School Mechanisms and Socialization of Student Leaders in Conflict Mediation in Lugari Sub County, Kakamega County, Kenya

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Abstract

The global educational landscape has shifted towards Competency-Based Education (CBE), emphasizing the practical application of knowledge, skills, attitudes, and values in real-world contexts. This shift intersects with the context of Kenyan secondary schools, particularly in the realm of conflict resolution, where student council leaders play a pivotal role. While many nations have implemented policies to support these leaders in conflict management, relying solely on policies has proven insufficient, resulting in persistent unrest within schools. This paper advocates for an enhanced approach to the socialization of school council leaders, focusing on equipping them with effective conflict resolution mechanisms and communication strategies. The purpose of this research was to assess the school mechanisms in socialization of school council leaders on conflict resolution. The objectives of the study were to find out the school mechanisms which enhance the socialization of school council leaders in conflict resolution and evaluate the status of these mechanisms in promoting resolution of conflicts in secondary schools. The research was guided by the social change and conflict theory. It was descriptive research adopting a mixed methods research approach. The research was carried out in secondary schools in Lugari Sub-County. The target population for this study consisted of school council leaders, guiding and counseling teachers and principals of the sampled schools. A total of 180 students were selected through purposive sampling. Simple random sampling was used to identify respondents in every class. Ten guiding and counseling teachers and ten principals participated in the study. Data was collected using questionnaires and semi structured interviews. Quantitative data was analyzed and presented in percentages while qualitative data was analyzed thematically. The study found out that majority of the school council leaders, guiding and counseling teachers and principals were in agreement that socialization of school council leaders in mechanisms like communication on arbitration, mediation, special training on conflict resolution with fellow students promotes conflict resolution in secondary schools. Most secondary schools were applying school mechanisms to promote a peaceful learning environment where the school council leaders could tackle most of the conflicts that arise. The final report will provide information that will help educationists in alleviating the negative effects of conflict and student unrest in education sectors and socialization of school council leaders on conflict resolution methods in schools. Research has revealed significant challenges

faced by these leaders, particularly in instances of arson and property damage, highlighting the critical necessity to bolster their communication and problem-solving competencies. Insufficient skills in managing conflicts can exacerbate unrest, thereby impeding the overall learning environment. Therefore, it is imperative to establish institutional mechanisms within schools to address conflicts comprehensively. This approach encompasses tackling issues such as abuse, program modifications, class-level mediation, fostering improved communication skills, and enhancing decision-making abilities. By doing so, we can ensure the creation and maintenance of a conducive and harmonious learning environment.

Key words: *Council, conflict, Learners, Mechanisms, Schools, Skills, Techniques*

1.0 Introduction

Conflicts are a common aspect of social life, and secondary schools, like any other social institution, are not exempt from experiencing them. The key challenge lies in effectively and efficiently resolving these conflicts. As learners mature, they gain insights into the potential consequences of unresolved conflicts, such as violence and warfare. In many educational settings, conflicts primarily revolve around informal social processes that aim to address and resolve issues amicably. However, there are instances where teachers and school council leaders lack the confidence and skills to tackle particularly challenging conflicts. Therefore over the years, there's a growing emphasis on involving students in conflict resolution to empower them to take responsibility for school programs and their own well-being. Conflicts are normal social phenomena, like any other social institution, secondary schools are expected to experience the social problem of conflicts. The main challenge is how to resolve conflicts efficiently and effectively. Inescapably as children grow, they develop understandings about the violence and war that may emerge when conflicts are not resolved; acquisition of knowledge through formal schooling is often influenced by a number of extrinsic and intrinsic factors (Owande, 2015). In most educational institutions, conflict revolves around informal social processes that address conflicts at an early stage and facilitates consensual resolutions to disputes (Bickmore, 2012). Sometimes teachers and school council leaders who have responsibility for resolving conflicts at times lack the confidence and skill to deal with especially difficult issues (Nekesa, 2018).

Internationally, the new focus is on children being prepared to competently be active participants in the running of secondary schools. Kauzer and Posner (2013) point out that students' involvement in conflict resolution equips them to take responsibility of the school programs and their own welfare. Involving students regularly in conflict management enables them to find solutions in difficult and challenging situations that requires setting a good example for others. Among the developed countries, the school council leaders in the United Kingdom have a responsibility of following up the attendance frequently, observe punctuality and class membership programs. The school council leaders focus much on socialization skills like observing good verbal and non-verbal communication skills, temper control and building of confidence in fellow students but still conflicts do arise frequently (Allen et al 2013).

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In Australia, student participation in school conflict resolution is basically through dialogue as is observed in Melbourne High School. Various studies indicate that developing countries in Africa commonly experience conflict between students and school authorities or amongst staff or students in their various classes. Training of students' council on proper ways to use to enhance their impact in conflict resolution among students has led to school realizing effective management but still conflicts keep on emerging (Olu & Abosede, 2003). South Africa has before experienced a long and prolonged wave of student unrest in institutions of higher learning (Otegbulu, 2014). In Kenya, the student leader policy was put in practice by school heads and managers with the hope of addressing issues that made both students and teachers uncomfortable with the prefect system (Indimuli, 2012). However, it is noted that in the year 2014, cases of student unrests rose to 0.49% of the number of secondary schools in Kenya. The student unrests were accompanied by arson attacks (Republic of Kenya, 2014). The schools unrests continue to be an issue of concern to educationists despite the fact that school council leaders are democratically chosen. The school administration has always been found unaware with the students' unrests issues despite the fact that the school council leaders are expected to have got the knowledge and intercepted the students complaints and negotiated a compromise early enough (Betty, 2021).

To find a creative solution to most of the problems in schools, effective mechanisms in socialization of school council leaders in conflict resolution satisfies all parties involved. For example in the UK, conflicts in learning institutions have resulted to poor relationships amongst students, arsons and sometimes student dropouts (Fisher, 2005). Similarly in Sub Saharan Africa, student unrest is associated with frequent attacks, poor collaboration in schools, repeated negative influence and destruction of property (Ndavi, 2016). The few schools that manage to promote mediation amongst school council leaders and students have been faced with a number of challenges hence realizing minimal conflict free learning environment (Vundi, Majanga, & Odollo, 2014). Schools that successfully promote mediation approach on conflict resolution among council leaders and learners still face challenges in achieving a conflict-free learning environment and this is a critical question that this study attempted to resolve.

The study aimed to identify the school mechanisms that facilitate the role of school council leaders (SCLs) in mediating conflicts within secondary schools. Additionally, it sought to assess the effectiveness of these school mechanisms in improving problem-solving abilities among school council leaders within the school environment.

2.0 Literature Review

Effective communication on mediation of conflicts between school council leaders and fellow students is of utmost importance in all educational institutions. Communication plays a pivotal role in addressing various issues that can arise due to personal differences, peer pressure, challenging classroom lessons, and complex problems. It serves as an indicator that the absence of or poor, communication can deteriorate relationships among students, between students and teachers, or make the school environment less conducive (Ndavi, 2016). For instance, many

244

Corresponding Author's Email: eddah201284nafula@gmail.com
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students lack the confidence to connect with their teachers on a personal level, resulting in avoidance of communication. Additionally, excessive authority and mandates bestowed upon student leaders can hinder open communication between the leaders and their peers. Research has shown that directives related to religious education can effectively address issues of student violence (Ngome, 2019). Unfortunately, some teachers may lack the motivation and passion to influence students' character positively through effective communication. Therefore, the absence of communication can significantly contribute to unrest in secondary schools.

Conflicts are neither constructive nor disruptive but the ways they are handled make them either positive or negative. Schools like any other human organizations are prone to one or other type of conflict (Ghallagher, 2010). The key issue in enhancement requires that a person should have access to critical know how and therefore new chances should be availed to that individual (Brahm, 2013). Another issue concerns the social, individual, intellectual and traditional involvement of the person into the school society but most notably, without his identity being lost. The next issue is to get involved in the management in which order is maintained within the school set up. Corporal punishment in schools is strongly aligned within the elements of power, control and discipline. According to Huddlestone (2007), the removal of corporal punishment in schools in countries like England in the recent past is an outstanding step in the new approach of conflict management in schools and therefore, SCLs have been engaged in the management of some conflicts that emerge in schools.

More than 2000 students in the United Kingdom were put on hold in 2010 as heads of schools looked for ways to manage the surge in rowdy and chaotic students (Botti, 2010). The opposition leaders in Baillieu agreed by highlighting out that poor conflict resolution and bad conduct was on the increase among students of all ages and heads of learning institutions should be given the mandate to search for fire arms in students for them to handle the problem.

Okotoni & Okotoni (2003) in their study 'Conflict Management in Secondary Schools in Osun State, Nigeria' pointed out that conflict appeared to occur regularly in schools in Osun State as follows; interpersonal conflicts, inter union conflicts between staff and school administration. Students had conflicts of students against the staff, or students against school administrators, students versus food sellers, differences between parents and students or school. One way to address the problem was to come up with seminars for workers on how to relate with co-workers in peaceful way and handle the differences without leading to conflicts. Their findings indicated that most teachers were often unable to complete the syllabus in a session. This is one of the effects of incessant chaos in public schools in Nigeria. At the start of the 21ˢᵗ Century, Kenya has experienced serious school-based conflicts among students and even involving students, teachers and administration cases in a majority of schools. Reports on conflicts in schools in Kenya show that violence and destructive forms of student unrest had risen. Between 2000 and 2001, 280 schools in Kenya reported cases of student unrest (Republic of Kenya, 2001). Between June and July 2008, over 300 secondary schools went on rampage and school property worth millions of shillings was destroyed and one student died (The People Newspaper, 2008).

Davidoff (2007) points out that mediation based on the view of peer counseling, active listening and provision of communication make student leaders engage and address problems and arrive at their own solutions to resolution of problems in schools. Thus, peer mediation is applied as a preventive measure to deal with minor conflicts before they graduate to bigger ones between the school management and student's body. The atmosphere eventually created is a solution-oriented one where problems are seen as part of the day-to-day life and resolution as a positive challenge rather than unpleasant and difficult involving task. However, according to Nyaga (2019) student councils have inadequate peer mentorship and guiding and counseling abilities. Such skills would be essential to enable the student councils' leaders assist fellow students to abandon their activism whenever there are issues which may result to student unrest and instead direct their minds to pursuance of academic and non-academic dreams thus controlling conflict among students and the school administration which inclusively promote school governance.

In the United States of America, student to student conflicts have emerged as a major issue affecting the education system. According to Brahm (2013), approximately 46% of educators in America have cited student to teacher conflicts as a contributing factor to leaving the profession in recent years. However, while addressing student behaviour, educational institutions in the USA encounter various challenges. Notably, expelled students may be allowed to apply for readmission within a specific timeframe, leading to ongoing concerns about maintaining a safe and productive learning environment. For instance, at St. Georges Secondary School (BCC News, April 20, 2018), an American English International School, student council leaders play a crucial role in overseeing junior students during lunchtime and assisting facilitators during breaks to maintain order. This structured student leader council comprises a head student, four senior councils, and four ordinary councils. They meet regularly to plan and execute term events, serve as role models for fellow students, uphold discipline, and ensure compliance with school rules and regulations.

Student resistance to established authority is a global phenomenon, with a notable increase in intensity (Otieno, 2008). Many schools now admit students from broken homes, children living in poverty, offspring of teenage parents, and those with special needs (Simatwa, 2013). Parental guidance and control over students have waned, leading to negative perceptions of authority, including school personnel. The United Nations Children Education Fund (UNICEF), in collaboration with the Kenyan government through its Ministry of Education, conducted research to emphasize the importance of student participation in school management. This research revealed that student involvement in school governance enhances knowledge acquisition and fosters positive character traits (Serem, 2012). This research led to the establishment of the Kenya Secondary School Student Council (KSSSC) in 2009, signifying the official recognition by the Ministry of Education of the benefits of involving students in decision-making processes related to school governance (Jeruto & Kiprop, 2011).

However, recent studies (Jeruto & Kiprop, 2011; Nekesa 2018, Anderson & Bennett, 2010) indicate that administration and conflict resolution in most Kenyan schools are still lacking in engagement. For example, over 90% of students were not involved in decision-making regarding

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school finances, conduct issues, governance, curriculum, student well-being, school fees, and the creation of school rules and regulations (Jeruto & Kiprop, 2011). Jwan (2011) attributes this lack of student involvement to traditional teaching orientations that prioritize teacher judgment over student input. He emphasizes the importance of involving students in addressing issues affecting them and teaching them conflict resolution skills through positive teacher-student socialization. Kosgey (2008) notes that, teachers in Kenya have been engaging students in regular meetings and counselling sessions to promote conflict resolution. However, the changing societal landscape has created new challenges, and traditional methods are no longer sufficient to meet students' needs. The government recognized the importance of guidance and counselling in schools in the 1970s, leading to the introduction of student council leaders to address issues such as ignorance, rudeness, partiality, haste, rigidity, and false advice (Brahim and Ahmed, 2008).

Simatwa (2010) highlights that, in the past, teachers in Kenya often used corporal punishment to resolve conflicts and deter students from engaging in disruptive behaviours. However, the Children Act of 2001 banned the use of corporal punishment in schools, aligning Kenya with other countries like the USA, Australia, Croatia, Cyprus, Denmark, Finland, Germany, and Norway that have taken similar steps. This move toward abolishing physical punishment and mental harassment (The Basic Education Act, 2013) is crucial for creating child-friendly schools. Prefects also play a role in conflict resolution by reducing bias from teachers, as they are closely connected to their fellow students in the learning environment. Mukiri's study (2014) on the importance of student council leaders in promoting discipline in public secondary schools found that deputy principals were responsible for training prefects on their roles, with minimal support from teachers. Effective communication mechanisms are vital for resolving conflicts, and there is a need to focus on mentorship in addition to leadership skills.

The mechanisms for decision-making and conflict resolution in educational settings have been a subject of extensive research. Fletcher (2005) highlights that conflicts in schools often arise from differences, which can be traditional, related to factors like ethnicity and country of origin, or social, encompassing aspects such as gender, sexual orientation, class, and physical or mental attributes. These conflicts frequently manifest as prejudice, discrimination, harassment, and even hate crimes, making them complex and deeply rooted in structures of inequality and privilege. Conflict management education programs provide a framework to address these issues by promoting respect, acceptance, and effective communication. Mugabe's (2013) study in Zimbabwe underscores the importance of democratic leadership training within the student council system to foster effective conflict resolution. Counselling plays a pivotal role, reducing misconduct and providing guidance on common issues like drug abuse, cheating and bullying. Teachers' understanding of student council leaders' challenges is crucial (Betty, 2021), with guidance and counselling committees often shouldering this responsibility in the absence of trained counsellors.

In Nigeria, the Student Representative Council (SRC) is considered a valuable governance tool for conflict management (Okotoni & Okotoni, 2003). Seminars, courses, and the establishment of SRCs are part of conflict resolution strategies. Wamocha (2010) highlights the importance of

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properly guiding student council leaders when handling conflict cases to prevent misunderstanding. Deutsch and Coleman (2000) emphasize the significance of using specific conflict resolution strategies to combat issues like egocentrism and selective perceptions. Proper training and mentorship are crucial in building the capacity of student council leaders for effective conflict resolution (Buchere, 2011).

Generally, effective communication between students and teachers is essential for maintaining a positive and productive learning environment. It is crucial for addressing various issues, including conflicts, and involving students in decision-making processes and can lead to more engaged and disciplined school communities. Kenya's efforts to move away from traditional disciplinary methods and promote conflict resolution through communication and mentorship are steps in the right direction toward creating child-friendly schools. In summary, research underscores the importance of education, mentorship, and structured conflict resolution approaches in empowering student council leaders to address conflicts effectively in schools.

3.0 Materials and methods

A descriptive research design was employed in this study. A Mixed methods Research approach was adopted. Questionnaires were administered to a total of 180 school council leaders, 10 guiding and counseling teachers. Additionally, the researchers administered structured interviews to 10 principals. To select participants, stratified proportionate sampling was used to sample the schools according to their school types; that included boys' boarding, girls' boarding and mixed day schools. Therefore, 20 percent from each stratum was used to pick a total of 10 schools. To get the individual schools, simple random sampling was used to select the schools from each stratum to give the equal chances. Census sampling was used to select 10 principals and 10 guiding and counseling Heads of Departments in the sampled schools. Simple random sampling was used to sample 20 percent of the 900 school council leaders to get 180 respondents. The total sample comprised of 10 principals, 10 guiding and counseling Heads of Departments and 180 school council leaders.

4.0 Results and discussion

This study's first objective was to examine the student council leaders' socialization on collaborative communication mechanisms on problem resolution in public secondary schools in Lugari Sub-County. For this to be achieved, the principals, teacher counselors and SCLs were requested to give an answer to the statement: '*regular use of school council leaders in communication and problem solving helps in resolving conflicts.*' Table 1 indicates their responses in line with the question asked.

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Table 1: SCLs involvement in communication on problem solving among students

Group of Study	Agreement Level	Frequency	Percentage (%)
Student Council Leaders	Agree strongly	47	26.1%
	Agree	123	68.3%
	Disagree	10	5.6%
	Disagree strongly	-	-
Principals	Strongly agree	6	60%
	Agree	4	40%
	Disagree	-	-
	Strongly disagree	-	-
Teacher counselors	Strongly agree	7	70%
	Agree	3	30%
	Disagree	-	-
	Strongly disagree	-	-

The responses revealed that school council leaders, principals and teacher counselors agreed that the school mechanisms of regular involvement in communication on mediation enhances conflict resolution.

The research's second objective was to establish the influence of SCLs in mediation on problem solving competencies in conflict resolution in secondary schools in Lugari Sub-County. To realize this, the SCLs, heads of schools and teacher counselors were requested to give response to the statement: *'Participation of SCLs in mediation promotes conflict resolution'.* The Table 2 below shows the responses from the three categories of respondents.

Table 2 Mechanism of socialization skills on mediation on conflict resolution
Study Group: School Council Leaders

Statement		Frequency	Percent	
i)	SCLs involvement in formation of school rules and regulation.	Yes	60%	
ii)	Reviewing of existing rules and policies and formulation of school policies to guide students	No	40%	
		Yes	50%	
iii)	Holding regular meetings with school administration	No	50%	
		Yes	70%	
iv)	Watching films on mediation of conflict	No	30%	
		Yes	40%	
		No	60%	

Table 2 indicates that most of the SCLs, 60% agreed that socialization mechanism of being involved in formation of school rules and regulation helps a lot when they are mediating on conflict resolution in schools, since they are in a better position to argue with their fellow students amicably. A smaller number of 40% percent were not involved in the formation of schools and regulations. Review of existing rules and policies to guide students was one way of

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socializing learners to mediate conflicts. Although only 50% of the SCLs agreed that it is being used, the remaining 50% were not socialized in this mechanism. Regular meetings with the administration were another mechanism that SCLs agreed to it at 70% while the remaining 30% did not get it frequently. Watching films on mediation was also used as one of the mechanisms to socialize the SCLs but at only 40%, while a bigger number of 60% did not have it. The above items from the questionnaires showed mechanisms used to socialize the SCLs in mediating conflict resolution in school schools.

Furthermore, during the Focus Group Discussions (FGDs), the majority of SCLs reported that their involvement in mediating conflicts had effectively reduced the incidence of fellow students facing suspension from school. Additionally, some principals noted that exposing SCLs to recorded and live media sessions on conflict mediation in society had a positive impact on enhancing their conflict resolution skills. These findings collectively suggest that a consensus exists among a majority of principals, teacher counsellors, and SCLs regarding the beneficial effects of involving SCLs in conflict mediation for the resolution of conflicts in secondary schools within the Lugari Sub-County. Interviews with teacher counsellors revealed that permitting SCLs to mediate conflicts had led to a reduction in the number of conflicts and subsequent suspensions. This decrease in suspension cases aligns with the goals set by the Ministry of Education and UNICEF (MoE, 2010) when establishing student council leadership structures.

These findings also align with the observations made by Indimuli (2012) concerning the involvement of SCLs in mediating school-based issues. Indimuli (2012) noted that engaging SCLs in conflict mediation helps them acquire valuable conflict resolution skills, enabling them to generate ideas and opinions that contribute to the effective functioning of schools. Additionally, Baker (2007) established a connection between the effectiveness of involving SCLs in collaborative communication and problem-solving during conflict mediation and their close relationship with fellow students within the school environment. Frequent exposure to communication on conflict through media can equip the student council leaders with the right approach to issues that will need their attention. Students also observed that bench marking with other student leaders from other institutions can promote their communication skills with fellow students on conflicts.

The above results illustrate the significance of equipping school council leaders with effective conflict resolution skills which has been underscored, as it is essential for maintaining a harmonious school environment. Furthermore, it is imperative for school administrations to take proactive measures in ensuring the active participation of student council leaders in decision-making processes, particularly in matters concerning students' welfare and interests. This can be achieved through the integration of student council leaders into various administrative forums, including academic committees, Parents Teachers Associations, and management board meetings. In doing so, the voices and perspectives of student council leaders will be accorded the attention they deserve in the policy development processes within schools. This inclusive approach will streamline decision-making procedures, particularly in situations where adult

administrators traditionally dominate the decision-making landscape, thus fostering a more equitable and responsive educational system.

5.0 Conclusions

This paper assessed the mediation and problem-solving competencies in conflict resolution by school council leaders in secondary schools. It discusses why the school council leaders need support in solving conflicts in secondary schools. It discusses the importance of equipping school council leaders with mechanisms to handle conflicts as they arise in schools. It further outlines the school mechanisms perceived to promote problem solving techniques by school council leaders. Frequent exposure to mediation on conflict through media will help equip the student council leaders with the right approach to issues that will need their attention. Students also observed that bench marking with other student leaders from other institutions will help promote their communication skills with fellow students on conflicts.

The study also revealed that there is need for proper socialization from teachers and the administration. Frequent motivation, guidance and counseling will reduce instances of conflicts that arise because of misunderstanding on school rules and regulations. Participation in mediation promotes conflict resolution. This was evident after a great percentage of principals, teacher counselors and SCLs agreed to it. To support this further, in each category of respondents, there was significant percentage of respondents who strongly agreed to this finding. The student council for instance, pointed out that mediation gave fellow students trust in them unlike when most conflicts are handled by teachers. There is better understanding of the school rules and regulation when explained from the student council leaders' side. A repeat of conflicts is rarely experienced by students because of the mutual agreement that is set by the two parties.

Mentoring SCLs in decision making on issues related to school policies and routine, goes a long way in promoting problem solving competencies in resolution of conflicts to a large extent in public secondary schools in Lugari Sub-County, Kakamega County, Kenya. Specifically, SCLs from most schools found it necessary for the school administration to socialize them in decision making skills on conflict resolution as it prepares them to handle any violence or unrest that might destabilize their wellbeing in school.

In conclusion, this research paper has undertaken a comprehensive examination of the school mechanisms demonstrated by school council leaders in secondary schools within the context of conflict resolution. The findings of this study have shed light on the critical need for providing support to school council leaders in addressing conflicts that arise in secondary school settings. In light of the insights gained from this research, it is evident that empowering school council leaders and integrating their perspectives into decision-making processes are pivotal steps toward enhancing the overall effectiveness and inclusivity of secondary school governance. This study contributes to the broader discourse on educational leadership and conflict resolution, emphasizing the importance of collaborative efforts in creating a conducive and thriving

educational environment. Further research and practical interventions in this domain are encouraged to continue improving the educational experience for students, teachers and educational managers in secondary schools.

6.0 Recommendations

The findings of this study have underscored several areas of concern that demand attention from the Ministry of Education and other education stakeholders, as elucidated below:

Firstly, it is imperative that student council leaders receive proactive mentoring and are immersed in the processes of collaborative communication, spanning from school management to the students themselves. In practical terms, schools should furnish student council leaders with informative pamphlets containing comprehensive guidelines that effectively mentor them on procedural information and their general mandates concerning communication within the school environment.

Secondly, it is advisable for educational institutions to comprehensively involve student council leaders in the mediation of disputes that may arise among students. This can be achieved by establishing a dedicated sub-section within the student council team, tasked with convening special meetings promptly to attentively address and mediate any conflicts among students as soon as they surface. This specific subgroup of student council leaders should receive thorough mentoring and maintain regular interactions with the teaching staff to foster a harmonious learning environment.

Furthermore, the study has illuminated the necessity for robust mentorship provided by teachers and the school administration. Consistent motivation, guidance, and counselling can substantially mitigate conflicts arising from misunderstandings related to school rules and regulations.

Moreover, active participation in mediation initiatives promotes the resolution of conflicts, a fact substantiated by the majority of principals, teacher counsellors, and student council leaders who expressed agreement with this assertion. Notably, within each category of respondents, a significant percentage strongly concurred with this finding. For instance, student council leaders emphasized that mediation engenders trust among fellow students, particularly in contrast to situations where most conflicts are handled exclusively by teachers. Student council leaders are adept at elucidating school rules and regulations, contributing to a diminished recurrence of conflicts, thanks to mutually agreed-upon resolutions.

Lastly, mentoring student council leaders in decision-making processes pertaining to school policies and routines significantly enhances their problem-solving competencies in conflict resolution, particularly within public secondary schools in the Lugari Sub-County of Kakamega County, Kenya. In particular, student council leaders from numerous schools found it essential for the school administration to impart decision-making skills related to conflict resolution, as this equips them to address any potential disruptions or unrest that might jeopardize the overall well-being of the school community.

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257

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