précised questions and they were easy to analyze since they are in an immediate useable form.

3.6.2 Interview Guide

Interview is person to person verbal communication in which one person (or a group of persons) asks questions indented to elicit information or opinions (Oso and Onen,

2004). The interview guide were administered only to all the head teachers of the sampled schools. The interview was held at places convenient to the interviewees. The interview was appropriate because the respondents were given a chance to discuss their ideas freely and exhaustively. Interview was used to obtain very sensitive and personal information from the respondents which were not possible to get from the questionnaire.

3.6.3 Document Analysis

The researcher was interested in reviewing the contents of the target documents with the aim of adducing relevant information. The information from the documents provided secondary data on the approach used in the school to resolve conflicts.

3.7 Validity and Reliability of Research Instruments

3.7.1 Validity of Research Instruments

Validity is the degree to which the research instrument measures what is suppose to measure (Mugenda and Mugenda, 2003). This means that the research instrument should captured all the information it is suppose to capture. The researcher therefore got consultation from the supervisors and experienced instructors in the school of education, Moi University to certify the content validity of the instruments before the instruments were used in data collection.

3.7.2 Reliability of Research Instruments

Reliability is the degree to which an instrument consistently measure whatever it is suppose to measure (Mugenda and Mugenda, 2003). Reliability therefore, implies the dependability or trustworthiness of the research instrument to consistently yield the same data under similar conditions. Test-retest is designed to assess reliability over time. Test-

retest reliability was assessed by administering the same measures to the same respondents under as nearly the same conditions as possible at different points in time. The temporal stability of the research instruments for this study was tested through a pilot study in two boarding schools in Sotik sub-county where it was not used for study. The piloting of the research instruments was done after the supervisors had approved the research instruments. The process was repeated again using the same respondents after an interval of two week. The data collected and scored was analyzed using Pearson product moment correlation coefficient (r) to determine the degree of relationships. The r values ranges from -1 through 0 to +1. The closer the r is to -1 or to +1, the more significant the statistic (Dempsey and Dempsey, 1996). The Pearson product moment correlation coefficient obtained was 0.86 which was closer to +1 therefore there was a significant relationship.

3.8 Data Collection Procedures

Before proceeding to the field for the study, authorization was obtained from the National Council for Science and Technology (NCST) to carry out research. Thereafter the researcher made prior visit to the sampled schools to seek for an appointment with the school administrations and teachers. This was appropriate because the researcher was able to facilitate adequate time for collection of data. During the day of appointment, the researchers distributed questionnaires and collect them immediately after the exercise to ensure efficiency in collecting data. The interview was organized also through appointments. Document analysis was done during the visit.

3.9 Ethical Issues

The nature and the purpose of the research were explained to the respondents by the researcher. The researcher respected individuals' rights to safeguard the personal integrity. The respondents were assured of anonymity and confidentiality of information provided and documents accessed to the researcher on the approaches used in the school to manage student's discipline. No names or personal identification numbers were reflected on the questionnaires except the numbering for questionnaires mainly for the purposes of identification of data during data editing. The results of the study were made available to the participants who were interested in knowing the results.

3.10 Data Analysis Techniques

Data analysis entails separation of data to distinguish its component parts or elements separately or in relation to the whole (Oso and Onen, 2004). According to Kothari, (2003) analysis means the computation of certain indices, or measures along with search for patterns of relationships that exist among the data groups. This study adopted both qualitative and quantitative data analysis. According to Colin,(2002) qualitative data analysis techniques is use to achieve in-depth understanding, interpretation of set of items obtained and making generalizations that cover the consistencies the researcher discerned in the data. The data collected were edited, coded, and organized in tabular form and presented in tables of frequencies and percentage distribution of the responses of respondents and summarized using descriptive and inferential statistics specifically using chi-square(x^2). The statistical tests performed were the frequencies of responses and cross-tabulation to relate the variables so that Chi-square (x^2) test could be applied. This

determined the relationship between the observed frequencies of responses from the respondents (Burns and Grove, 1993). Chi-square (χ^2) test at the significance level of 95% or $\alpha= 0.05$ was used to analyze the data. Chi-square test is a statistical technique used to establish the relationship between two variables both of which are categorical in nature. The chi-square test was used because the data that the researcher intends to collect are categorical. The data collected from the head teachers, deputy head teachers, counseling teachers, and school head prefects were treated separately, then the information was analyzed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.0 Introduction

The main focus of this chapter is data analysis, presentation, interpretation, and discussion of the responses that were obtained from questionnaires and interview guide administered to the respondents who participated in this study. The data analyzed was specifically based on the following objectives:

- i) To investigate the types of conflicts in secondary schools in Bomet county.
- ii) To identify causes of conflicts in secondary schools in Bomet county.
- iii) To identify conflict resolution procedures used in secondary schools in Bomet county.
- iv) To establish the effects of conflict resolution procedures used on students' discipline in secondary schools in Bomet county.
- v) To investigate the relationship between conflict resolution procedures and students' discipline in secondary schools in Bomet County.

The findings of this study are therefore presented in accordance with the objectives as outlined above.

4.1 Demographic Information of the Respondents

Demographic data plays a pivotal role in determining the degree of participation of the respondents. Gender, age, length of service, professional qualification and the type of school were considered. These are presented in table 4.1 below:

Table 4.1 Demographic information about deputy head teachers and guidance and counseling teachers

Items			F	%
Gender	Deputy head teacher	Male	18	81.8%
		Female	4	18.2%
	counseling teacher	Male	14	63.6%
		Female	8	36.4%
	Prefects	Male	20	45.5%
		Female	24	54.5%
Types of school	School type	Boys school	4	18.2%
		Girls school	6	27.3%
		Mixed school	12	54.5%
Age	Deputy head teacher	20-30	-	-
		31-40	13	59.1%
		41-50	8	36.4%
		51 and above	1	4.5%
	Counseling teacher	20-30	5	22.7%
		31-40	7	31.8%
		41-50	7	31.8%
		51 and above	3	13.6%
Professional qualification	Deputy head teacher	Masters	1	4.5%
		Bachelor degree	20	90.9%
		Diploma education	1	4.5%
	Counseling teacher	Masters	1	4.5%
		Bachelor degree	15	68.2%
		Diploma education	6	27.3%
Trained on conflict resolution	Deputy head teacher	Yes	13	59.1%
		No	9	40.9%
	Counseling teacher	Yes	10	45.5%
		No	12	54.5%
Professional teacher	Counseling teacher	Yes	19	86.4%
		No	3	13.6%
Length of service	Guidance and counseling teacher	1-5 years	3	13.6%
		6-10 years	7	31.8%
		11-15 years	4	18.2%
		16 and above years	8	36.4%
Length of service as deputy head teacher	Deputy head teacher	1-3 years	14	63.6%
		4-6 years	6	27.3%
		7-10 years	2	9.1%
Total			88	100%

The actual respondents in this study were 22 deputy head teachers, 22 counseling teachers, and 44 school head prefects. Concerning deputy teachers' sex, 18 (81.8%) were male while 4(18.2%) were female. This shows that Bomet County has a disproportionately larger number of male deputy head teachers than female. Regarding the age group deputy head teachers aged between 31-40 were 13(59.1%), those between 41-50 were 8(36.4%) whereas 50 years and above was 1(4.5%). This means that majority of the deputy head teachers were middle aged and had adequate experience and have knowledge of students' behavior and sub-cultures which should contribute to a better understanding of what could be termed as behavior problems.

On the other hand, counseling teachers' sex indicated that 14(63.6%) were male while 8(36.4%) female this shows that there are larger number of male in counseling than female in the district. With respect to age; those between 20-30 years were 5(22.75%), between 31-40 years and 41-50 years were 7(31.8%), 7(31.8%) respectively, whereas 51 and above years were 3(13.6%). This shows that majority of the counseling teachers are between 31-50 years and only 10(45.5%) have been trained on conflict resolution, whereas a larger number, 12(54%) have not been trained in conflict resolution. Whereas on the case of the school head prefects of the sampled schools, were 20(45.5%) male and 24(54.5%) female this shows that female students especially in mixed schools have been considered in student leadership the same way as the boys do. Concerning the level of education, 1(4.5%) deputy head teachers had masters' degree, similar case for counseling teachers, 20(90.9%) deputy head teachers while 15(68.2%) counseling teachers had bachelor degree, whereas those who had diploma in education were 1(4.5%) deputy head

teacher and 6(27.3%) counseling teachers. Hence majority of the deputy head teachers and counseling teachers had bachelor degree thus were able to understand the impact of teamwork and positive interactions in school could have on student behavior and the effect it could have on the school.

The study sought to find out whether the guidance and counseling teachers were professional. The result indicated that 19(86.4%) were professional teachers who have attended pre service training in education whereas 3(13.6%) were not professional teachers. This implies that quite a number of teachers are capable of resolving student conflicts in the school. As noted on the length of time in teaching the majority of the counseling teachers 8(36.4%), have taught for 16 and above years. Whereas others were as follows: 11-15 years 4(18.2%), 6-10 years 7(31.8%) and minority has taught for between 1-3 years 3(13.6%). This appears that teachers with long sufficient experience on school interaction are able to support initiative and innovations for the development of child friendly school environment.

On the administrative post, the majority of the deputy head teacher in Bomet County have served as shown, 1-3 years were 14(63.6%), 4-6 years 6(27.3%) and 7-10 years were 2(9.1%). This indicated that majority of the deputy head teachers have served between 1-3 years. This implies that they have gained requisite experience to effectively regulate student behaviour without threats or coercion. It is also an indication of stability in the school with minimal referral cases.

4.2 Types of conflicts in secondary schools

The first objective of this study sought to investigate types of conflicts in secondary schools. To achieve the objective, the respondents were asked to indicate the various types of conflicts within the school environment tabulated in the table 4.2 below;

Table 4.2 Responses on the Types of Conflicts

Statement	Respondents	SA	A	U	D	SD	Total
Emotional stress on students over failure to fit in the academic competitiveness in the school	Deputy head teachers	5 22.7%	16 72.7%	1 4.5%	-	-	22 100%
	Counseling teachers	10 45.5%	12 54.5%	-	-	-	22 100%
	Head prefects	18 40.9%	20 45.5%	2 4.5%	3 6.8%	1 2.3%	44 100%
Fear for expression of perspectives and interest on issues pertaining the way conflict is to be resolved by teachers	Deputy head teachers	3 13.6%	13 59.1%	3 13.6%	3 13.6%		22 100%
	Counseling teachers	5 22.7%	14 63.6%	2 9.1%	1 4.5%		22 100%
	Head prefects	12 27.3%	21 47.7%	4 9.1%	5 11.4%	2 4.5%	44 100%
Fighting or physical aggression over control of limited resources or authority by senior students	Deputy head teachers	4 18.2%	13 59.1%	3 13.6%	1 4.5%	1 4.5%	22 100%
	Counseling teachers	5 22.7%	14 63.6%	2 9.1%	1 4.5%	-	22 100%
	Head prefects	10 22.7%	21 47.7%	4 9.1%	7 15.9%	2 4.5%	44 100%
Disagreement over unrealistic academic targets set for students by the teachers	Deputy head teachers	10 45.5%	8 36.4%	1 4.5%	2 9.1%	1 4.5%	22 100%
	Counseling teachers	10 45.5%	8 36.4%	-	3 13.6%	1 4.5%	22 100%
	Head prefects	21 47.7%	11 25.0%	1 2.3%	8 18.2%	3 6.8%	44 100%
Bitterness over ignoring and dismissing of students comments by the teachers	Deputy head teachers	10 45.5%	8 36.4%	1 4.5%	2 9.1%	1 4.5%	22 100%
	Counseling teachers	11 50.0%	10 45.5%	-	-	1 4.5%	22 100%
	Head prefects	15 34.1%	13 29.5%	2 4.5%	9 20.5%	5 11.4%	44 100%
Disobedience to other students and those in authority by cohesive group of some students	Deputy head teachers	14 63.6%	7 31.8%	1 4.5%	-	-	22 100%
	Counseling teachers	5	12	1	4		22

		22.7%	54.5%	4.5%	18.2%		100%
	Head prefects	15 34.1%	13 29.5%	3 6.8%	10 22.7%	3 6.8%	44 100%
Difficulty in understanding grades and grading system in examination to accurately reflect differences in student learning	Deputy head teachers	4 18.2%	14 63.6%	1 4.5%	-	3 13.6%	22 100%
	Counseling teachers	7 31.8%	10 45.5%	1 4.5%	3 13.6%	1 4.5%	22 100%
	Head prefects	7 15.9%	21 47.7%	3 6.8%	7 15.9%	6 13.6%	44 100%

The majority of the deputy head teachers, counseling teachers and head prefects 16(72.7%), 12(54.5) and 20(45.5%) respectively agreed that the most conflict among students manifest through emotional stress over failure to fit in the academic competitiveness in the school, whereas 5(22.7%), 10(45.5%) and 18(40.9%) respectively strongly agreed on the same. However 2(4.5%) were undecided, 4(9.1%) disagreed. This reveals that conflict variation in schools is modest.

The response on the statement that there is fear for expression of perspectives and interest on issues pertaining the way conflict is to be resolved by teachers showed that majority of the deputy head teachers, counseling teachers and head prefects 13(59.1%) 14(63.6%) and 21(47.7%) agreed, whereas 3(13.6%), 5(22.7%) and 12(27.3%) strongly agreed on the same case respectively. In addition, 3(13.6%), 2(9.1%) and 4(9.1%) were undecided while 3(13.6%), 1(4.5%) and 5 (11.5%) disagreed respectively, and only 2(4.5%) of the head prefects strongly disagreed. This is an indication that fears to express one's interest is a major conflict in schools. Deutsch (1973) affirmed that cooperation induces a perceived similarity in beliefs and attitudes; a readiness to be helpful; openness in

communication; trust and friendly attitudes; sensitivity to, and emphasis on, common interest; and an orientation toward enhancing mutual power.

On finding out whether there is fighting or physical aggression over control of limited resources or authority by senior students the responses showed that majority of the deputy head teachers, counseling teachers and head prefects 13(59.1%) 14(63.6%) and 21(47.7%) respectively agreed, whereas 4(18.2%), 5(22.7%) and 10(22.7%) strongly agreed on the same. In addition, 3(13.6%), 2(9.1%) and 4(9.1%) were undecided while 1(4.5%), 1(4.5%) and 7 (15.9%) disagreed respectively, and only 2(4.5%) of the head prefects strongly disagreed. the findings confirmed.

On the other hand, majority of the deputy head teachers, counseling teachers and head prefects 18(81.9%) 18(81.9%) and 32(72.7%) agreed that there is disagreement over unrealistic academic targets set for students by the teachers. In addition, 1(4.5%) deputy head teachers and 1(2.3%) head prefects were undecided while 2(9.1%), 3(13.6%) and 8 (18.2%) disagreed and 1(4.5%), 1(4.5%) and 3(6.8%) strongly disagreed respectively. This implies that unrealistic academic targets set for students enhances stress and conflicts in schools.

The responses by deputy head teachers, counseling teachers and head prefects on statement that there is bitterness over ignoring and dismissing of students' comments by the teachers were as follows 10(45.5%), 11(50.0%) and 15(34.1%) strongly agreed, whereas 8(36.4%), 10(45.5%) and 13(29.5%) agreed , 1(4.5%) and 2(4.5%) deputy head

teachers, counseling and head prefects were undecided while 2(9.1%) and 9(20.5%) deputy head teachers and head prefects disagreed, and lastly 1(4.5%) , 1(4.5%) and 5(11.4%) strongly disagreed respectively. This shows that majority of the guidance and counseling teachers and head prefects agreed while most of the deputy head teachers strongly agreed. Therefore, ignoring and dismissing students' comments may make them to retaliate.

The respond by deputy head teachers, counseling teachers and head prefects on statement that there is disobedience to other students and those in authority by cohesive group of some students were as follows 14(63.6%),5(22.7%) and 15(34.1%) strongly agreed, whereas 7(31.8%),12(54.5%) and 13(29.5%) agreed , 1(4.5%), 1(4.5%), and 3(6.8%) were undecided while 4(18.2%) and 10(22.7%) guidance and counseling teachers and head prefects disagreed, and 3(6.8%) head prefects strongly disagreed. This shows that majority of the guidance and counseling teachers and head prefects agreed while most of the deputy head teachers strongly agreed.

Further, the study sought to establish whether there is complicatedness in understanding grades and grading system in examination to accurately reflect differences in student learning, the deputy head teachers, counseling teachers and head prefects respondents in the school 4(18.2%), 7(31.8%) and 7(15.9%) strongly agreed, 14(63.6%), 10(45.5%) and 21(47.7%) agreed, 1(4.5%), 1(4.5%), and 3(6.8%) undecided, 3(13.6%), 1(4.5%), and 6(13.6%)strongly disagreed, while 3(13.6%) guidance and counseling teachers and

7(15.9%) head prefects disagreed. For the reason, it is clear from the finding that grades and grading system in examination is critical and if not understood leads to conflict.

Generally there is a commendable level of conflicts in secondary schools in Bomet district. As noted by Johnson and Johnson,(1992), that schools are structured so that students compete against one another :for the teacher's attention , control over resources, grades , and status .such competition induces the use of coercion , threat, or deception ; fosters attempts to enhance power differences between students; encourages poor communication; heighten sensitivity to opposed interests while minimizing the awareness of similarities; generates suspicion and hostility; and increases the importance , rigidity , and size of conflicts. Majority of the head teachers reported academic controversies especially with low achieving students, lack of trust, disrespect to fellow students and teachers, and playground fight. It also included class absenteeism and failure to do assignment given by the teachers. Fear among the student to express their grievances, while stealing and name calling was noted was also noted by the principals. All these can lead to major discipline problems such as strike. Although the report indicated that conflicts in schools varies and the level of conflicts reflects the level of school discipline.

4.3 Causes of Conflicts in Secondary Schools in Bomet County

The second objective sought to find out the causes of conflicts in secondary schools in Bomet County. The respondents were requested to give the degree to which they agree or disagree with the causes given in the table 4.3 below;

Table 4.3 Lack of team spirit among the students in school

Statement	Respondents	SA	A	U	D	SD	Total
Un fair allocation of routine sanitation activities to students in lower classes	Deputy head teacher	10 45.5%	9 40.9%	2 9.1%	1 4.5%		22 100%
	Counseling teacher	3 13.6%	8 36.4%	1 4.5%	8 36.4%	2 9.1%	22 100%
	Head prefects	7 15.9%	26 59.1%	2 4.5%	7 15.9%	2 4.5%	44 100%
Preferential treatment of certain students by prefects and teachers	Deputy head teacher	9 40.9%	11 50.0%		2 9.1%		22 100%
	Counseling teacher	5 22.7%	11 50.0%		6 27.3%		22 100%
	Head prefects	8 18.2%	22 50.0%	1 2.3%	7 15.9%	6 13.6%	44 100%
Prefect responding rudely to other students in conflicts	Deputy head teacher	13 59.1%	7 31.8%	1 4.5%	1 4.5%		22 100%
	Counseling teacher	5 22.7%	11 50.0%		6 27.3%		22 100%
	Head prefects	13 29.5%	21 47.7%	2 4.5%	5 11.4%	3 6.8%	44 100%
Class rooms absenteeism and failure to complete assignment on time	Deputy head teacher	11 50.0%	9 40.9%		2 9.1%		22 100%
	Counseling teacher	5 22.7%	12 54.5%	2 9.1%	3 13.6%		22 100%
	Head prefects	6 13.6%	25 56.8%	6 13.6%	4 9.1%	3 6.8%	44 100%

The findings of Table 4.3 indicate a multi-response analysis of responses regarding the causes of conflicts between the students and between the students and the teachers. The findings indicated that the deputy head teachers 10(45.5%) strongly agreed, 9(40.9%) agreed, 2(9.1%) undecided, 1(4.5%) disagreed while for the counseling teachers 3(13.6%) strongly agreed, 8(36.4%) agreed, 1(4.5%) were undecided, 8(36.4%) disagreed, and 2(9.1%) strongly disagreed. Whereas the responses from the head prefects were; 7(15.9%) strongly agreed, 26(59.1%) agreed, 2(4.5%) were undecided, 7(15.9%) disagreed, and 2(4.5%) strongly disagreed respectively that conflicts arise when routine

sanitation activities are unfairly assigned to students in lower classes instead of the whole classes.

Moreover when prefects and teachers demonstrate preferential treatment of certain students, the findings indicate that the deputy head teachers 9(40.9%) strongly agreed, 11(50.0%) agreed, and 2(9.1%) disagreed while for the guidance and counseling teachers 5(22.7%) strongly agreed, 11(50.0%) agreed, and 6(27.3%) disagreed on the same statement. Whereas the responses from the head prefects were; 8(18.2%) strongly agreed, 22(50.0%) agreed, 1(2.3%) were undecided, 7(15.9%) disagreed, and 6(13.6%) strongly disagreed. It implies that act favor treatment of certain students by student leaders demoralizes and manifests in offensive behavior.

Another instance occur, when prefect respond rudely to other students in conflicts as shown by responses, the deputy head teachers 13(59.1%) strongly agreed, 7(40.9%) agreed, 1(4.5%) undecided, 1(4.5%) disagreed while for counseling teachers 5(22.7%) strongly agreed, 11(50.0%) agreed, and, 6(27.3%) disagreed. Whereas the responses from the head prefects were; 13(29.5%) strongly agreed, 21(47.7%) agreed, 2(4.5%) were undecided, 5(11.4%) disagreed, and 3(6.8%) strongly disagreed on the statement. This implies that the manners in which the prefects handle others affect the overall school discipline climate.

Table 4.4: Teacher's Irresponsibility in Secondary School

Statements	Respondents	SA	A	U	D	SD	Total
Teachers missing lessons and sarcastic comments during class lesson	Deputy head teacher	14 63.6%	7 31.8%			1 4.5%	22 100%
	Counseling teacher	5 22.7%	9 40.9%	3 13.6%	5 22.7%		22 100%
	Head prefects	14 31.8%	18 40.9%	1 2.3%	4 9.1%	7 15.9%	44 100%
Teachers having no interest in knowing the students' background	Deputy head teacher	9 40.9%	10 45.5%	2 9.1%		1 4.5%	22 100%
	Counseling teacher	5 22.7%	14 63.6%		3 13.6%		22 100%
	Head prefects	7 15.9%	18 40.9%	3 6.8%	11 25.0%	5 11.4%	44 100%
Reward of individuals based on their individual performance rather than overall class performance	Deputy head teacher	2 9.1%	12 54.5%	3 13.6%	5 22.7%		22 100%
	Counseling teacher	5 22.7%	5 22.7%		6 27.3%	6 27.3%	22 100%
	Head prefects	11 5.0%	14 31.8%	3 6.8%	9 20.5%	7 15.9%	44 100%
Teachers respond with threats and verbal assault when students get into behavioral or academic difficulties	Deputy head teacher	6 27.3%	13 59.1%		2 9.1%	1 4.5%	22 100%
	Counseling teacher	3 13.6%	11 50.0%		6 27.3%	2 9.1%	22 100%
	Head prefects	9 20.5%	15 34.1%	4 9.1%	8 18.2%	8 18.2%	44 100%

The findings on whether when teachers misses lessons or makes sarcastic comments during class lesson can stir conflicts between the teacher and the students the responses were; the deputy head teachers 14(63.6%) strongly agreed, 7(31.8%) agreed, and 1(4.5%) disagreed while for the counseling teachers 5(22.7%) strongly agreed, 9(40.9%) agreed, 3(13.6%) were undecided, and 5(22.7%) disagreed. Whereas the responses from the head prefects were; 14(31.8%) strongly agreed, 18(40.9%) agreed, 1(2.3%) were undecided,

4(9.1% disagreed, and 7(15.9%) strongly disagreed. According to interviewed principals, it was noted that absenteeism was reported to be a major challenge in most schools. Rewarding system influence was also reported to be a major contributor of conflicts within schools. Rewards influence appeared to be linked to other problems associated with conflicts in schools.

As observed by Jones, Jones, and Hughes, (1996) that classroom management using an authoritarian or punitive approach did repress disorderly behavior, but it did not foster growth or allow the acquisition of more sophisticated modes of learning, such as critical thinking and reflection.

On the other hand, the findings relating to reward of individuals based on their individual performance rather than overall class performance escalating student-teacher conflict, the deputy head teachers 2(9.1%) strongly agreed, 12(54.5%) agreed, 3(13.6%) undecided, and 5(22.7%) disagreed while for the counseling teachers 5(22.7%) strongly agreed, 5(22.7%) agreed, 6(27.3%) disagreed, and 6(27.3%) strongly disagreed. Whereas the responses from the head prefects were; 11(25.0%) strongly agreed, 14(31.8%) agreed, 3(6.8%) were undecided, 9(20.5% disagreed, and 7(15.9%) strongly disagreed.

Regarding teachers having no interest in knowing the students' background, the deputy head teachers 9(40.9%) strongly agreed, 10(45.5%) agreed, 2(9.1%) undecided, and 1(4.5%) strongly disagreed while for the counseling teachers 5(22.7%) strongly agreed, 14(63.6%) agreed, and 3(13.6%) disagreed. Whereas the responses from the head prefects were; 7(15.9%) strongly agreed, 18(40.9%) agreed, 3(6.8%) were undecided, 11(25.0% disagreed, and 5(11.4%) strongly disagreed. This agreed with Okumbe, 1999

that the problem of discipline can arise from teacher's failure to understand the child and his need or teacher's lack of ability to communicate with the child. It was also noted by the head teachers that if the school rules and regulations are restrictive, unexplained, or delivered rigidly by those in authority, then the students may be provoked to ignore.

Finally, responses regarding teachers respond with threats and verbal assault when students get into behavioral or academic, the deputy head teachers 6(27.3%) strongly agreed, 13(59.1%) agreed, 2(9.1%) disagreed, and 1(4.5%) strongly disagreed while for the counseling teachers 3(13.6%) strongly agreed, 11(50.0%) agreed, 6(27.3%) disagreed, and 2(9.1%) strongly disagreed. Whereas the responses from the head prefects were; 9(20.5%) strongly agreed, 15(34.1%) agreed, 4(9.1%) were undecided, 8(18.2%) disagreed, and 8(18.2%) strongly disagreed. This was also noted by the head teachers interviewed that some students learn a great deal about conflicts from the ways they are treated in the school. This conformed with Sheets and Gay (1996), that most of these problems are relatively minor disruption which originates in the classroom and are often interpersonal in nature. Such disruption might challenge teachers' authority, interrupt, talk out of turn, respond loudly, argue, react emotionally, or socialize in class.

Table 4.5: Parents' intervention in secondary school

Statements	Respondents	SA	A	U	D	SD	Total
Incitement of students by parents against teachers and administration	Deputy head teacher	12 54.5%	6 27.3%	1 4.5%	3 13.6%		22 100%
	Guidance & counseling	6 27.3%	9 40.0%	1 4.5%	3 13.6%	3 13.6%	22 100%

	teacher						
	Head prefects	13 29.5%	15 34.1%	5 11.4%	6 13.6%	5 11.4%	44 100%

Responses regarding incitement of students by parents against teachers and administration were; the students and between the students and the teachers. The findings indicate that the deputy head teachers 12(54.5%) strongly agreed, 6(27.3%) agreed, 1(4.5%) undecided, and 3(13.6%) disagreed while for the counseling teachers 6(27.3%) strongly agreed, 9(40.9%) agreed, 1(4.5%) were undecided, 3(13.6%) disagreed, and 3(13.6%) strongly disagreed. Whereas the responses from the head prefects were; 13(29.5%) strongly agreed, 15(34.1%) agreed, 5(11.4%) were undecided, 6(13.6%) disagreed, and 5(11.4%) strongly disagreed as shown in table 4.5 above. This findings was supported by majority of the head teachers who reported that most of the conflicts in the school relates to academic performance where the both parents and teachers wants the students to do better without considering the capability of the student.

The findings concurred with Ginott, (1976) that conflicts are derive from misunderstandings about coursework or the teacher's intentions and manifest themselves in behaviors that teachers find offensive or discourteous — coming to class late and leaving early, complaints about test questions or grades, sarcastic comments and disapproving groans during class.

Reid (2006), reported a positive correlation between performance and school attendance, namely that parenting styles contribute to students' indiscipline.

4.4 Conflict Resolution Procedures

This emanate from the third objective which sought to identify conflict resolution procedures used in public secondary schools in Bomet County. To discuss this, the respondents were provided with certain conflict resolution procedures on which they were requested to indicate to what extent they agreed with them as presented in the table 4.6 below.

Table 4.6 Negotiation and Arbitration

Statement	Respondents	SA	A	U	D	SD	Total
Encourage parties to bring conflicts to the open and face them directly to discover the best solutions	Deputy head teacher	12 54.5%	9 40.9%		1 4.5%		22 100%
	Counseling teacher	11 50.0%	10 45.5%	1 4.5%	S		22 100%
	Head prefects	25 56.8%	13 29.5%	1 2.3%	5 11.4%		44 100%
Administration to involve students in the formulation of school rules and regulations	Deputy head teacher	8 34.4%	10 45.5%		4 18.2%		22 100%
	Counseling teacher	7 31.8%	12 54.5%		2 9.1%	1 4.5%	22 100%
	Head prefects	12 27.3%	25 56.8%		4 9.1%	3 6.8%	44 100%
Seek help from teachers to reconcile when disputes between students arise	Deputy head teacher	14 63.6%	8 36.4%				22 100%
	Counseling teacher	3 13.6%	11 50.0%	2 9.1%	5 22.7%	1 4.5%	22 100%
	Head prefects	27 61.4%	15 34.1%	2 4.5%			44 100%

The findings of Table 4.6 indicate a multi-response analysis of responses regarding the conflict resolution procedures used public secondary schools in Bomet County by students and teachers.

The findings indicated that the deputy head teachers 12(54.5%) strongly agreed, 9(40.9%) agreed, and 1(4.5%) disagreed while for the counseling teachers 11(50.0%) strongly agreed, 10(45.5%) agreed, and 1(4.5%) were undecided. Whereas the responses from the head prefects were; 25(56.8%) strongly agreed, 13(29.5%) agreed, 1(2.3%) were undecided, and 5(11.4%) disagreed respectively on the statement that encourage parties to bring conflicts to the open and face them directly to discover the best solutions. This was supported by Schrupf and Bodine, 1996 that in a negotiation, the participants join voluntarily in a dialog to educate each other about their needs and interests, to exchange information, and to create a solution that meets the needs of both parties. The head teachers had the same view that to deal with daily conflicts that can lead to destructive students' behavior, it is up to the school administration to embrace dialogue in order to make the students recognize and constructively address differences that leads to conflicts and general school discipline.

Responses as regards the administration to involve students in the formulation of school rules and regulations for the deputy head teachers 8(34.4%) strongly agreed, 10(45.5%) agreed, and 3(13.6%) disagreed while for the counseling teachers 7(31.8%) strongly agreed, 12(54.5%) agreed, 2(9.1%) disagreed, and 1(4.5%) strongly disagreed.

Whereas the responses from the head prefects were; 12(27.3%) strongly agreed, 25(56.8%) agreed, 4(9.1%) disagreed, and 3(6.8%) strongly disagreed. This implies that problem of discipline can arise as a result of teacher's failure to understand the child and student's need or teacher's lack of ability to communicate the implication of school rules and regulations appropriately to the student.

Concerning the account that students seeks help from teachers to reconcile when disputes between the students, the findings showed that the deputy head teachers 14(63.6%) strongly agreed, and 8(36.4%) agreed while for the counseling teachers 3(13.6%) strongly agreed, 11(50.0%) agreed, 2(9.1%) were undecided, 5(22.7%) disagreed, and 1(4.5%) strongly disagreed. Whereas the responses from the head prefects were; 27(61.4%) strongly agreed, 15(34.1%) agreed, and 2(4.5%) were undecided. This is an indication that by the virtue of authority, teacher makes decisions and reintroduces ground rules and guideline on how conflict should be resolved.

Table 4.7 Peer Mediation, Punishment and Suspension

Statements	Respondents	SA	A	U	D	SD	Total
Prefects to listen to disputing students to resolve the differences without reaching the school administration	Deputy head teacher	4 18.2%	14 63.6%	1 4.5%	3 13.6%		22 100%
	Guidance & counseling teacher	11 50.0%	9 40.9%	1 4.5%	1 4.5%		22 100%
	Head prefects	23 52.3%	17 38.6%		3 6.8%	1 2.3%	44 100%
Advice the students to talk out their problems when they differ with teachers	Deputy head teacher	11 50.0%	10 45.5%			1 4.5%	22 100%
	Guidance & counseling teacher	11 50.0%	11 50.0%				22 100%
	Head prefects	18 40.9%	22 50.0%	1 2.3%	3 6.8%		44 100%
Keeping good	Deputy head	14	7		1		22

interacting with other person is important							
	Guidance & counseling teacher	9 40.9%	5 22.7%		6 27.3%	2 9.1%	22 100%
	Head prefects	33 75.0%	11 25.0%				44 100%
Always punishment makes students aware on the consequence of not following school rules and regulations	Deputy head teacher	9 40.9%	9 40.9%		4 18.2%		22 100%
	Guidance & counseling teacher	4 18.2%	4 18.2%	3 13.6%	6 27.3%	5 22.7%	22 100%
	Head prefects	16 36.4%	12 27.3%	5 11.4%	7 15.9%	4 9.1%	44 100%
Suspension be taken as disciplinary action against conflicting students in school	Deputy head teacher	3 13.6%	11 50.0%	1 4.5%	4 18.2%	3 13.6%	22 100%
	Guidance & counseling teacher	1 4.5%	1 4.5%	2 9.1%	9 40.9%	9 40.9%	22 100%
	Head prefects	4 9.1%	16 36.4%	4 9.1%	13 29.5%	7 15.9%	44 100%

The responses on the statement that the prefects to listen to disputing students to resolve the differences without reaching the school administration showed that the deputy head teachers 4(18.2%) strongly agreed, 14(63.6%) agreed, 1(4.5%) undecided, and 3(13.6%) strongly disagreed while for the counseling teachers 11(50.0%) strongly agreed, 9(40.9%) agreed, 1(4.5%) undecided and 1(4.5%) disagreed. Whereas the responses from the head prefects were; 23(52.3%) strongly agreed, 17(38.6%) agreed, 3(6.8%) disagreed, and 1(2.3%) strongly disagreed. As indicated by the result, it shows that prefects being well versed with school rules and regulations can considerably resolve interpersonal conflict amicably.

As regards the statement on advising the students to talk out their problems when they differ with teachers indicated that the deputy head teachers 11(50.0%) strongly agreed,

10(45.5%) agreed, and 1(4.5%) strongly disagreed while for the counseling teachers 11(50.0%) strongly agreed, and 11(50.0%) agreed. Whereas the responses from the head prefects were; 18(40.9%) strongly agreed, 22(50.0%) agreed, 1(2.3%) undecided, and 3(6.8%) disagreed. The finding indicates that involving students makes them understand the consequences of their behavior and able to cope with school stressors. The head teachers also reported the use of school assemblies attended by all students and teachers. This forum promotes a climate that challenges students and teachers to believe and act on the understanding that a diverse friendly school and society is a realistic goal.

When asked to give the view on keeping good relationship when interacting with other person is important, the deputy head teachers 14(63.6%) strongly agreed, 7(31.8%) agreed, and 1(4.5%) disagreed while for the counseling teachers 9(40.9%) strongly agreed, 5(22.7%) agreed, 6(27.3%) disagreed, and 2(9.1%) strongly disagreed. Whereas the responses from the head prefects 33(75.0%) strongly agreed, and 11(25.0%) agreed. It seem positive school interaction promotes democratic expression of one's' needs, feelings, and maintain open line of communication. According to Ovell (2001), discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge.

The response on the view that always punishment makes students aware on the consequence of not following school rules and regulations the deputy head teachers 9(40.9%) strongly agreed, 9(40.9%) agreed, and 4(18.2%) disagreed while for the

guidance and counseling teachers 4(18.2%) strongly agreed, 4(18.2%) agreed, 3(13.6%) were undecided, 6(27.3%) disagreed, and 5(22.7%) strongly disagreed. Whereas the responses from the head prefects 16(36.4%) strongly agreed, 12(27.3%) agreed, 5(11.4%) were undecided, 7(15.9%) disagreed, and 4(9.1%) strongly disagreed. The results affirm that punishment is used in most of the schools. However, the use of punishment may lead to fear, resentment, and hostility among the students. In addition, majority of the head teachers used teamwork and delegation in promoting and encouraging peaceful resolution of conflicts when minor or major disputes arise in their schools in order to enhance sense of competence, responsibility, social and emotional skills development. While a few reported that they used conflict resolution and social / emotional skills in combination with punishment as part of disciplinary action.

Lastly regarding the view on suspension to be taken as disciplinary action against conflicting students in school the deputy head teachers 3(13.6%) strongly agreed, 11(50.0%) agreed, and 1(4.5%) undecided, 4(18.2%) disagreed, and 3(13.6%) strongly disagreed while for the counseling teachers 1(4.5%) strongly agreed, 1(4.5%) agreed, 2(9.1%) undecided, 9(40.9%) disagreed, and 9(40.9%) strongly disagreed. Whereas the responses from the head prefects 4(9.1%) strongly agreed, 16(36.4%) agreed, 4(9.1%) undecided, 13(29.5%) disagreed, and 7(15.9%) strongly disagreed. The result indicates that suspension is applied as disciplinary action against conflicting students in schools. Among the selected school principals, it was noted that most of them used stimulation techniques to manage conflicts within their institutions. Such strategies included suspension or expulsion, and use of incentives to suppress conflict. This approach offers

only a temporal solution to the problem, but not resolving it. This can leave at least one student resentful and angry towards the teachers.

According to Johnson & Johnson (1995), students need to be taught the procedure for negotiations in order to resolve conflicts of interest. They must be able to communicate honestly what they want, how they feel, and explain interests as well as positions.

4.5 Effects of Conflict Resolution Procedures used on Students' Discipline

This originated from the fourth objective which looks into the effects of conflict resolution procedures used on students' discipline in secondary schools in Bomet County. To achieve this, the respondents were requested to give the degree to which they agree or disagree with the effects given in the table 4.8 below

Table 4.8: Effects of Conflict Resolution Procedures

Statements	Respondents	SA	A	U	D	SD	Total
Reduce the use of disciplinary actions such as suspension and expulsion	Deputy head teacher	10 45.5%	9 40.9%		1 4.5%	2 9.1%	22 100%
	Counseling teacher	8 36.4%	11 50.0%	2 9.1%	1 4.5%		22 100%
	Head prefects	18 40.9%	15 34.1%	2 4.5%	4 9.1%	5 11.4%	44 100%
Learners use conflict resolution problem-solving process of negotiation and contentious decision making	Deputy head teacher	10 45.5%	12 54.5%				22 100%
	Counseling teacher	10 45.5%	10 45.5%	1 4.5%	1 4.5%		22 100%
	Head prefects	15 34.1%	26 59.1%	1 2.3%		2 4.5%	44 100%
Teachers manage students' behaviour without coercion by emphasizing personal responsibility and self-discipline	Deputy head teacher	16 72.7%	6 27.3%				22 100%
	Counseling teacher	10 45.5%	9 40.9%	2 9.1%	1 4.5%		22 100%
	Head prefects	21 47.7%	20 45.5%	1 2.3%	2 4.5%		44 100%
Students are empowered with conflict resolution skills and strategies to regulate and control their own behavior	Deputy head teacher	14 63.6%	6 27.3%	2 9.1%			22 100%
	Counseling teacher	6 27.3%	14 63.6%	1 4.5%	1 4.5%		22 100%
	Head prefects	30 68.2%	11 25.0%	2 4.5%	1 2.3%		44 100%
Team members can develop stronger mutual respect and their ability to work together	Deputy head teacher	13 59.1%	9 40.9%				22 100%

	Counseling teacher	5 22.7%	8 36.4%	1 4.5%	6 27.3%	2 9.1%	22 100%
	Head prefects	25 56.8%	17 38.6%	1 2.3%		1 2.3%	44 100%

The study sought to find out the effects of conflict resolution procedures used on students' discipline. It was noted in the table 4.5 above that deputy head teachers' responses, 10(45.5%) strongly agreed, 9(40.9%) agreed, 1(4.5%) disagreed, and 2(9.1%) strongly disagreed while for the counseling teachers 8(36.4%) strongly agreed, 11(50.0%) agreed, 2(9.1%) undecided, and 1(4.5%) disagreed. Whereas the responses from the head prefects were; 18(40.9%) strongly agreed, 15(34.1%) agreed, 2(4.5%) undecided, 4(9.1%) disagreed, and 5(11.4%) strongly disagreed. This implies that peaceful conflict resolutions reduce the use of suspension and expulsion being the alternative of resolving conflicts in the school.

On finding out whether learners uses conflict resolution problem -solving process of negotiation and contentious decision making the deputy head teachers 10(45.5%) strongly agreed, and 12(54.5%) agreed while for the counseling teachers 10(45.5%) strongly agreed, 10(45.5%) agreed, 1(4.5%) undecided, and 1(4.5%) disagreed. Whereas the responses from the head prefects were; 15(34.1%) strongly agreed, 26(59.1%) agreed, 1(2.3%) undecided, and 2(4.5%) strongly disagreed. The findings shows that students have their own ways of resolving conflicts such as avoiding confrontation, forgiving one another or tolerance.

On the investigating whether involving students in conflict resolution assist teachers manage students' behavior without coercion. The deputy head teachers 16(72.7%) strongly agreed and 6(27.3%) agreed while for the counseling teachers 10(45.5%) strongly agreed, 9(40.9%) agreed, 2(9.1%) undecided, and 1(4.5%) disagreed. Whereas the responses from the head prefects were; 21(47.7%) strongly agreed, 20(45.5%) agreed, 1(2.3%) undecided, and 2(4.5%) disagreed. This indicates that the approach benefits the students by increasing self image, emphasizing personal responsibility and self-discipline.

Table 4.9 Effects of conflict Resolution Procedures used in the Management of Students' Discipline

Statements	Respondents	SA	A	U	D	SD	Total
Decrease the need for teachers involvement in students conflict	Deputy head teacher	5 22.7%	7 31.8%	1 4.5%	7 31.8%	2 9.1%	22 100%
	Counseling teacher	9 40.9%	11 50.0%		2 9.1%		22 100%
	Head prefects	16 36.4%	16 36.4%	2 4.5%	6 13.6%	4 9.1%	44 100%
Helps teachers to integrate conflict resolutions into discipline practices	Deputy head teacher	8 36.4%	10 45.5%	4 18.2%			22 100%
	Counseling teacher	8 36.4%	11 50.0%	1 4.5%	2 9.1%		22 100%
	Head prefects	12 27.3%	21 47.7%	6 13.6%	4 9.1%	1 2.3%	44 100%
Improves academic performance during school days	Deputy head teacher	11 50.0%	10 45.5%	1 4.5%			22 100%
	Counseling teacher	5 22.7%	8 36.4%	1 4.5%	6 27.3%	2 9.1%	22 100%
	Head prefects	34 77.3%	9 20.5%		1 2.3%		44 100%

An additional findings whether students are empowered with conflict resolution skills and strategies to regulate and control their own behavior the deputy head teachers 14(63.6%) strongly agreed, 6(27.3%) agreed, and 2(9.1%) undecided while for the counseling teachers 6(27.3%) strongly agreed, 14(63.6%) agreed, 1(4.5%) undecided, and 1(4.5%) disagreed. Whereas the responses from the head prefects, 30(68.2%) strongly agreed, 11(25.0%) agreed, 2(4.5%) undecided, and 1(2.3%) disagreed, implying that the character of the student can be shape by role play in conflict resolution. Other changes in the students' behavior reported by the head teachers included greater acceptance of differences, increased awareness and articulation of views and a spontaneous use of conflict resolution skills in academic and nonacademic settings.

The finding on whether the team members can develop stronger mutual respect and their ability to work together the deputy head teachers 13(59.1%) strongly agreed, and 9(40.9%) agreed while for the counseling teachers 5(22.7%) strongly agreed, 8(36.4%) agreed, 1(4.5%) undecided, 6(27.3%) disagreed, and 2(9.1%) strongly disagreed. Whereas the responses from the head prefects were; 14(31.8%) strongly agreed, 18(40.9%) agreed, 1(2.3%) were undecided, 4(9.1% disagreed, and 7(15.9%) strongly disagreed. It is an indication that conflict resolution makes the students responsive and develops better ideas in dealing with conflicts.

Again the study sought to investigate teacher involvement in student conflict, deputy head teachers 5(22.7%) strongly agreed, 7(31.8%) agreed, 1(4.5%) undecided 7(31.8%) disagreed, 2(9.1%) strongly disagreed while for the counseling teachers 9(40.9%)

strongly agreed, 11(50.0%) agreed, and 2(9.1%) disagreed. Whereas the responses from the head prefects 16(36.4%) strongly agreed, 16(36.4%) agreed, 2(4.5%) undecided, 6(13.6%) disagreed, and 4(9.1%) strongly disagreed that it decrease the need for teachers involvement in students conflict. From these findings students become aware and responsible of their behavior in the school.

With respect to helping teachers to integrate conflict resolutions into discipline practices, the deputy head teachers 8(36.4%) strongly agreed, 10(45.5%) agreed, and 4(18.2%) undecided while for the counseling teachers 8(36.4%) strongly agreed, 11(50.0%) agreed, 1(4.5%) undecided, and 2(9.1%) disagreed.

Whereas the responses from the head prefects 12(27.3%) strongly agreed, 21(47.7%) agreed, 6(13.6%) undecided, 4(9.1%) disagreed, and 1(2.3%) strongly disagreed. The result indicates that teachers and administration involving the students in conflict regulations enhances the spirit of respect.

On improving academic performance during school days findings indicated that the deputy head teachers 11(50.0%) strongly agreed, 10(45.5%) agreed, and 1(4.5%) undecided while for the counseling teachers 5(22.7%) strongly agreed, 8(36.4%) agreed, 1(4.5%) undecided, 6(27.3%) disagreed, and 2(9.1%) strongly disagreed. Whereas the responses from the head prefects 34(77.3%) strongly agreed, 9(20.5%) agreed, and 1(2.3%) disagreed. This finding agrees with Johnson and Johnson, 1992, point of view that teachers, no matter what subject they teach, can stimulate and structure constructive controversy in the classroom that will promote academic learning. Same view was noted

by Sergiovanni (1984). In helping to shape the school vision; a principal must work to include all of the stakeholders throughout the entire teaching and learning process. This inclusion helps ensure not only the buy-in of the stakeholders, but also an increased sense of empowerment and greater potential for long-term sustainability of the school's achievements.

4.6 Hypotheses Testing

4.6.1 There is no significant relationship between negotiation and the use of disciplinary actions.

Based on analysis on table 4.10 below, the chi-square statistic ($\chi^2 = 23.624$), predetermined alpha level of significance (0.05), and degrees of freedom ($df = 6$). The corresponding probability is $0.001 < P < 0.05$. This is below the conventionally accepted significance level of 0.05 or 5%, so the null hypothesis that states that there is no significant relationship between negotiation and the use of disciplinary actions was therefore rejected. In this study, it was assured that there is significant relationship between negotiation and the use of disciplinary actions in the management of students' discipline in secondary schools in Bomet County.

Table 4.10: Chi-Square tests

	Value	Df	Asymp.sig. (2-sided)
Pearson Chi-Square	23.624 ^a	6	.001

Likelihood Ratio	10.287	6	.113
Line-by-Linear Association	.880	1	.348
N of Valid Cases	22		

$$X^2=23.624, d.f=6, p=0.001$$

4.6.2: There is no significant relationship between peer mediation and the management of students' behavior.

Based on analysis on table 4.11 below, for the hypothesis, there is no significant relationship between mediation and the management of students' behavior. It was found that the chi-square statistic (χ^2 12.494), predetermined alpha level of significance (0.05), and degrees of freedom ($df=4$). The corresponding probability is $0.014 < P < 0.05$. This is below the conventionally accepted significance level of 0.05 or 5%. This indicated that there is significant relationship between mediation and the management of students' behavior. Therefore, the hypothesis that states that there is no significant relationship between peer mediation such as prefect resolving student conflict and the management of students' behavior was therefore rejected. In this study, it was assured that there is significant relationship between mediation and the management of students' behavior in secondary schools in Bomet County.

Table 4.11: Chi-Square tests

	Value	Df	Asymp.sig. (2-sided)
Pearson Chi-Square	12.494 ^a	4	.014

Likelihood Ratio	14.116	4	.007
Line-by-Linear Association	.023	1	.879
N of Valid Cases	22		

$$X^2=12.494, d.f=4, p=0.014$$

4.6.3 There is no significant relationship between arbitration and the teachers' involvement in students' conflict.

The analysis on the table 4.12 below for the hypothesis, there is no significant relationship between arbitration and the teachers' involvement in students' conflict. It was found that the chi-square statistic (χ^2 19.712), predetermined alpha level of significance (0.05), and degrees of freedom (df =12). The corresponding probability is $0.073 > P < 0.05$. This is above the conventionally accepted significance level of 0.05 or 5%. This indicated that there is no significant relationship between arbitration such as facing conflict directly and the teachers' involvement in students' conflict. The hypothesis states that there is no significant relationship between arbitration and the teachers' involvement in students' conflict is therefore accepted. In this study, it can be noted that there is no significant relationship between arbitration and the teachers' involvement in students' conflict in secondary schools in Bomet County.

Table 4.12: Chi-Square tests

	Value	Df	Asymp.sig. (2-sided)
Pearson Chi-Square	19.712 ^a	12	.073

Likelihood Ratio	20.455	12	.059
Line-by-Linear Association	1.338	1	.247
N of Valid Cases	22		

$X^2=19.712$, d.f =12, p =0.073

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

The chapter presents discussions of the findings, conclusions, and recommendations of the study. The findings are discussed sequentially according to the objectives in chapter four relating to the following aspects:

- i) Types of conflicts in secondary schools.
- ii) Causes of conflicts in secondary schools.
- iii) Conflict resolution procedures used in secondary schools.
- iv) Establish the effects of conflict resolution procedures used on students' discipline in secondary schools.

5.1 Summary of the Finding

5.1.1 Types of Conflicts in Public Secondary Schools.

The findings revealed that emotional stress on students over failure to fit in the academic competitiveness in the school were at maximum level among the students in secondary schools in Bomet County. For instance, as shown in the table 4.2, deputy head teachers 95.4%, counseling teachers 100%, and the head prefects 86.4% respondents agreed that students are emotionally stressed thus cultivating conflicts in the school among themselves and between them and the teachers. In addition, 72.7%, 86.3% and 75.0% respectively agreed that students fear for expression of perspectives and interest on the way conflict is to be resolved by teachers this implies that there is no open system where everyone feel free to express their views. Again, the respondents said that fighting or

physical aggression over control of limited resources or authority by senior students manifests in most of the schools. This view was agreed upon by 77.3%, 86.3%, and 70.4% respectively. It is believed that this results in negative effects on the students' fraternity and general school interactions. Also, it was also found that students disagree with the teachers over academic target set by the teachers. This was supported by 81.9%, 81.9%, and 72.7% of the respondents respectively. Students are bitter when teachers ignore or dismiss their comments especially on those affecting them in school as shown by 81.9%, 95.5%, and 63.6% respondents' responses respectively.

The students disrespect others and those in authority by certain groups formed by students in school indicated by the respondents of deputy head teachers (95.4%), counseling teachers (77.2%), and head prefects (63.6%). There are a lot of difficulties in understanding grades and grading system in examination to accurately reflect the differences in students learning as this was supported by 81.8%, 77.3%, and 63.6% of the respondents respectively.

5.1.2 Causes of Conflicts in Public Secondary Schools

Unfair allocation of routine sanitation activities to students in lower classes had a negative impact on school interactions. This was evident from the results from the deputy head teachers 86.4% agreed while different views from counseling teachers where 50.0% agreed with 22.7% disagreeing. The views of the prefects was also noted where 75.0% considered allocation of routine sanitation activities to students in lower classes as unfair and stirs conflicts in the school.

It was also revealed that prefects and teacher are biased in handling student issues generating conflicts and negative interaction in the school. This was shown by respondents were 90.9% of the deputy head teachers and 72.7% from counseling teachers with only 27.3% opposing. Prefects' responding rudely to other students with behavioral problems in school with others or with teachers has become largely the cause of conflicts as this has shown by the respondents where 90.9% deputy head teachers and 72.7% counseling teachers supported, the response from the head prefects 77.2% supported. It is clear from the results that conflicts arises when teachers do not have interest in knowing the student's background in order to understand the challenges facing the student, the deputy head teachers 86.4%, counseling 86.3%, and head prefects 56.8% supported.

In another case, it appeared that teachers missing lessons and making sarcastic comments during class lesson provokes conflicts at any moment. This is indicated by the results from the respondents, 95.4% deputy head teachers, 63.6% counseling teachers, and 72.7% head prefects agreed. In the same note, it was evident that incitement of students by parents against teachers and administration generates conflicts as well as disrespect to the teachers and administration by the students as indicated by 81.8% deputy head teachers, 68.2% counseling teachers, and 63.6% head prefects agreed.

The reports further indicated that class room absenteeism and failure to complete assignment on time among the students has become largely the main cause of conflicts between the students and class teachers and school administration in general. This was

supported by 90.9% deputy head teachers, 77.2% counseling teachers, and 70.4% head prefects.

Reward of individuals based on their individual performance rather than overall class performance appeared to be the route cause conflicts between teachers and students. It was revealed that 63.6% deputy head teachers, 45.4% counseling teachers, and 56.8 % head prefects agreed that is the case in their schools. It was also shown that conflict arises due to the way teachers respond when students are faced with problems. It was shown that 86.4% deputy head teachers, 63.6% counseling teachers, and 54.6 % head prefects agreed that was the case in their schools. It is clear from the respondents that this situation has been caused mostly when the teachers respond with threats and verbal assault when students get into behavioral or academic difficulties.

5.1.3 Conflict Resolution Procedures used in Secondary Schools

In establishing a successful conflict resolution procedure, it is imperative to encourage parties to bring conflicts to the open and face them directly to discover the best solutions.

In this case, it was shown that 95.4% deputy head teachers, 95.5% counseling teachers, and 86.3% head prefects agreed.

Further the findings showed that 79.9% deputy head teachers, 86.3% counseling teachers, and 84.1 % head prefects agreed that administration should involve students in the formulation of school rules and regulations in their schools. Again all the deputy head teachers (100%), 63.6% counseling teachers, and 95.5 % head prefects agreed that

conflicting parties should seek help from teachers to reconcile when disputes between students arise.

Majority of the respondents had the view that prefect listens to disputing students to resolve the differences without reaching the school administration as the results revealed that 81.8% deputy head teachers, 90.9% counseling teachers, and 90.9% head prefects supported. Those who opposite view were 13.6%, 4.5%, and 9.1% of deputy head teachers, counseling teachers, and head prefects disagreed respectively. Another report revealed that advising the students to talk out their problems when they differ with teachers would be another approach to resolve dispute. The respondents were as follows, deputy head teachers 95.5%, counseling teachers 100%, and the head prefects 90.9% agreed. Again, further analysis was done to ascertain if there was a relationship between mediation and discipline which yielded a chi square value of 12.494 with 4 degree of freedom and a p value of 0.014. It implies that at $\alpha = 0.05$, the results are significant therefore there is relationship between peer mediation and discipline.

Furthermore, 95.4% deputy head teachers, 63.6% counseling teachers and all the head prefects (100%) agreed that keeping good relationship when interacting with other person in the school environments is important way of cultivating good morals in the school.

It is clear from the findings that punishment is an approach being used most of the schools to make students aware on the consequence of not following school rules and regulations this was supported by 81.8% deputy head teachers, 36.4% counseling

teachers and 63.7% the head prefects. On the other hand, 18.2% deputy head teachers, 50%% guidance and counseling teachers and 25.0%the head prefects disagreed on the same approach to instill discipline.

Again, 63.3% deputy head teachers, 9.0% counseling teachers and 45.5% the head prefects respectively revealed that they support suspension being taken as disciplinary action against conflicting students in school. Whereas majority of counseling teachers 81.8% opposed the use of suspension in school, while only 31.8% deputy head teachers also opposed.

5.1.4 Effects of Conflict Resolution Procedures used in Students' Discipline in Secondary Schools

In establishing the successful of conflict resolution procedures used on students' discipline, it is imperative to the administrators, teachers, and students to become collectively responsible for envisioning and implementing shared leadership. It was revealed that deputy head teachers 86.4%, counseling teachers 86.4% and the head prefects 75.0% welcome suggestion that successful conflict resolution procedure reduce the use of disciplinary actions such as suspension and expulsion.

With access to social life skills, it was revealed that all the deputy head teachers 100%, counseling teachers 91.0% and the head prefects 93.2% welcome that it enables learners use conflict resolution problem -solving process of negotiation and contentious decision making based on knowledge instead of emotions.

The findings also indicate that all the deputy head teachers 100%, counseling teachers 86.4%, and the head prefects 93.2% agreed that the approach enable teachers manage students' behaviour without coercion by emphasizing personal responsibility and self-discipline. Therefore, the school that embraces positive interaction can make a difference in students' discipline.

Furthermore, the value of nurturing relationship and social life skills among the students was tested and it was found out that the students are empowered with conflict resolution skills and strategies to regulate and control their own behaviour. This was agreed by 90.9% deputy head teachers, 90.9% counseling teachers, and 93.2% head prefects agreed to it.

While it is important to encourage everyone in the school to take responsibility at some point, it is clear from the findings that deputy head teachers 100%, counseling teachers 59.1% and the head prefects 95.4% welcome suggestion that successful conflict resolution procedure enables the team members develop stronger mutual respect and their ability to work together.

In collective spirit which values the use of conflict resolution skills, the report show that 54.5% deputy head teachers, 90.9% counseling teachers, and 72.8% head prefects agreed that embracing the skills would help to decrease the need for teacher's involvement in students' conflict.

In addition, access on problem solving skills would help teachers to integrate conflict resolutions into discipline practices in their schools. This was evidenced where 81.9% deputy head teachers, 86.4% counseling teachers, and 75.0% head prefects agreed on the suggestions.

Group members develop considerably mutual, helpfulness, and caring regardless of their social and academic differences. It was revealed that 95.5% deputy head teachers, 59.1% counseling teachers and 97.8% head prefects agreed that the skills would help improves academic performance during school days.

In hypothesis one there is no significant relationship between negotiation such as talking out problem and the use of disciplinary actions. To ascertain this relationship, the chi square value yielded 23.624 with 6 degree of freedom and p value of 0.001 which is less than the level of significant 0.05. So, there is significant relationship between negotiation such as talking out problem and the use of disciplinary actions. The hypothesis states that there is no significant relationship between negotiation such as talking out problem and the use of disciplinary actions and therefore it is rejected. In this study, it was assured that there is significant relationship between negotiation such as talking out problem and the use of disciplinary actions.

For the hypothesis two, there is no significant relationship between mediation such as prefect resolving student conflict and the management of students' behavior. The significant value is 0.014 which is less than the level of significant 0.05. So, there is significant relationship between peer mediation such as prefect resolving student conflict and the management of students' behavior. The hypothesis states that there is no

significant relationship between peer mediation such as prefect resolving student conflict and the management of students' behavior is therefore rejected. In this study, it was assured that there is significant relationship between peer mediation such as prefect resolving student conflict and the management of students' behavior.

Finally in hypothesis three, there is no significant relationship between arbitration such as facing conflict directly and the teachers' involvement in students' conflict. The significant value is 0.073 which is more than the level of significant 0.05. So, there is no significant relationship between arbitration such as facing conflict directly and the teachers' involvement in students' conflict. The hypothesis states that there is no significant relationship between arbitration such as facing conflict directly and the teachers' involvement in students' conflict is therefore accepted. In this study, it can be assured that there is no significant relationship between arbitration such as facing conflict directly and the teachers' involvement in students' conflict.

5.2 Conclusions

The study sought to find out types of conflicts in public secondary schools in Bomet County. The results demonstrated that the conflicts manifested in many ways. This occurs when a student refuses to obey rules of the classroom or school.

The second objective sought after the causes of conflicts. The research revealed that that lack of team spirit among the students in school was the dominant factor attributing to conflict in the school. This tempts the students to do something which is unhealthy rather than doing things that benefit themselves and others. From the results, the respondents

also noted that the teachers' irresponsibility generate conflicts in the school. This included missing lessons and making sarcastic comments during class lesson, having no interest in knowing the students' background, reward of individuals based on their individual performance rather than overall class performance, and responding with threats and verbal assault when students get into behavioral or academic difficulties. This led to other major problems such as fear, disobedience, protest, and strikes. It was also noted that parents' interventions escalate conflicts such inciting students against teachers and administration. To calm these situations down, this research indicated that conflict resolution procedures helps schools to take a positive approach to conflict resolution, where discussion is courteous and non-confrontational, and the focus is on issues rather than on individuals. If this is done, then, as long as people listen carefully and explore facts, issues and possible solutions properly, conflict can often be resolved effectively.

The research further indicated that resolving conflicts successful has positive on school climate and performance as it reduces the use of disciplinary actions and enable learners use conflict resolution amicably. It was also revealed that it enable teachers manage students' behavior without coercion and the students are empowered with conflict resolution skills and strategies. Finally, the student can develop stronger mutual respect and team spirit and improve academic performance during school days.

Conflict resolution programs promote the development of valuable skills for resolving conflict peacefully that can be applied across the lifespan. When implemented comprehensively, such programs promote a positive school climate. There are a variety

of approaches from which to choose. The most effective program is a comprehensive one that strives to train and support all members of the school community. A conflict resolution program is not an instant solution – it is a long-term commitment requiring patience, training, and support at all levels of the school community, and ongoing evaluation to tailor the program to the needs of the school.

From this research it is concluded that, all the objectives of this research that have been highlighted in Chapter one were achieved. Firstly, the types of conflicts in secondary schools in Bomet County have been identified. The findings showed that the conflicts manifest in many ways. Secondly, the causes of conflicts in public secondary schools in Bomet County are lack of team spirit among the students in school, teacher's irresponsibility in secondary school, and parents' intervention in secondary school. Thirdly, conflict resolution procedures used in secondary schools in Bomet County. Lastly, the effects of conflict resolution procedures used on students' discipline in secondary schools in Bomet County.

5.3 Recommendations

It is apparent that secondary schools have to change in the basic ways in order to educate the students that they are for rather than against one another, their teachers or the school administration by equipping them with the skills of resolving conflicts constructively rather than destructively. Therefore; the following recommendation were made:

- i) The school should model inclusion; respect, honest, fairness, hope, hard working, and commitment to social justice and must openly and effectively address conflict

issues. These processes prevent violence and establish culture of peace and caring within the school.

- ii) The whole school approach should have clear conflict management policies and procedures such as equal treatment, anti harassment, welfare and discipline.
- iii) Teachers and students should be trained to develop and refine their skills of negotiation, mediation, and arbitration. This training will allow develop or enhance life and communication skills that are relevant to all relationship.
- iv) The school administration should ensure equitable sharing of teaching and learning resources and value social skills and attitudes equally with academic development.

5.4 Suggestion for Further Studies

- i) The relationship between students' behavior and teachers' tress in secondary schools in Kenya
- ii) Preparedness and willingness of school administration on the implementation of discipline policies in secondary schools in Kenya
- iii) The relationship between students' democracy and active learning in secondary schools in Kenya

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Kosge K. Julius,

Moi University, P.o Box 3900,

Eldoret.

Dear sir/madam,

I am a master of philosophy student at Moi University undertaking Educational research on the application of conflict resolution procedures and on the management of students' discipline in public secondary schools in Bomet County.

The ultimate goal of the study is to provide an insight into this important aspect of school administration in order to enhance administrative effectiveness in secondary schools. You have been selected to participate in this study.

Please kindly answer the questions to the best of your ability. All the information you give will be treated with confidentiality and will be used only for research purpose.

Thank you for your participation and cooperation.

Yours faithfully,

Kosge K. Julius

APPENDIX II: INTERVIEW SCHEDULE FOR THE HEAD TEACHERS

The information provided will be kept confidential and will be used for research only.

1 Sex Male [] Female []

2 How old are you?

20-30 years []

31-40 years []

41-50 years []

51 and above years []

3 What is your professional qualification?

Master degree []

Bachelor degree []

Diploma in Education []

Others specify _____

4 How long have you taught?

1-5years []

6-10 years []

11- 15years []

16 and above years []

5 How many years have you served as a head teacher?

1-3years []

4-6 years []

7- 10years []

over 10 years []

6 Which types of conflict are common in your school?

7 What often cause conflicts arising in the school between?

i) Students

ii) Teachers and students

iii) Students and school expectations, rules and regulation

iv) Do you consider teachers or some parents contribute to conflicts in school?

8. What are some of the conflict management techniques do you apply to resolve conflicts in your school?

9. What are some of the human resources challenges do you have in your school?

10. What do you do as the head of the institution to help your students to develop problem solving skills?

APPENDIX III: QUESTIONNAIRES FOR THE DEPUTY HEAD TEACHER

Instructions

Answer all questions precisely and honestly. The information provided will be kept confidential and will be used for research only. Do not indicate the name of your school anywhere in this paper.

Please tick the space [√] or fill the blanks as appropriate on how you feel about the statement.

SECTION A: Biographical data

1 Indicate your sex

Male [] Female []

2 How old are you?

20-30 years [] 31-40 years []

41-50 years [] 51 and above years []

3 What is your professional qualification?

Master degree []

Bachelor degree []

Diploma in Education []

Others specify _____

4 How many years have you served as a deputy head teacher?

1-3years 4-6 years

7- 10years over 10 years

5 Apart from the training you got in college, have you received any training on school based conflict resolution?

Yes [] No []

SECTION B: Types of conflicts in school

There are some specific instances from within the school environment where conflicts may arise. The following are some of the conflicts in secondary schools. Please respond to each item on the types of conflicts common in your school.

- 1 SA- Strongly agree
- 2 A- Agree
- 3 UD- Un decided
- 4 D- Disagree
- 5 SD- Strongly disagree

	Statement	SA	A	UD	D	SD
6	Emotional stress on students over failure to fit in the academic competitiveness in the school					
7	Fear for expression of perspectives and interest on issues pertaining the way conflict is to be resolved by teachers					
8	Fighting or physical aggression over control of limited resources or authority by senior students					
9	Disagreement over unrealistic academic targets set for students by the teachers					
10	Bitterness over ignoring and dismissing of students comments by the teachers					
11	Disobedience to other students and those in authority by cohesive group of some students					
12	Difficulty in understanding grades and grading system in examination to accurately reflect differences in student learning					

The prevalence of the following cases in secondary schools causes conflicts and disruptive behaviour among the students in secondary school. Indicate your answer on the following cases in your school.

- SA- Strongly agree - 1
 A- Agree - 2
 UD- Un decided- 3
 D- Disagree- 4
 SD- Strongly disagree - 5

	Statement	SA	A	UD	D	SD
14	Un fair allocation of routine sanitation activities to students in lower classes					
15	Preferential treatment of certain students by prefects and teachers					
16	Prefect responding rudely to other students in conflicts					
17	Teachers having no interest in knowing the students' background					
18	Teachers missing lessons and sarcastic comments during class lesson					
19	Incitement of students by parents against teachers and administration					
20	Class rooms absenteeism and failure to complete assignment on time					
21	Reward of individuals based on their individual performance rather than overall class performance					
22	Teachers respond with threats and verbal assault when students get into behavioral or academic difficulties					

SECTION D: Conflict resolution procedures

The following items are some conflict resolution procedures used in school. Indicate the procedures you commonly used to resolve conflicts when arise in your school

- SA- Strongly agree - 1
 A- Agree - 2
 UD- Un decided - 3
 D- Disagree - 4
 SD- Strongly disagree- 5

	Statement	SA	A	UD	D	SD
23	Encourage parties to bring conflicts to the open and face them directly to discover the best solutions					
24	Administration to involve students in the formulation of school rules and regulations					
25	Seek help from teachers to reconcile when disputes between students arise					
26	Prefects to listen to disputing students to resolve the differences without reaching the school administration					
27	Advice the students to talk out their problems when they differ with teachers					
28	Keeping good relationship when interacting with other person is important					
29	Always punishment makes students aware on the consequence of not following school rules and regulations					
30	Suspension be taken as disciplinary action against conflicting students in school					

SECTION E: Effects of conflicts resolution procedures

The effective conflict resolution education procedures highlighted below helps to improve to make school safe, peaceful and respectful place to be. Please respond to each item on the influence on students' discipline in your school.

	Statement	SA	A	UD	D	SD
32	Reduce the use of disciplinary actions such as suspension and expulsion					
33	Learners use conflict resolution problem -solving process of negotiation and contentious decision making					
34	Teachers manage students' behaviour without coercion by emphasizing personal responsibility and self- discipline					
35	Students are empowered with conflict resolution skills and strategies to regulate and control their own behavior					
36	Team members can develop stronger mutual respect and their ability to work together					
37	Decrease the need for teachers involvement in students conflict					
38	Helps teachers to integrate conflict resolutions into discipline practices					
39	Improves academic performance during school days					

APPENDIX IV: QUESTIONNAIRE FOR THE COUNSELING TEACHERS

Instructions

Answer all questions precisely and honestly. The information provided will be kept confidential and will be used for research only. Do not indicate the name of your school anywhere in this paper.

Please tick the space [√] or fill the blanks as appropriate.

SECTION A

1 Indicate your sex

Male [] Female []

2 How old are you?

20-30 years []

31-40 years []

41-50 years []

51 and above years []

3 a) Are you a professional teacher?

Yes []

No []

b) If your answer 3(a) is yes. What is your professional qualification?

Master degree []

Bachelor degree []

Diploma in Education []

Others specify _____

4 How long have you taught?

1-5years []

6-10 years []

11- 15years [] 16 and above years []

5 Apart from the training you got in college, have you received any training on school based conflict resolution?

Yes [] No []

SECTION B: Types of conflicts in school

There are some specific instances from within the school environment where conflicts may arise. The following are some of the conflicts in secondary schools. Please respond to each item on the types of conflicts common in your school.

- 1 SA- Strongly agree
- 2 A- Agree
- 3 UD- Un decided
- 4 D- Disagree
- 5 SD- Strongly disagree

	Statement	SA	A	UD	D	SD
6	Emotional stress on students over failure to fit in the academic competitiveness in the school					
7	Fear for expression of perspectives and interest on issues pertaining the way conflict is to be resolved by teachers					
8	Fighting or physical aggression over control of limited resources or authority by senior students					
9	Disagreement over unrealistic academic targets set for students by the teachers					
10	Bitterness over ignoring and dismissing of students comments by the teachers					
11	Disobedience to other students and those in authority by cohesive group of some students					
12	Difficulty in understanding grades and grading system in examination to accurately reflect differences in student learning					

SECTION C: Causes of conflicts among students

The prevalence of the following cases in secondary schools causes conflicts and disruptive behaviour among the students in secondary school. Indicate your answer on the following cases in your school.

- SA- Strongly agree - 1
 A- Agree - 2
 UD- Un decided- 3
 D- Disagree- 4
 SD- Strongly disagree - 5

	Statement	SA	A	UD	D	SD
14	Un fair allocation of routine sanitation activities to students in lower classes					
15	Preferential treatment of certain students by prefects and teachers					
16	Prefect responding rudely to other students in conflicts					
17	Teachers having no interest in knowing the students' background					
18	Teachers missing lessons and sarcastic comments during class lesson					
19	Incitement of students by parents against teachers and administration					
20	Class rooms absenteeism and failure to complete assignment on time					
21	Reward of individuals based on their individual performance rather than overall class performance					
22	Teachers respond with threats and verbal assault when students get into behavioral or academic difficulties					

SECTION D: Conflict resolution procedures

The following items are some conflict resolution procedures used in school. Indicate the procedures you commonly used top resolve conflicts when arise in your school

- SA- Strongly agree - 1
 A- Agree - 2
 UD- Un decided - 3
 D- Disagree - 4
 SD- Strongly disagree- 5

	Statement	SA	A	UD	D	SD
23	Encourage parties to bring conflicts to the open and face them directly to discover the best solutions					
24	Administration to involve students in the formulation of school rules and regulations					
25	Seek help from teachers to reconcile when disputes between students arise					
26	Prefects to listen to disputing students to resolve the differences without reaching the school administration					
27	Advice the students to talk out their problems when they differ with teachers					
28	Keeping good relationship when interacting with other person is important					
29	Always punishment makes students aware on the consequence of not following school					

30	Suspension be taken as disciplinary action against conflicting students in school					
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SECTION E: Effects of conflicts resolution procedures

The effective conflict resolution education procedures highlighted below helps to improve to make school safe, peaceful and respectful place to be. Please respond to each item on the influence on students' discipline in your school.

	Statement	SA	A	UD	D	SD
32	Reduce the use of disciplinary actions such as suspension and expulsion					
33	Learners use conflict resolution problem -solving process of negotiation and contentious decision making					
34	Teachers manage students' behaviour without coercion by emphasizing personal responsibility and self- discipline					
35	Students are empowered with conflict resolution skills and strategies to regulate and control their own behavior					
36	Team members can develop stronger mutual respect and their ability to work together					
37	Decrease the need for teachers involvement in students conflict					
38	Helps teachers to integrate conflict resolutions into discipline practices					

39	Improves academic performance during school days					
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APPENDIX V: QUESTIONNAIRE FOR SCHOOL HEAD PREFECTS

Instructions

Answer all questions precisely and honestly. The information provided will be kept confidential and will be used for research only. Do not indicate the name of your school anywhere in this paper.

Please tick the space [] or fill the blanks as appropriate.

SECTION A

1 Indicate your sex

Male [] Female []

2 Indicate the type of your school

Boys' school [] Girls' school [] Mixed school []

SECTION B: Types of conflicts in school

There are some specific instances from within the school environment where conflicts may arise. The following are some of the conflicts in secondary schools. Please respond to each item on the types of conflicts common in your school.

- SA- Strongly agree - 1
 A- Agree - 2
 UD- Un decided- 3
 D- Disagree- 4
 SD- Strongly disagree- 5

	Statement	SA	A	UD	D	SD
3	Relationship conflicts over lack of expression of perspectives and emotions on certain issues by students					
4	Lack of integration of students' interests on the way the dispute is to be resolved by teachers					
5	Structural conflicts caused by forces external to the people in dispute (resources, authority, and time)					
6	Value conflicts caused by forced one set of values on others					
7	Unrealistic academic targets for students by the teachers leads to academic controversy					
8	Ignoring or dismissing students' comments sourer the attitude of the students towards the teacher					
9	Cohesive grouped formed by students support fellow student when they feel disrespect by the teacher.					
10	Grades and grading system is fair, easy to understand and accurately reflect differences in students learning.					

SECTION C: Causes of conflicts among students

The prevalence of the following cases in secondary schools causes conflicts and disruptive behaviour among the students in secondary school. Indicate your answer on the following cases in your school.

- SA- Strongly agree - 1
 A- Agree - 2
 UD- Un decided- 3
 D- Disagree- 4
 SD- Strongly disagree - 5

	Statement	SA	A	UD	D	SD
11	Un fair allocation of routine sanitation activities to students in lower classes					
12	Preferential treatment of certain students by prefects and teachers					
13	Prefect responding rudely to other students in conflicts					
14	Teachers having no interest in knowing the students' background					
15	Teachers missing lessons and sarcastic comments during class lesson					
16	Incitement of students by parents against teachers and administration					
17	Class rooms absenteeism and failure to complete assignment on time					
18	Reward of individuals based on their individual performance rather than overall class performance					
19	Teachers respond with threats and verbal assault when students get into behavioural or academic difficulties					

SECTION D: Conflict resolution procedures

The following items are some conflict resolution procedures used in school. Indicate the procedures you commonly used to resolve conflicts when arise in your school

- SA- Strongly agree - 1
 A- Agree - 2
 UD- Un decided - 3
 D- Disagree - 4
 SD- Strongly disagree- 5

	Statement	SA	A	UD	D	SD
20	Bring conflicts to the open and face them directly to discover the best solutions					
21	Involve students in the formulation of school rules and regulations					
22	Seek help from teachers to reconcile when disputes between students arise					
23	Prefects to listen to disputing students to resolve the differences without reaching the school administration					
24	Advice the students to talk out their problems when they differ with teachers					
25	Keeping good relationship when interacting with other person is important					
26	Punishment makes students aware on the consequence of not following school rules and regulations					
27	Suspension taken as disciplinary action against conflicting students in school					

SECTION E: Effects of conflicts resolution procedures

The effective conflict resolution education procedures highlighted below helps to improve to make school safe, peaceful and respectful place to be. Please respond to each item on the influence on students' discipline in your school.

	Statement	SA	A	UD	D	SD
29	Reduce the use of disciplinary actions such as suspension and expulsion					
30	Learners use conflict resolution problem -solving process of negotiation and contentious decision making					
31	Teachers manage students' behaviour without coercion by emphasizing personal responsibility and self-discipline					
32	Students are empowered with conflict resolution skills and strategies to regulate and control their own behaviour					
33	Team members can develop stronger mutual respect and their ability to work together					
34	Decrease the need for teachers involvement in students conflict					
35	Helps teachers to integrate conflict resolutions into discipline practices					
36	Increases academic performance during school days					

Appendix VI: Research Permit

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THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss..... KOSGE
 KIPKIRUI JULIUS

of (Address) MOT UNIVERSITY
 P.O. BOX 3900, ELDORET

has been permitted to conduct research in

.....Location,
 BOMET District,
 RIPT VALLEY Province,

on the topic Application of school
 conflict resolution procedures on
 the management of student discipline
 in Public Secondary Schools in
 Kenya: A case of Bomet District.


for a period ending 30TH APRIL 2011


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Research Permit No. NCST/RRI/12/1/SS/1008


Date of issue 20/12/2010

Fee received SHS 1,000






Applicant's
Signature



Secretary
National Council for
Science and Technology

Appendix VII: Research Authorization

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
 Telephone: 254-020-241349, 2213102
 254-020-310571, 2213123
 Fax: 254-020-2213215, 318245, 318249
 When replying please quote

P.O. Box 30623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Our Ref: **NCST/RRI/12/1/SS/1006/4** Date: **20th December, 2010**


Kosge Kipkirui Julius
 Moi University
 P. O. Box 3900
ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Application of School conflict resolution procedures on the management of Student discipline in Public Secondary Schools in Kenya: A case of Bomet District*". I am pleased to inform you that you have been authorized to undertake research in **Bomet District** for a period ending **30th April, 2011**.

You are advised to report to **the District Commissioner and the District Education Officer, Bomet District** before embarking on the research project.

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



DR. M. K. RUGUTT, Ph.D, HSC
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
 Bomet District

The District Education Officer
 Bomet District