

**EFFECTIVENESS OF SCHOOL MECHANISMS IN SOCIALIZATION OF
SCHOOL COUNCIL LEADERS ON CONFLICT RESOLUTION IN
SECONDARY SCHOOLS IN LUGARI SUB- COUNTY,
KAKAMEGA COUNTY, KENYA**

BY

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**A Research Thesis Submitted to the School of Education in Partial Fulfillment of
the Requirements for the Award of Master of Education Degree in Sociology of
Education in the Department of Educational Foundations**

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DECLARATION

Declaration by the Candidate

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DEDICATION

I dedicate this piece of work to Almighty God for his strength, provision and inspiration in my endeavor to carry out this research project. Secondly, I wish to express my sincere gratitude and appreciation to my family for standing by me throughout the preparation of the research project. Indeed, the journey and the waiting has been long, thank you for the patience and understanding. God Bless them.

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ABSTRACT

In Kenya, The Ministry of Education resolved to open up the democratic space in schools by gradually establishing students' council with leaders elected by the students to replace the old prefect's system in 2008. The student councils are tasked with several duties one of it being resolution of conflicts among fellow students. Despite the use of student council in high schools, Kenyan schools continue experiencing conflicts that have been heightened to arson as experienced in 2021 in some schools. This study sought to establish effectiveness of school mechanisms in socialization of school council leaders on conflict resolution in secondary schools in Lugari Sub- County. The objectives of the study were: to establish how often school council leaders are socialized in communication on conflict resolution, investigate the school mechanisms in mentoring student council leaders in mediation on conflict resolution in secondary schools, find out the challenges faced by student council leaders in the use of available school mechanisms of conflict resolution. The study was guided by two theories; social change and conflict theory that are heavily influenced by the ideas of Karl Marx. Social change is defined as a social process whereby the values, attitudes and institutions of the society become modified because of the belief that a particular group is at risk for a problem. For social change to occur, a group of people must have certain characteristics. For school council leaders to effectively resolve conflicts, they must be well socialized with adequate and relevant skills and attitudes for their roles. The study adopted a descriptive design. The target population for this study consisted of school council leaders, guiding and counseling teachers and principals of the sampled secondary schools in Lugari Sub County. A total of 180 school council leaders were selected through random sampling. Simple random sampling was used to identify respondents in every class. In the selected school, ten principals were interviewed and ten guiding and counseling teachers were useful in providing information on the study topic. In the study, the researcher used questionnaires, oral interviews and focus groups. During the study, it involved collecting open ended data, based on asking general questions and developing an analysis from information supplied by the participants. Triangulation was used to strengthen the reliability of the study by comparing questionnaires different respondents which was the main source of data collection. The raw data from the students' responses was organized, coded and keyed on the SPSS programme. Data was analyzed by use of both qualitative and quantitative methods. In qualitative methods, narrative description was used while in descriptive statistics was used in analyzing quantitative data. In deed 95% of the respondent agreed that communication, mediation and decision-making skills on conflict resolution is key in a school setup as the school remains peaceful hence its academic goals are met. The study is significant in addressing the social needs of Student Council Leaders in conflict resolution in secondary schools. Practically the findings will guide policy makers to fully deal with the challenge of conflict resolution in schools through student council leaders. The final report will provide information that will help educationist in alleviating the negative effects of conflicts and student unrest on education sector and socialization of student council leaders on conflict resolution methods in schools.

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ABBREVIATIONS AND ACRONYMS

CBE	-	Competency Based Education
FGD	-	Focus Group Discussion
G&C	-	Guiding and Counseling
HOD	-	Head of Department
KSSHA	-	Kenya Secondary School Heads Association
KSSSC	-	Kenya Secondary School Student Council
MOE	-	Ministry of Education
NACOST	-	National Council for Science and Technology
SC	-	Students Council
SCEO	-	Sub-count Education Officer
SCL	-	Student Council Leaders
UNICEF	-	United Nation Children Education Fund

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter gives the background of the study, statement of the problem, the purpose of the study, the objectives of the study and the research questions that guided the study. It further brings forward the justification of the study, assumptions and significance of the study as well as the scope and limitation. It goes further to show the theoretical frame work and the conceptual framework that guided the study.

1.1 Background of the Study

The frequent waves of students' unrests in secondary schools in Kenya continue to be experienced thus, the need to permit students to be listened to through their council leaders' representatives (Mukiti, 2014). Conflicts are normal social phenomena. Like any other social institutions, secondary schools are expected to experience the social problem of conflicts. The main challenge is how to resolve conflicts efficiently and effectively. As young people develop and learn about the intersecting social systems of which they are a part, conflict is all around them. Inescapably as children grow, they develop understandings about interpersonal and social conflicts, about procedures for handling it and 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. Conflict is an endemic factor that shapes and determines relationship in all facets of life (Jared & Thingiri, 2017). Evidently, in a school community, conflicts are bound to occur given the different views, needs and values of the people. The diverse human needs are sometimes incompatible with social needs; religious beliefs and group goals of others. The result is often violence. In most educational institutions, conflict revolves around informal

social processes that address conflict at an early stage and facilitates consensual resolutions to disputes (Bickmore, 2012). These processes are underpinning by high trust relationships between teachers and student council leaders. However, this approach can fail where Student Council Leaders (SCLs) cooperation and knowledge are low. At times, teachers and SCLs who have responsibility for resolving conflicts sometimes lack the confidence and skill to deal with especially difficult issues (Nyaga, 2019).

According to Kibet (2014), students' involvement in school conflict resolution gives them powers to be in charge of the learning institutions programs, events and their own wellbeing in school. As students engage in all these issues, the encounter gives them quite a number of ways to handle all situations that needs them to be role models for other fellow students to emulate the same. What is expected of them in this scenario is that the student council leaders to be in the fore front and come out as those good students who be admired when resolving conflicts. Most learning institutions use administrative decentralization which entails distributing of duties to students who have shown good management traits and are in a state likely to handle conflicts as they arise in school (Davidsff & Lazarus, 2007). These enable teachers to involve student council leaders in conflict resolution (Wilson, 2001; World Bank, 2008). In many schools across the globe, SCLs are mainly elected because they posses' traits that will promote the wellbeing of the tradition of the learning institutions, observe high standards of good conduct, be actively involved in all the school activities and meet whenever required and ensure all students adhere to the culture of the school.

Internationally, the new focus is on children being prepared to competently be involved in all levels in the running of senior secondary schools. Kauzer and Posner

(2013) point out that involving students in conflict handling equips them to be always aware and keen of the school program of events and their own welfare. Involving secondary school students regularly in conflicts management equips them with solutions needed whenever they are in difficult state that needs they act as role models to the rest of the students. They will always be required to step forward and be best students they can.

In the modern world, student involvement in conflicts has been experienced in various parts of the world. In the United States of America school violence involving student shootings have been common place over the years (Murage, 2014). In the United Kingdom, Allen et al (2013) indicates that the student council's major responsibility is to frequently follow up attendance, punctuality and class mentorship programs. SCLs focus much on socialization skills like good oral and non-oral communication skills, temper control, boosting of self-esteem and building of confidence in fellow students. The school council checks on the issues like individual and peer mentoring. Thus, a school becomes a place where learners socialize with the older ones and from them; they learn how to engage with conflicts in the absence of the adults. Teachers have realized that engaging students in problem solving is important as it complements the behavior of the students. The student council leadership in Scotland participates in conflict resolution as per their age groups. Alderson (2000), points out that so many students express great preference for lessons in which they can operate with their friends under their own management. Student council conflict resolution groups are in use in Britain. These groups provide students with opportunities to engage in dialogues on specific issues of differences with the teachers away from the class environment. These have helped in reducing the students' conflicts that arises because of bullying especially from the older students (Botti, 2010).

Njozela (2010) points out that, In Australia, student participation in school conflict resolution through dialogue is used in Melbourne High School. The students have their own chosen student council leaders who represent them on the board of governors' council of the school. This engagement of children as major participants comes with a lot of efficiency, enjoyment and is more reliable and effective when working on projects that aim at specific issues of concern to the teenagers in schools or within development processes in the larger society (Fletcher, 2005). Woods and Cribs (2001) posit that, The United States of America and India have the student leadership subcommittee that handles conflict problems in schools. The body is tasked with offering peer mentorship and identifying and encouraging students struggling to cope with challenges that come with high school life. The targeted group here is the new entrants in school.

In Africa, cases of student council leaders resolving conflicts have been experienced in various countries including Nigeria, South Africa and other African Countries (Sanchez, Feb 18, 2018). In Nigeria, Olu and Abosede (2003) points out that the most common forms of conflict in schools happen between the student and school authorities and other types of conflict include internal personal conflicts amongst staff as well as students in various classes. Training of student council on guidance and counseling is one of the ways they use to enhance their impact in conflict resolution among students and this has led to schools realizing effective management (Otegbulu, 2014).

South Africa experienced a long and prolonged wave of student unrest in institutions of higher learning in 2013. The country experienced volatile clashes between the security officers and students. This was as a result of the government's directive to

increase the tuition fee by 12 percent of the original fee. Students demanded free schooling and so in the effort to resist the fee rise, the hash tag fee must reduce was in use to mobilize the public and students' bodies in various institutions of higher learning, in the end the protests turned violent and volatile resulting to property damage and loss since the students went after the security forces ruthlessly in 2016 (BBC, April 20, 2018). Other studies conducted in the same country by Mabena (2002) concludes that student leadership involvement in school conflict resolution comes with more effect if the student council is not often criticized by the school management, teachers and students.

In Kenya, the student council leaders' 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's system (Indimuli, 2012). As a result, the students' councils were introduced with the hope that by the start of the year 2012, quite a number of schools had moved from the prefects to students' councils' leadership (Kiprop, 2012). The formation of student council brought on board the space of democracy among the students that was applauded for the good peaceful learning environment that was marked by decrease from a high prevalence of 7.6% in 2008 to 0.6% in 2011 in secondary schools in Kenya (Kiprop, 2012). However, it is noted that in the year 2014, cases of students' unrests rose to 0.49% of the number of secondary schools in Kenya. The only difference with students' unrests in 2014 compared to those in 2008 was that they were accompanied with arson attacks (Republic of Kenya, 2014).

Ouma and Muide (2016) point out that in the whole nation, 98 boys and 28 girls' secondary school had been affected by students' unrests students' resulting to suspension of learning for about 6000 students in the affected school. The students'

unrest continues to be an issue of concern to educationist despite the fact that they are democratically chosen students' council. Their duties include prevention of students' unrest to promote quality governance of secondary schools as per the expectation of the MOE (Ndungu &Kwasira, 2015). The school administration has often been found unaware with the students' unrests issues despite the fact that the student governing council is expected to have got the knowledge and intercepted the students' complaints and negotiated a compromise early enough (Ndavi, 2016).

According to Kipyego (2013), the evolution of disputes in well-established schools is mainly affected by actual or perceived differences to the supply and demand of resources. Each child learning and relationships are pegged on a school cultivating a beneficial attitude towards the entire schooling program and conflict handling issues. This is crucial because it is at school where students are expected to connect with one another for their growth, with teachers and educational administrators. As advanced by several government policy papers and numerous scholars, education is an element in stimulating social economic growth (UNICEF/KSSHA, 2013; World Bank, 2008).

Kenya Secondary School Student Council Constitution Article I Section II part (4) points out that the school council committee is tasked with proper handling of conflicts by aiming at reducing incidences of students' unrests (MOE, 2010). Most secondary schools have introduced socialization and mentorship activities that aim at ensuring that the student council leaders have the knowledge, skills and guided attitudes to control conflicts efficiently (Johnson & Johnson, 2001). Ngome (2019) posits that teachers and school managers encounter up to a 95% decline in disciplinary issues as students take charge of their own conflicts and get a better conclusion. The effectiveness of the student council team a school gets depends on the adequacy of induction, communication skills and mentorship schedules put in place to

strengthen them for their roles. Conflict connotes a stressful, unhappy, distressing, depressing, annoying and frustrating state of affairs (Nekesa, 2018).

In Kenya still, incidents of arson have been reported in several schools including Chewoyet boys' high school in west Pokot, the same happened in Usenge high school in Siaya County (MOE, 2018). Although many secondary schools in Kakamega County have used the student's council system as a tool for observing stability on the issues of conflicts, the outcome expected of efficient collaboration namely; effectiveness in conflict resolution and decrease in the number of reported cases to teachers, strikes and arsons have not been fully done away with (Vundi, Majanga, & Odollo, 2014). Secondary schools in Lugari Sub-County have socialized student council leaders in management and conflict resolution. However, cases of unrests in schools are still being reported. This implies students' councils' have not been adequately socialized to resolve conflicts and control the school programs. Yet, it is a necessity that engagement of student in school management and especially conflict resolution be upheld (ROK, 2012; MOEST, 2016).

Student council leaders were instituted to improve conflict resolution mechanisms in secondary schools in Kenya. Resolution of conflicts at secondary schools invariably fails due to poor or lack of effective communication channels which result in poor decision making. In order to improve quality of SCLs in conflict resolution there is need to socialize them in the use of collaborative communication as a social competency. There is still a gap on effectiveness of school mechanisms in mentoring of SCLs on conflict resolution in secondary school. Therefore, it is against the above background that there was need to investigate on effectiveness of school mechanisms

in socialization of school council leaders on conflict resolution in secondary schools in Lugari Sub- County of Kakamega County.

1.2 Statement of the Problem

Student council leaders resolving conflicts in schools have been on the rise over the years in Lugari Sub-County compared to the neighbouring sub counties; as proved by frequent strikes, student unrest and decline in academic performance in Lugari (Sub-County Education office report July,2018). Six secondary schools within the sub county were involved in unrests hence closed indefinitely with others bringing on board law enforcers to guard the schools. Vundi, Majanga and Odollo (2014) analyzed conflict management in Kakamega County but focused more on students' participation in decision making. A study by Nekesa (2018) focused much on the reforms in school governance with less emphasis on mentorship mechanisms.

This study has knit together fragmented data and filled the knowledge gap that has existed one time in conflict resolution by school council leaders. The case of Lugari Sub-County schools though interesting little is known about the socialization and mentoring mechanisms on conflict resolution. Therefore, this study will enable a clear comparison with other similar studies done in other places. The study therefore bridged the gap that existed in Sociology of Education by establishing the effectiveness of school mechanisms in mentoring school council leaders on conflict resolution in Lugari Sub- County secondary schools.

1.3 Purpose of the Study

The purpose of this study was to investigate the effectiveness of school mechanisms in mentoring school council leaders on conflict resolution in secondary schools in Lugari Sub- County of Kakamega County, Kenya.

1.4 Objectives of the Study

The study was guided by the following specific objectives:

- i) To establish how often school council leaders are mentored in communicating on conflict resolution in secondary schools in Lugari Sub-County.
- ii) To find out the school mechanisms used in socialization of school council leaders in mediation of conflict in Lugari Sub-County secondary schools.
- iii) To find out the challenges faced by school council leaders in decision making on conflict in Lugari Sub-County secondary schools.

1.5 Research Questions

The study sought to answer the following research questions:

- i) How often are SCLs mentored in communication on conflict resolution in Lugari Sub-County secondary schools?
- ii) What type of school mechanisms are used in socialization of SCLs in mediation of conflict in Lugari Sub-County secondary schools?
- iii) What are challenges faced by SCLs in the use of available mechanisms of conflict resolution in Lugari Sub County secondary schools?

1.6 Justification of the Study

Secondary schools in Kenya have occasionally experienced conflict of varied nature, due to different reasons. Student conflicts have been on the increase and have resulted to not only property losses but also psychological and emotional disturbance to students. Most of the conflicts end up being destructive to life. From the year 1990-2008 conflicts with adverse effects were experienced in Kenyan schools but the climax was mid-2008 when there was a wave of conflicts in secondary schools that threatened security. Conflict connotes a stressful, unhappy, distressing, depressing, annoying and frustrating state of affairs (Behfar & Trochim 2008).

It is therefore important to keep pace on societal dynamisms through research so that conflict is resolved well by student council whenever encountered in schools. Having understood their methods of handling conflicts and their experiences, student council leaders can be instrumental in peer counseling and help curb issues of conflicts in secondary schools. A number of studies have been carried out in this area; for instance, Vundi, Majanga, & Odollo (2014) carried out a study in Kakamega County that focused on the effects of socialization of students' council leaders in conflict management in Secondary schools in Kakamega County; Nyambagera (2018), carried out a study on the factors influencing student unrest in Kenya's secondary schools. He also conducted a survey in Embu, Nyamira, Kericho, Nakuru, Uasin Gichu, and Kisii counties. This study showed that unrests interfere with serenity and tranquility of a school, which is important for the success of all sectors, including secondary schools. However, the studies did not consider effectiveness of school mechanisms in socialization of school council leaders in conflict resolution in secondary schools. It is therefore crucial to unravel school mechanism in socialization of school council leaders on conflict resolution in secondary schools. This can be instrumental in the socialization of SCLs adequately to encourage them cope and manage conflicts and succeed in their secondary education. Further, these mechanisms are social in nature and therefore, they can be viewed as social competencies. Indeed, mentoring is social process. Critical thinking is done by members of society and their critical thought is best utilized in solving social problems or problems in the society.

1.7 Scope and Limitation of the Study

In this study, focus is limited to school mechanisms and mentoring of school council leaders on conflict resolution. This is because mentoring and solving a social problem like conflicts at school requires communication. Resolving school conflict may fail if

SCLs are innocent of good communication. It is therefore critical that SCLs are enabled to view school conflicts as social problems which must be collaboratively dealt with through effective communication. Communication is necessary competency for SCLs in solving the social problem conflicts at schools. This research target group was the secondary school student council because of two reasons. First, the student council has been assigned the duty to mediate and resolve any kind of conflict that may arise in school before it reaches the teachers and interact with fellow students amicably. Second, the student council is at the delicate stage of adolescents and at a high risk of misunderstanding with one another, yet they have been tasked to ensure conflicts are resolved positively.

The research was limited to sub-county secondary schools and did not cover all secondary schools in Lugari Sub County due to large data and the many categories of schools that would be involved. SCLs are a special group of students hence it was not possible to establish the population of SCLs. The sample size for this study was limited to SCLs in selected schools.

1.8 Assumptions of the Study

The study was based on the following assumptions:

- i. The participants in the study are aware of the conflicts resolution mechanisms that have been put in place in the institutions of learning
- ii. The study will shade light on the effectiveness of school mechanisms in mentoring SCLs on conflict resolution in secondary schools.
- iii. Quantitative data collected will be collaborated with qualitative data to effectively address the findings of this study.
- iv. It is also assumed that other factors influencing conflict resolution in secondary schools remain constant

1.9 Significance of the Study

The study is significant in addressing the diverse needs of student council leaders that require teacher socialization and mentorship skills on effective communication on mediation, decision making and problem-solving skills to promote and sustain peaceful learning environments. It further elaborates to education stakeholders the need of integrating the student council in existing socialization services presently offered to all the students in schools on conflict resolution. The findings also spell out how adopting certain school measures on socialization of student councils on conflict resolution policy by the secondary schools could improve their leadership skills with the increasing number of enrolment due to subsidized secondary education in the country. The findings are crucial in education training and planning to ensure availability of human resource in schools that are professionally skilled and willing to guide, encourage and support student councils in training them on mechanisms of resolving conflicts in schools once they are elected into these positions. Finally, the study forms a basis of further research of other factors that affect education and schooling.

1.10 Theoretical Framework

This study was guided by two theories; Social Change and Conflict theory. The social change theory addressed the change in a social structure, social order and traditions of the society and related factors that take place there. When there is social change the process of socialization also changes accordingly. The individual who is an active member of the society becomes an agent and target of the social change. He brings social changes and is influenced by such changes. A particular social order does not continue for several decades. There is bound to be some change and because of

various social changes, attitude of people also change towards the social systems (Macionis, 2011).

In order for social change to occur, a group of people must have certain characteristics. The study thus argued that school council leaders to effectively manage conflict in secondary schools, they must be well socialized with adequate knowledge, skills and relevant attitudes for their roles. The desired outcome for using SCLs is to attain a peaceable learning environment where the number of strikes, suspensions and cases reported to teachers is reduced. The function of SCLs organ is to ensure that the equilibrium of a peaceable school is maintained. Socialization of SCLs on conflict resolution in schools is expected to contribute to the realization of this process. (Sagimo, 2002)

Conflict theory stimulates interest and curiosity. As people look for solutions to problems in the society, they discover new ideas and interests which in turn provoke curiosity into discovering more ideas and strategies in tackling social problems. The process of dealing with a conflict brings about personal and social change because conflict within a group frequently helps to strengthen existing norms and also contribute to emergences of new forms. Social conflict is a mechanism of establishing a new social order or equilibrium. Conflict can neither be eliminated nor even suppressed for long. This theory was applicable to this study since SCLs require socialization and mentorship on conflict resolution in schools. Conflict can divert away performance and goal attainment. Continued conflict can also have a heavy toll on the psychological and social well-being of people such as inhibiting group cohesiveness. Thus, there should be a good communication program in schools to realize a proper two-way flow of information to both the SCLs students and teachers. School administrators ought to get all sub systems together to air out their perceptions

during the formation of new policies in school. This brings about peace and serenity in schools thus enhancing calmness and avoidance of conflicts.

It is because of the facts highlighted in The Social Theory of Learning by Doing that the researcher found it suitable for the research. Schools are social systems with sub-systems such as the student council that requires proper coordination, socialization and role clarity from the school administration to enable them handle conflicts in school positively and minimize misunderstandings among fellow students. Communication of the school policies, decision making and mediation of any dispute that may arise should be well socialized in the student council body for the school to achieve the set goals.

1.11 Conceptual Framework

Orodho (2009) looks at a conceptual framework as a vehicle of representation where a researcher outlines the connection between variables in the study and outlines the relationship structurally. Figure 1.1 below identifies the variables under study and identifies their connection. This study investigates collaborative communication and problem-solving competencies in conflict resolution by school council leaders in secondary schools.

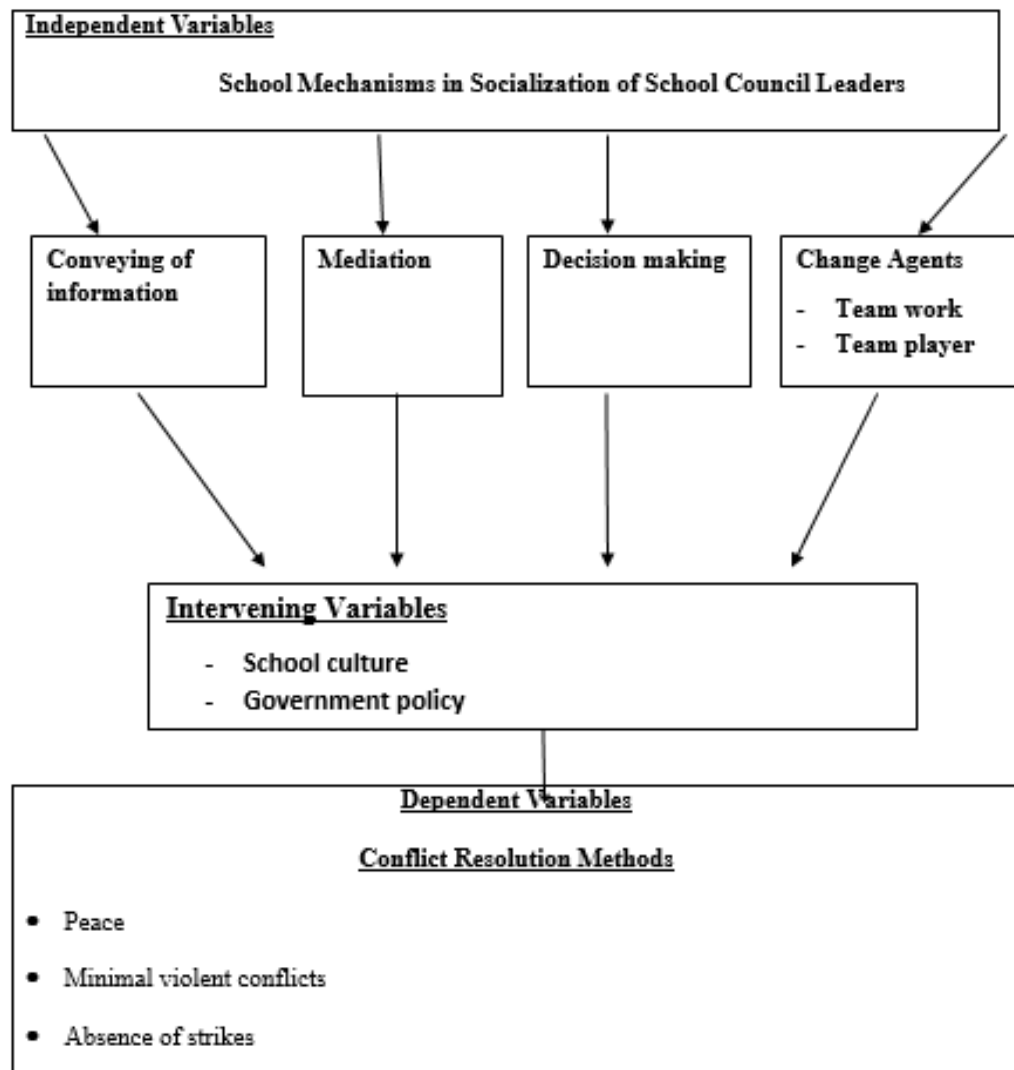


Figure 1.1: Conceptual Frame work for the research

Source: Author, 2022

Availability of school mechanisms (Independent Variables) in a school may interfere with conflict resolution methods by SCLs (Dependent variables) in secondary schools. The Conceptual frame work structure of this study shows a connection between the independent variables and dependent variables and how they are moderated by the intervening variables to bring about minimal conflict free learning environment. In a school set up, when student council leaders are involved in communication, they create a linkage between the school administration and fellow students hence providing feedback from learners, likewise when they are engaged in

decision making and mediation where they meet parties with differences and listen to their disputes, a solution is bound to be arrived at amicably. The SCLs inputs would result to no good without the intervention of the school administration and government policies. An effective SCLs body will perform these duties well if there is transparency during their election. When all these is successfully done, schools will experience outcomes like absence of strikes, reduced cases of violent strikes leading to peaceful environment in schools. Government and school policies were integrated in this study as intervening variables to reduce their impacts on the study findings.

1.12 Operational Definition of Terms

Communication: Seamlessly exchanging information and discussing topics as a team in order to achieve a common goal

Conflict Resolution: Ability to resolve differences among members of learning institutions.

Conflict: Refer to a situation in which people or groups are in very serious disagreements that may lead to resistance in schools

Mentoring: A process involving an engagement between a more knowledgeable individual with a less experienced one. In this study the more knowledgeable refers to the teachers who act as advisors while the less experienced refers to the student council leaders.

Problem Solving: The act of defining a problem; determining the cause of the problem; identifying, prioritizing and selecting alternative for a solution; and implementing a solution.

Resolution Techniques: They are ways employed to resolve problems when they occur in secondary schools with an aim of minimizing and possibly eliminating them.

School Culture: The tradition in a learning institution.

School Measures: Components/ elements in secondary school which are crucial in helping student council leaders manage conflicts.

School Mechanisms: Is school factor used to help student council leaders to handle conflicts in schools

Socialization of Student Council Leaders – All effort that is given to student council leaders in schools in form of support, guidance, modeling mentoring, encouragement and advice.

Socialization: Interpersonal relationships between Student Council Leaders and those around them.

Student Council Leaders- Students with leadership skills selected or elected by the school authority or by students and given the mandate to guide other students.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter gives a thematic presentation of concepts in relation to the objectives of the study. It presents an examination of existing literature presented in the past in line with collaborative communication and problem-solving competencies in conflict resolution used by secondary school student council leaders. The review is under the following subheadings: methods of conflict resolution that Student Council Leaders (SCLs) are socialized in, involvement in finding school mechanisms in socialization of SCLs on conflict resolution, examine successes and challenges faced by SCLs in the use of available mechanisms of conflict resolution and efforts made to improve on the mechanisms of conflict resolution employed by SCLs in schools. Mugenda & Mugenda (2003) point out that the major role of Literature Review is to highlight the prevailing engagement in scholarship, illustrate and show how the current research bridge the existing information gaps and extend the previous studies. A greater section of this review was gotten from informative professional journals, both unpublished and published theses as well as published educational advises and reports.

2.1 Communication Mechanisms in Socialization of Student Council Leaders on Conflict Resolution

Socialization entails social learning which prepares the individual for membership in society and in groups within the society; it facilitates transition from one status to another by conditioning behavior for the new requirements of specific roles and group life. Such learning is influenced by the degree of coordination among socialized

agents in goals and practices, and by particular training techniques and ecological context (Bundo, 2011). Teacher socialization refers to the influential processes of professional rules and school environment on students (Cooper E. 2014) Student Council or Student Governments are not an entirely new phenomenon in Kenya and in the world at large. Proper communication between students and teachers is crucial and paramount in all learning institutions. These can help handle issues that may occur due to personal indifferences, peer pressure, uncomfortable classroom lessons, and complex problems. It is an indicator that lack of or poor communication may deteriorate the relationship among students or between students and teachers or make the school life more unfavorable (Ndavi, 2016). For example, most students do not have confidence connecting with teachers at personal level resulting to them avoiding communicating. In addition to that, excessive authority and mandates given to student leaders prevents free communication between student leaders and other students. The study shows that religious education directives can handle students' violence (Ngome, 2019). Teachers lack the drive and passion for influencing the character of students through proper communication. Therefore, absence communication can greatly ignite unrest in the secondary schools.

Globally, dissatisfied individuals' turn to strikes as a way of resisting something. Institutions and groups of specific individuals mainly experience strikes because their frustrations that are not being looked into by the relevant parties. Kenyan secondary

schools have experienced student unrest issues as early as 1908 with the first incident happening in Maseno School in Nyanza (Cheloti, *et al.*, 2014). A number of issues have led to the rise of strikes in different parts of the country, with the county of Nairobi presenting the highest number of secondary schools experiencing strikes in Kenya. Schools being the basic unit of any education structure are geared to fulfilling its community needs and expectations. Regular changes in national policies combined with weak administrative skills result to chaos in schools (Nyongesa, *et al.* 2019). Big classes are congested and this results to boycotts and frequent fights in school. Provision of poor meals and negative influence from social media ignites student unrest more rapidly. Regular tension and agitations from the political wing have a serious effect on student unrests in secondary schools.

The US, the UK, Finland, Ireland, Norway, Singapore and South Africa have active student councils at high school level. The republic of Ireland has a union of secondary students formed in 2001, while Norwegian laws require all schools to come up with student councils elected by the students themselves (Blank & Shavit 2016). The student council operation was started The United Kingdom English Schools in the nineteenth century and it is well in operation in most high schools in different ways. Although the roles of student council today are very different, the benefits of the student leaders in the governance structure of most schools are still recognizable. The school council system is also an important section of the schooling system that has to

do with the molding of conduct and way of life. Secondary education in England proposed a review of Secondary Education Schools in that student council leaders be in ranks of responsibility, and in so doing they show their social growth as well as conflict resolution methods. Elain (2003) indicates that SCLs helped the junior ones and learnt how to use power and the junior students experience the leadership of their seniors before they went ahead to exercise the authority to themselves. SCLs in high schools were usually gotten from all senior classes. Despite being senior, they were also expected to conduct themselves well and observe quality leadership skills with high levels of justice.

Broekhof (2000) says that the use of Student Council to intervene in problem solving in high schools is a peer system intervention that entails mentorship and training of special categories of students as arbitrators (Baretti, 2004). Broekhof (2000) still outlines the key objectives of peer arbitrators as helping students to acquire knowledge and proper interpretation of problems in various scenarios as well as develop ways to its settlement by non-violent mechanisms. The effect of mediation on conflict resolution include; decrease in the cases of conflicts between and among students, a large number of problems being well arbitrated; and, students, guardians and parents developing a positive view on the new arbitration scheme. Johnson and Johnson (2001) observe that, non-trained students to a great extent apply problem solving ways that lead to negative solutions by overlooking the benefits of current relationships. They further point out that students' success in problem solving resolving effectively tends to lead to decrease of the number of students – student

conflicts forwarded to teachers and managers, which eventually decreases drop out and suspensions.

In most United States of America, student- student conflict is a major issue affecting the learning system. According to Kahn (1971), about 46% of the educators in America opting out of the profession in the recent years highlight student- teacher conflicts as one of the factors for doing so. However, while affirming student conduct, heads of institutions in USA encounter a number of challenges. Notably expelled students are allowed to apply to be re-admitted no later than the end of a term after the incident happened or a year after. For instance in St Georges Secondary School (Georgeshal-P.Schools 2010), an American English International School, all student council leaders come in to oversee the junior students as they eat at lunch time and further help the facilitators during break times to ensure order is maintained. The SCLs act as watch guards for the schools; directing visitors within the school with guided friendliness. Its functioning structure comprises a head student, 4 senior councils and 4 ordinary councils. They (student leader councils) meet often to program and run events of a term. Amongst other duties, they are taken as role models for fellow students, observe high levels of discipline and see to it that all students comply to school rules and regulations.

Students' rejections of an established authority have happened in almost all the countries globally with notable rise and force (Longaretti & Wilson, 2000). Schools currently have students from broken homes, children staying in abject poverty, children born of teenage parents, and those with special attention (Owande 2015). Enough parental guidance and control of students has loosened, and many students

have engaged a negative view towards all form of power, including the authority of school personnel.

United Nations Children Education Fund (UNICEF) in conjunction with the Kenyan government through its ministry of education carried out research to find out the importance of student participation in school management. The research showed that student involvement in school governance tends to uplift knowledge acquisition and develops positive attributes in the child (Serem, 2012). It was this research that necessitated the building and start of the Kenya Secondary School Student Council (KSSSC) in 2009. The establishment of the student council indicated the official acceptance by the Ministry of Education of the benefit of making secondary school management more engaging with the SCLs. The new plan ensured that students would be involved in decision- making to ensure that their interests are encrypted in the governance of the schools (Jeruto & Kiprop, 2011)

Recent studies of (Jeruto & Kiprop, 2011; Jwan, 2011; Jwan, Anderson & Bennett, 2010) however indicate that administration and conflict resolution in most schools in Kenya in general are still far from being engaging. Jeruto and Kiprop (2011) for instance, discovered that more than 90% of students were never involved in decision making on the school income, budget and expenditure, conduct issues, governance, curriculum and student wellbeing issues, school fees, making of learning institutions rules and regulation and teaching methodology amongst other issues that may arise in school. According to Jwan (2011) the student opinion was never considered in the aspects that he researched on, namely grooming of students, student food, management of the school shop and their requirement for hot water. Jwan (2011) attributed this to the traditional orientation of the teachers and heads of schools that made them to consider that as seniors they understood better what was in the best

interests of the students and the students therefore did not need to be consulted or involved in arriving at decisions affecting their welfare. He emphasizes that it is important for teachers in secondary school to involve all learners whenever there is an issue affecting them and teach them how to handle conflicts within themselves through teacher- student socialization positively.

Kosgey (2008) observes that teachers in Kenya have constantly engaged students in secondary schools in regular meetings and guidance and counseling sessions on how to resolve conflicts amongst themselves peacefully because the new structures, challenges and values of the society have not addressed all the needs of socialization of youths, this was initially taken care of in the traditional set up youths relied on their peers to manage their issues. The Kenyan government saw the importance of guidance and counseling in learning institutions way back in 1970s. The student council leaders were introduced in schools in order to do away with the lethargy in line with the dangerous vices of arbitration that Brahim and Ahmed (2008) pointed out as ignorance, rudeness, partiality, impotence, haste, rigidity and false advises.

Mwikali (2015) points out that, teachers in Kenya have been before using corporal punishment to resolve conflicts and scare off pupils in engaging in conflicting issues in schools. The children act 2001 outlaws the use of corporal punishment in schools. Thus, Kenya has fully joined a number of countries in the world that have outlawed use of corporal punishment, such as U.S.A, Australia, Croatia, Cyprus, Denmark, Finland, Germany, Norway. In fact, outlawing of use of physical punishment and mental harassment in schools (The Basic Education Act, 2013) is the only way of creating child friendly schools. The involvement of prefects in the resolution of

conflicts reduces biasness from teachers it's important to involve them since they are close to their colleagues in the learning environment.

A study by Mukiri (2014) on importance of student council leaders in promoting discipline among students in public secondary schools found out that the deputy principals in secondary schools were the ones in charge of socializing prefects on their roles. This was done through recognition rewarding system on performance attending regular meetings with the administration but he noted that teachers provided minimal support to the prefects. The research findings reveal that training student council leaders on governance skills, problem solving, negotiation skills and mediation skills was crucial in promoting calmness in school. The gap to be filled here is on how effective are these mechanisms in resolving conflicts since the above address leadership skills but not mentorship. Thus, it is against these literature reviews that the current study sought to investigate the effectiveness of school mechanisms in mentoring school council leaders on conflict resolution by school council leaders in secondary schools.

2.2 School Mechanisms on Socialization of School Council Leaders on Mediation on Conflicts Resolution

Conflicts are an essential and unavoidable human phenomenon because where there is human interaction there is a likelihood of personal likes and dislikes. These agreements and disagreements among individuals and groups lead them to conflicts. Conflicts are neither constructive nor disruptive but the ways these are handled make them either positive or negative. Schools like any other human organizations are prone to one or other type of conflict (Bickmore, 2012). 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 Bernstein (1996). 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. The removal of corporal punishment in schools in countries like England 1986 (Farrell, 2006); Western Australia 1987 (Farrell, 2006); South Africa 1996 (Morrell, 2001) and Canada 2004 (Farrell, 2006) in the recent past is an outstanding step in the new approach of conflict management in schools therefore, SCLs have been engaged in the management of some conflicts that emerge in schools

Jeruto & Kiprop (2011) study indicates that while student leaders may not be involved in issues relating to the conduct of test papers, evaluation of students' performance, selection of teachers and other inner matters, their participation should be allowed in all other academic and governance decisions taken by these parties. Although this view aims at supporting student involvement in making decisions, it however restricts student involvement in decision making to certain areas of school life. Outlining the limits of student involvement in this manner is however not only likely to give them the impressions that the school's commitment is tokenistic and therefore not to be taken seriously, but it also seriously limits the possibilities for experiential acquisition of knowledge (Huddleston, 2007).

More than 2000 students in the United Kingdom were put on hold in 2009 as heads of schools looked for ways to manage the surge in rowdy and chaotic students (Brahm, 2013). 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. In 2009 The United Kingdom suspended more than 17393 public primary and secondary students and expelled more than 200 (Bodtker & Jameson, 2001). The United States of America has also witnessed an increase in crime in the past ten years; Canada and Britain have also encountered a rise in the use of fire arms in public schools. Students have engaged violence not only on fellow students but also on their mentors and teachers in schools (Kriener, 2000). Most learning centers are also faced with gang recruitment, rivalry, drug use and peddling, these risky issues lead to misunderstanding in and outside the school. According to Jimi (2008), his study on the role of Student Council Leaders in the management of conflicts in the Nkangala Region in South Africa pointed out that conflict in junior schools goes to an extend of using abusive language, coming to school late, lack of concentration and threats by teachers and fellow students.

Ngwokabuenui (2015) 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 and 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 student, 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).

According to Simatwa (2013) learners in public primary schools in Kisumu Municipality majorly the slum areas of Obunga, Manyatta and Nyalenda had before engaged in misconduct cases in form of violent fights, harassing of fellow pupils, theft and absenteeism, and drug and alcohol abuse, watching and reading illegal materials, noise making and lateness. Principals have more demanding tasks resolving all these issues as they arise in school. Their study on 'Management of student discipline in secondary school in Kenya' identifies the common conflicts that arise in schools as; vandalism of school property, theft of items, sneaking, lying, possession of weapons and inflammable substances, indecency, rioting and neglect of class work. All these issues are handled by teachers by; verbal reprimand, Guidance and Counseling, fining, rewarding good conduct, written warning and manual labour.

De Dreu & Weingart (2003) point 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 Mwikali (2015) 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 results to student unrests and instead directs their minds to pursuance of academic and non-academic dreams thus controlling conflict among students and the school administration which inclusively promote school governance.

The studies highlighted above indicate common conflicts in schools handled by teacher while the present study seeks to find out the mechanisms for conflict resolution that Student Council Leaders in Lugari Sub County are socialized in without the manipulation of other stake holders in the school setting.

2.3 Selection of School Council Leaders in Secondary Schools

The student council system provides a good chance for student involvement in school management. The heads of institution therefore should see to it there is a working student council body that works as a linkage between the students and school administration. Otieno (2008) points out that most schools rely much on teachers to choose the student council leaders with minimal involvement of students or totally no student participation. He recommends that the time is ripe for more democracy to be applied in line with changes happening globally. Therefore, students who should be given a chance to participate in choosing their student leaders should identify a credible SCLs governance system. Doddington, Christine, Flutter & Ruddock (2000) noted that mandates in line with students' involvement in conflicts are affected with tension and different perceptions of people especially regarding the different views of involvement by fellow students. This therefore points out that the issue of students not

being able to be involved fully in the school conflict resolution system can be one of the geneses of misunderstanding.

Countries such as the USA that have experienced some bit of development, the student council leaders encounter challenges in their effort to promote good management of the school in the absence of the teachers. As presented by Leithwood, *et al* (2004), student councils encounter problems originating from conflict in carrying out free and fair student elections because of interference from students, teachers and the school administration. Conflicts arising from failure of the student councils to carry out fair elections make student governance a weak body for openly representing the students in school, society and even national events.

All learners in South Africa from grade Eight upwards are mandated to vote for students who will serve in the Representative Council for Learners (RCL) (Doddington, Christine, Flutter, Julia and Ruddock Jean, 2000). This body represents learners on the issues that affect them. It is the connection between the students and the school management as well as the governing body. The RLC further appoints two students who then serve on the governing body. Their tenure in service is only one year, while other interested parties can serve up to three years. This indicates that the term of power may come to an end before the learner adapt or gets used to the acts, procedures as well as the duties that they are supposed to carry out in the school council body.

Previously in Kenya, the teaching staff was purely used in the appointment of student council leaders with very minimal participation of students (Otieno, 2000). With the changes in the political systems, time has now come to exercise democracy in appointment of school leaders. For instance, UasinGishu High School resolved to use

democratic elections to come up with the SCLs (The East African Standard, 9/11/2010). If the prefectural system is to be of any importance to the students, then they should associate with it. The best way this can happen is to let them engage in the elections of their SCLs (Muli, 2011).

On 24th May 2012, students at Nairobi Primary School participated in their first election of their leaders at the school (Serem, 2012). Perhaps nothing very special in itself but in Kenya it certainly was significant in that it marked a radical departure from the past not only in that school but the vast majority of Kenyan schools where student leaders (usually called prefects) are handpicked by the school administration rather than elected by the student body itself. Serem (2012) reports that the enthusiasm of the 14-year-old Nereah Odhiambo who was vying for school head girl captured the attention of other learners: As she spoke on the issues she wished to work on, her assertiveness and confidence revealed leadership attributes and maturity far beyond her age. In her words, ‘This chance has really built my leadership skills.... And I know it will help me interact well with others. As per Serem’s view students seemed ready to per take in school administration and there was a bigger sense of responsibility among the student leaders that could be nurtured to manage any conflict that could arise in school involving students once they are socialized positively on how to handle conflicts,

Okumbe (2007) was in tandem with Otieno’s suggestion about selection of student council leaders. He explained that in the selection of these leaders, is more appropriate when allowed to hold free and fair elections which helps the school to get student leaders who will help the institution realize its goals. However, he is fast to point out that the elections of student leaders should be supervised by the school

administration on their duties and the limit within which they should work. He further points out that frequent leadership seminar should be a continuous programme in a school set up to enable student leaders' governance and leadership skills is sharpened. SCLs often find themselves in a challenging state because they are picked upon as leaders without prior training or preparation on leadership duties and functions. This turns out a great problem if after appointment they again fail to get proper guidance or training. Currently it has been agreed upon that training on leadership roles promotes efficient schools' administration and that times of using great man theories are no longer with us. This theory posit that leaders are born but not made, that leaders are born with attributes that prepare them to be good leaders.

However, the current changes in society, technology and other fields, has triggered collaborative communication training to be emphasized in high schools. Kyungu (2009) in his study shows that for a student council leader to be acknowledged by fellow students, the school must promote his/her effectiveness through constant training, introduction of SCLs guide books and desired assigning of roles. In addition, he says that, once chosen by the school management or voted in by fellow students, SCL should be offered initial induction training that will acquaint them with their roles and limitations. Griffins (1994) indicate that Starehe Boys Center and school apply some elements of mentorship in which a new student leader is monitored and guided by a senior one. Therefore, the school uses a good example of the mentorship on job for student leaders. Okumbe (2007) is fast to illustrate that the school administration should be informed that SCLs are both part of the educational leadership and studentship. Therefore, they ought to be keen not to get so much engaged in their management roles at the expense of their education objectives.

Although the above studies will benefit the current study in reference to focus and methodology, the present study will focus on collaborative communication and problem-solving competencies in conflict resolution by student council leaders in secondary while the studies by Kyungu (2009), Muli (2011), Nekesa (2018) and Betty (2021) focused much on mentoring SCLs on their roles, effective governance, leadership and management in secondary schools. The current study sampled both the SCLs and teachers while the studies afore mentioned focused much on teachers and students' involvement in school governance. The current research explored a formal programme of socializing the SCLs on collaborative communication and problem-solving competencies in conflict resolution in schools while the previous studies have an informal activity where SCLs are to be socialized by deputy principals, principals and outgoing student council leaders.

2.4 Decision making Mechanisms of Conflict Resolution employed by SCLs

Crawford (1996) in his report on 'conflict resolution education' United States department of justice and education states that conflict in schools emerges because of differences. Traditional conflicts occur due to differences in country of origin or ethnicity. Social conflicts on the other hand are based on differences in gender, sexual orientation, class and physical and mental attributes. Individual and institutional reactions to differences usually take the form of prejudice, discrimination, harassment, and even hate crimes. These are complex conflicts because they are founded not only in prejudice and discrimination related to traditional and social differences but also in the outcome structures and relationships of inequality and privilege. Conflicts management education programs give a framework for addressing these challenging issues. The programs enhance respect and acceptance through new ways of communicating and proper analysis. The report shows that when youths get

success with arbitration, negotiation, mediation, or agreed decision making in schools or fellow youths serving settings, they are more likely to apply these conflicts resolution methods elsewhere in their lifetime.

Findings of the study carried out in Zimbabwe by Mugabe (2013) shows that effective socialization prefects in conflict resolution in school is realized when the student council system enhances democratic leadership training and involves students in effective school leadership. Counseling is the most common method to 58% of teachers and all school heads. Guiding and counseling reduces misconduct without causing physical and psychological damage to the victims thus, the same is passed on to the prefects in secondary schools in Zimbabwe to learn how to guide and counsel their fellow students on common conflicts like drug abuse, cheating in an examination, lateness, bullying, theft and completion of assignments.

Teachers are more likely to elicit appropriate behavior if they understand the situation that the SCLs face (Kibera & Kimokoti, 2007). This outlines why many schools use guidance and counseling committees which have a priestly function. They help students with challenges of growing up and adjustment into the school culture. One major challenge of using counseling in reducing learner misbehavior and conflicts is that it needs time and professionals which schools often do not afford. Since Zimbabwean schools do not employ trained counselors; senior teachers take that role of guiding and counseling all learners and at times the prefects on their role and how to carry them out effectively.

Arekenya, (2012) says that the Student Representative Council (SRC) is a governance application introduced to manage conflicts in schools. The SRC gives opportunity for students to air their views on issues that could lead to conflict in the school. Although

not all schools picked up the idea of having the SRC in place, administrators in Osun State considered introducing SRC in their schools as part of conflict management strategies. School administrators too have allowed students to make necessary input on matters that concern them. This is one of the modern management techniques-participative management. Such opportunity will be useful in the prevention of conflicts in schools in Nigeria.

Conflict resolution and management in schools in Nigeria are; Seminars, conferences and symposia for the teachers and managers of schools in the sector of educational management are organized from frequently, courses in conflict management and human relations are in the curriculum for teachers in training institutions as a way of preparing them to handle conflict in schools and be passed in to SRC on appointment to those positions, establishment of Student Representative Council (SRC) in each school and enlightenment of the student on the importance of the SRC enhances conflict management strategies (Arekenya, 2012).

Wamocha (2010) reports that SCLs in Kenyan schools have been socialized to refer cases they considered having potential for conflict to teachers for further guidance. In some learning centers, it is advisable for SCLs to report the cases for record purpose to either the deputy principal, teacher on duty or the SCLs in liaison to the administration. The study shows that forwarding conflict cases to teachers was taken as one cause misunderstanding amongst students. Mentoring students to report cases is a way geared towards minimizing autonomy by SCLs while enhancing exercise of teachers' rightful power.

Deutsch and Coleman (2000) point out that it is important to use certain conflict resolution ways to manage problems. Having the right knowledge and strategy

safeguards against egocentrism, selective perceptions, biasness of emotions and unreasonable dislike among people; forces that led one to look at a situation very differently from the other person. They look at selective and mixed-up perception as a likely reason for competitive and cautious approach as opposed to a trusting and cooperative one. The student council leadership require well-structured mentorship on the strategies in order to build in them capacity to avoid generalizations. These findings agree with Buchere (2011) who says that training enhances competence in handling conflicts. The above studies emphasize much on training and guiding and counseling as ways of improving SCLs on conflict resolution. However, the researcher sought to find out whether the stated ways can be improved on or find out other mechanisms and methods that can effectively be used by SCLs on resolving conflicts in secondary schools. This study therefore sought to address collaborative communication and problem-solving competencies in conflict resolution by school council leaders in secondary schools in Lugari Sub County.

2.5 Summary of Reviewed Literature

This section has reviewed several literatures that has pointed out that many public secondary schools are increasingly using SCLs on resolving most conflicts in schools. From this literature, developed countries have considered SCLs as a link between the administration and students in matters affecting them and eventually settling scores amicably. In developing countries, literature shows that SCLs are slowly being socialized on their various roles including management of discipline in school, leadership skills and conflict resolution but mostly it is left to the administrators and mostly the principals and deputy principals because of lack of a clear guideline on when teachers are to come in and support the mentoring or lack of staff and qualified guiding and counseling personnel on conflict resolution. In Kenyan secondary

schools, studies reviewed have shown that most teachers mentor SCLs on discipline management and leadership roles (Vundi, Majanga & Odollo, 2014). Some studies indicate that conflicts have reduced in schools. Hence, this study was particularly to establish collaborative communication and problem-solving competencies in conflict resolution in secondary schools. Most of the studies reviewed have dealt with socialization on discipline management and leadership and governance in secondary schools in general but not so specific on collaborative communication and problem-solving competencies in conflict resolution by school council leaders in secondary schools, hence, the gap that necessitated the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

Mugenda & Mugenda (2003) look at research design as the specification of procedures and ways for getting information required in a certain study. It is an all-round schedule or structure of a project that directs on what data is to be gathered from which source using which means. This chapter highlights methods and guidelines that were employed in the study. Particularly the chapter deals with the design of the study, sites, population, sampling procedure and size, research tools, data collections, ethical observations, analysis of data and the procedure of reporting.

3.1 Research Design

This study adopted a descriptive research design. Creswell (2013) posit that, it is an attempt to collect data from members of a population with an aim of determining the current status of that population with respect to one or more variables. A descriptive research design successfully gives a number of sources of qualitative and quantitative evidence for data triangulating collected. The researcher's interest was in collecting data on the already available information on collaborative communication and conflict resolution competencies in use by Student Council Leaders in Lugari Sub-County secondary schools. This design attempts to describe features of subjects, opinions, perceptions and preferences of persons of interest to the researcher. It also aimed at getting information from a representation of the population and out of that sample; the researcher was able to compile the findings as a representative of the study population (Orodho, 2009).

The research methodology therefore was descriptive. It involved collecting data that described some happenings then re-organize, tabulate, depict and explain that data collection (Creswell2013). The descriptive methods of resolving conflicts by Student Council Leaders essentially consisted of assessment of the current socialization techniques on how Student Council Leaders resolve conflicts in secondary schools in Lugari Sub County. According to Orodho (2009), qualitative research is about presenting yourself at a place of event and ensuring you make clear interpretation of everything you witness, observe and all that is said whether at an institution meeting, in a community event or during an interview.

Whereas, quantitative data, will be gotten from closed ended interrogative statements and interval scale data in the structured questionnaire. Quantitative research analyses information up to including dialogues, actions, media stories, facial twitches and any other social or physical activity into numbers. Quantitative methodologies use measurement and statistics to come up with mathematical framework and predictions (Creswell, 2013). Questionnaire and interview programs were employed as tools to be used to collect data. It is on this basis that the design was found suitable for this research.

According to Orodho (2009) an interview or discussion is either faces to face or using questionnaire with an individual about a specific topic. Therefore, descriptive design was crucial in validating the research instruments for data collection in this study. Descriptive design is considered the best for this study since it enabled the researcher to observe, hold discussions, assess opinions and describe the responses given by respondents concerning the topic under study without changing the environment of the respondents. The phenomenon that was explored in this study is the effectiveness

of collaborative communication and problem-solving competencies of school mechanisms in mentoring SCLs on conflict resolution in secondary schools.

3.2 Study Area

Lugari Sub- County is situated in Kakamega County bordering Likuyani Sub-County of Kakamega County on the north, Transzoia County on the west and Uasin Gishu County on the eastern side. Lugari Sub-County seemed appropriate since it has schools of almost all categories ranging from Extra County, County and Sub-County Schools. These schools are mixed day schools, single gender boarding and day. The Sub- County has a total of 45 secondary schools. All the secondary schools have SCLs in charge of the other students in school. Lugari sub-county has 45 secondary schools among which sampling will be done.

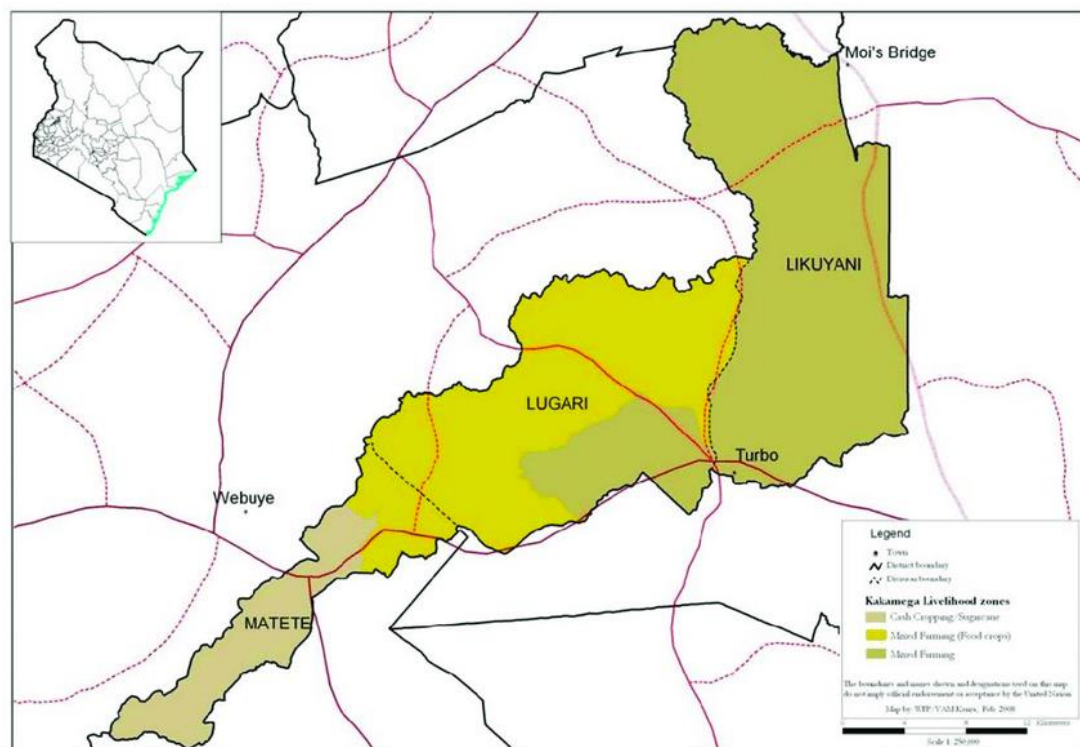


Figure 2.1: Map showing Lugari Sub-County

Source: Researcher, 2022

3.3 Population of the Study

The target population consisted of three target groups; this entailed all SCLs, the heads of departments in guidance and counseling and principals of the secondary schools in Lugari Sub- County. This is because all SCLs in all schools shared characteristics that designated them as leaders who can handle conflicts in schools as outlined in Chapter One of this study. The student council leaders are victims of handling conflicts among students and so they were well suited in giving information on school factors that support their socialization and mentorship, the adequacy of factors as well as the challenges they meet and their possible solutions while handling conflicts in school.

The principals are crucial in the implementation of elected student council leaders in secondary schools as they guide them on how they are supposed to lead their fellow students thus, they gave information on the type of support available in secondary schools to enhance the socialization of SCLs on problem solving mechanisms being used in secondary schools in Lugari.

The heads of department in guidance and counseling interacted with SCLs on daily basis and understand their struggle when resolving conflicts in schools. They provided insights on student council leaders' socialization with other members of the school, the difficulties they experienced and possible solutions to enhance their socialization on conflict resolution methods in place.

All these informants were important since they provided insight and targeted information on which the research rooted its findings, conclusion and recommendations on effectiveness of school mechanisms in socialization of school council leaders on conflict resolution in secondary schools in Lugari Sub County.

3.4 Sample Size and Sampling Procedures

Polit & Beck (2012) look at a sample size as a smaller part of a total population picked for study analysis and sampling as a procedure of getting subjects for the research in a manner that the person chosen represent the bigger population from which they were picked. Non probability sampling techniques are most often used in qualitative research. The type of non- probability sampling techniques in qualitative research includes purposive, theoretical, selective, within case and snowball sampling (Creswell, 2013).

Mugenda and Mugenda (2003) states that a sample size of 10 percent of the target population is considered minimum, while a sample of 20 percent is required for smaller population and 30 percent for statistical analysis, thus this study used 10 percent of the target population. Table 3.1 presents the sampling frame.

Table 3.1: Sampling frame

School type	Number of schools	Principal Sample	G&C HOD Sample	Students' council	Students' council sample size
Boarding girls	12	3	3	240	48
Boarding boys	8	2	2	160	32
Mixed day	25	5	5	500	100
Total	45	10	10	900	180

Source: Education office Lugari Sub- County (2017)

For this study, 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 involve 10 principals and 10 G&C HODs in the sampled schools. Simple

random sampling was used to sample 20 percent of the 900 school council leaders to get 180 respondents. At the end the total sample comprised of 10 principals, 10 G&C HODs and 180 school council leaders.

3.5 Development of Research Instruments

In this study, the researcher used the following instruments to collect data:

Questionnaire for SCLs and G & C teachers

Focus group discussion for SCLs

Interview schedule for principals

3.5.1 Questionnaires

A questionnaire is useful tool in gathering broad information from a large group of people in a short time. A structured questionnaire is a tool of data collection with a series of guiding questions usually with responses provided, carefully designed for study. The set of questions are given to respondents who are required to peruse through, understand and then fill in the gaps with the correct responses as indicated in the research objectives. Both close ended and open-ended questionnaires were used in order to get specific as well as in depth range of responses from the respondents. Questionnaires were used for data collection since they enabled the researcher to collect large amount of information from the SCLs, and the G & C teachers within a short period of time and at an affordable cost.

3.5.2 The Focus Group Discussions

The Focus Group Discussions (FGDs) were applied in this research and was based on the rule of small group dynamics. FGDs were directed by a structured guide on specific questions and strands such as general secondary school life, school social environment, technology and governance systems towards Student Council Leaders

coping ways in conflict resolution at school and recommendations for future use. These questions assessed the aspects SCLs engagement in school, feeling of connectedness to the other students and the school administration and the attendance to the school program that engages SCLs on mentoring on conflict resolution mechanisms in school. The researcher randomly selected 20% of the SCLs for the FGD. Immediately after completing to fill the questionnaires the SCLs formed a group of ten students and gender balance was taken into consideration in order to realize a fair representation.

3.5.3 Interview schedules

Interview is a tool featured by a session of interrogation formally organized by the researcher or oral examination by the researcher. Both verbal and non-verbal skills were involved in order to get the right responses by listening and observing the body language and verbal presentations. Interviews were structured in nature. This was used in the study in order to verify some responses from the questionnaires. The interviews were administered to the principals or deputy principals in schools participating in the study. Qualitative method was mainly used and it enabled the researcher to collect detailed data on various issues that may have been left out on the questionnaires. The information retrieved from interviews got qualitative data and both open and closed ended questions items were used. In addition, the instrument gave room for gathering of similar, correct and important information to the study. The interviews were recorded alongside some note taking to explain some observations made during the interviews that cannot be featured in the recordings. The interview was appropriate in getting detailed insights, views, experiences and motivations of individual participants in the study.

3.6 Validity of the Research Instruments

Validity is the degree that a test measures what it is supposed to measure while reliability refers to the degree to which an assessment instrument produces stable and consistent results. For validity and reliability of the research tools to be upheld, a pilot study was carried out in two of the public schools that did not constitute the study location which were schools in Likuyani Sub-County of Kakamega County. Because the present study was qualitative and mainly relied on individual thinking, validity was upheld by use of a number of tools to collect information on the on similar issues and crosschecking with the available data. The use of different methods to collect information on the same issue and from the same respondents promoted triangulation and in this way difference in responses can be noticed whereas similarity of responses from the different respondents and using various methods helps attain the objective of the respondents.

3.7 Instruments Reliability

Data collection tool must be reliable. It must show the consistency to produce the same results when measurements are repeated on the same person in the same environment. (Creswell, 2013). To achieve reliability of research tools in use, the researcher re-administered the same test a few days after the first one in the pre-test study that was carried out in the identified schools in Likuyani Sub-County. The researcher categorized all the responses and attached values to them. The guiding questions and relevant responses were then divided into two equal parts using odd and even identified items. Computation of the co-efficient of correlation between the first and the second scores was done. A correlation co-efficient of 0.5 or more was viewed the best to determine the reliability of the tools. For this study, the G&C HODs

questionnaire scored a coefficient of 0.73 while the school council leaders' questionnaire had a coefficient of 0,80 this was deemed significant.

3.8 Data Collection Procedures

The researcher personally visited the schools participating in the study and briefed the principals of the schools' involvement in the study and booked an appointment for applying the tools. The researcher went ahead to give questionnaires to the respondents: SCLs, and G & C teachers. The secondary sources used were records and past studies newspaper writings, policy documents, national government reports, and data from official government personnel which included minutes of meetings held in government institutions and online data of appropriate literature were taken as secondary data which was relevant for the study. Scheduled interviews were conducted with the principals' or deputy principals on the same day of visit. The researcher retrieved the questionnaires as soon as they were filled. These to a greater extent reduced the cases of the students' misplacing questionnaires or being manipulated by other respondents. After filling in the questionnaires, 20 percent of the students were picked upon for FGD. The selection took into consideration gender parity. This was done immediately after handing in the questionnaires in the sampled schools.

3.9 Methods of Data Analysis

The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups (Kothari, 2004).It comprised gathering open ended information, based on asking basic questions and making an analysis from information provided by participants (Creswell, 2013). The processing, summarizing and categorizing of information into the needed themes was first done. It

was coded then categorized in terms of qualitative data. Analysis was carried out by use of descriptive, content and narrative approach.

Data was organized into primary and secondary by assembling responses from questionnaires and interviews on hand and documents on the other side. Data was organized and coded in numbers to make it easy for identification of the questionnaires. The data was analyzed qualitatively and quantitatively, based on the study objectives. The general responses by the teachers and SCLs formed the basis of qualitative data while the quantitative data represented by bar- graphs, frequency tables and percentages. Information and responses gathered was analyzed and put to groups with similar and related responses. This enabled the researcher to make comparisons between responses and account for similarities and differences. Interview was organized based on the respondents' arguments. The data was then interpreted, conclusions made and recommendations drawn in line with the findings and conclusions that was arrived at.

3.10 Ethical Consideration

Ethics in research refers to focusing on application of ethical standards in the planning of the study, data analysis, dissemination and use of the results. The study addressed ethical, logical and human relations issues to ensure successful completion of the research project (Orodho, 2009). Mugenda and Mugenda (2003) posit that, a researcher needs to think of the ethical issues that are likely to come up during their research. Study participants need to be safeguarded and create trust with each one of them, enhance integrity, protected against misbehavior and impropriety that might be reflected on the organization and to deal with new challenging problems (Orodho, 2009). The researcher took steps to accomplish the needed ethical procedures in

research work. First, officially sought clearance for the study from Moi University and also sought a research permit from National Council of Science and Technology (NACOST). The researcher then visited the Sub-County Education Office (SCEO) in Lugari where she sought for permission from the office allowing her to visit the sampled institutions. The heads of the schools targeted to participate in the study were contacted before the start of the study via a letter of introduction. A brief self-introduction was made to the respondents before issuing them the questionnaires with a view of explaining it. The researcher gave out and retrieved questionnaires of the sampled schools after answering for final analysis in person. The respondents were assured of the confidentiality of their responses as they were going to be purely used for research purposes. The tools for data collection were also made such that the identity of the respondents could not be revealed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

An analysis, presentation, interpretation, and discussion of the study findings based on the responses to the items in the questionnaires, interviews and FGDs were undertaken in this chapter. The chapter is presented in line with the objectives of the research. The study sought to establish how often are school council leaders socialized in communication on conflict resolution in secondary schools, investigate the mechanisms used in socialization of SCLs in mediation on conflict resolution used in schools by the student council leaders, examine the decision making challenges faced by student council leaders while using the available mechanisms in resolving conflicts and find out the efforts made to improve on the available school mechanisms in mentoring student council leaders in collaborative communication and problem solving competencies in conflict resolution by student council leaders in secondary schools in Lugari sub-county, Kakamega county. Data collected was coded and entered in the SPSS package for analysis. The findings for each objective were presented on frequency tables, bar graph with percentages and discussions from respondents. Thereafter, the researcher made interpretations and conclusions.

4.2 Background Information of Respondents

The background information established from the respondents included gender, age, teaching experience, and students' class distribution. This helped the researcher to get a better understanding of the study respondents' characteristics.

4.2.1 Respondents Gender

The study sought to outline the gender of principals, G&C teachers and students' council leaders' respondents. This helped the researcher to get a better insight on gender and the findings are as indicated below.

Table 4.1: Response Rate and Gender

Gender	Principals		Guidance and Counseling HODs		Students' Leaders	Council		Total	gender
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	percentage	percent
Male	6	60%	2	20%	120	67%	128		64%
Female	4	30%	8	80%	60	33%	72		36%
Total	10	100%	10	100%	240	100%	200		100%

Source: Field Data, 2022

The first part of the questionnaire requested the respondents to indicate their gender. The findings were as indicated in figure 4.1. From the findings, male respondents totaled to 128 (64%) of the total population while the female respondents were 72(36%). This indicated that the male population was slightly more than female respondents in the research. The researcher achieved 100% response rate in every class of the respondents. It was successful because the researcher issued the questionnaire in person to every respondent in the given classrooms and on completion; the researcher ensured that each of the respondents handed in the questionnaires as they left the venues. The principals were retained for an interview session as the researcher filled in the interview document. This realized 100% response rate which helped the researcher arrive at conclusions and make recommendations for each objective drawn

4.3 Study Population Demographic Characteristics

This part presents the gender, age, level of education, length of service of the respondents and duties of the student council leaders in school. The attributes aforesaid were crucial to the study since they were thought to have an impact on the

respondents so as to give information that is valid, reliable, genuine and in line with the study. The findings were presented in table 4.2

Table 4.2: The Principals Demographic Factors

Group of Study	Demographic Factors	Variable	Frequency	Percentage%
Principals	Age (years)	40 and below	-	-
		41-45	2	20%
		46-49	3	30%
		50 and above	4	40%
	Education level	Diploma	1	10%
		Bachelor's Degree	8	80%
		Master's Degree	1	10%
		PhD	-	-
	Length of service	Less than 5 years	2	20%
		5-9 years	6	60%
		10 years and above	2	20%

Source: Field Data, 2022

Table 4.2. The above indicates that the principals who are directly in charge of SCLs had been in their current office for a certain number of years: 2 (20%) had been there for not more than 5 years, another 6 (60%) had served for between 6-9 years and 2 (20%) had served for more than 10 years. The principal's studied education qualification was as follows; 1(10%) had diploma qualifications. 8 (80%) had degree qualifications while 1 (20%) had acquired master's degree; no single principals in the research study population had a PhD qualification. The ages of the principals varied: 2 (20%) were between 40-45 years, 3 (30%) aged between 46-49 and 4 (40%) were 50 years and more. None was below 40 years.

The principal age affects socialization of SCLs on conflict resolution. Principals aged below 50 years may be very conversant with current issues in learning institution but

may make hasty moves in line with conflict resolution. Principals who have been in service for a longer time may not be in touch with issues happening currently especially on new communication technologies but they are likely to make much informed and correct decisions as far as problem solving is concerned. The school principals are very key administrators especially in matters involving conflict hence their ages, experiences and qualification comes out on the level of effectiveness of conflict resolution in any given school. Principals who were involved in this study showed high level of qualification and experience in mentoring and advising students in resolving conflicts in their schools. In this study, it was assumed that the longer duration in service, the higher the chances that teachers and principals become fully equipped with the school mechanisms in socialization of the student council leaders in conflict resolution, since; they have had a longer socialization time with the students. Principals' duration in service was thus crucial since the study was out to demonstrate that the information gotten was from reliable respondents that were well knowledgeable with the issues under investigation. This means the information provided by these principals on school mechanism in mentoring school council leaders in collaborative communication and problem-solving competencies conflict resolution in secondary schools can be well depended on to realize correct findings.

Table 4.3: Guidance and Counseling Teachers Demographic Factors

Group of Study	Demographic Factors	Variable	Frequency	Percentage%
G and C Teachers	Age (years)	30 and below	-	-
		31-39	1	10%
		40-49	7	70%
		50 and above	2	20%
	Education Qualification	Diploma	-	-
		Bachelor's Degree	9	90%
		Master's Degree	1	10%
	Length of service	PhD	-	-
		Less than 5 years	8	80%
		5-9 years	1	10%
		10 years and above	-	-

Source: Field Data, 2022

Table 4.3 Describes that 2 (20%) Guidance and Counseling educators had worked in their present stations for less than 5 years. 8 (80%) had served their current station for between 5-9 years. 1 (10%) of the guidance and counseling teachers studied had served in the current station for 10 years or more. These teachers are the most key stems in aiding the administration by counseling and listening to SCLs in case they face difficulties or challenges in and out of schools as shown in Table 4.3, the G&C teachers had experience in handling problems in school set up. The more experienced the G&C teachers were, the better they were placed to handle conflicts situation than the less experienced ones.

The study sought to find out the age of the respondents because it gives evidence of direct or indirect experience in handling students. The results indicate majority of the respondents were above the age of 40 years as per the Table 4.3.

Level of education was important in conceptualizing, and interpretation of policies that deal with socialization of student on conflict issues and capacity building in schools. It also helped on how well the respondents understood and interpreted the questions. The guidance and counseling teachers had none at diploma level, 90%-degree level, and 10% master's level. The percentages depicted most of the respondents had the knowledge of the policies and government programs dealing with students.

Table 4.4 Student Council Leaders Demographic Factors

Group of Study	Demographic Factors	Variable	Frequency	Percentage (%)
Student Council Leaders	Responsibility	School Captain	10	5.5%
		Class Secretaries	160	88.8%
		Other	10	5.5%
		Departments		
	Class of study	Form 1	20	11.1%
		Form 2	40	22.2%
		Form 3	80	44.4%
		Form 4	40	22.2%
	Age in Years	12-13	3	1.6%
		14-16	83	46.1%
		17-19	85	47.2%
		20 and above	9	5%

Source: Field Data, 2022

Table 4.4 gives a breakdown of the SCLs demographic factors as follows: 5.5% of the student council leaders were school captains while 88.8% were class secretaries and 5.5% gotten from all the departments in every sampled school. Most of the SCLs under study were class secretaries who interacted with students in their classes regularly. It is in these venues that students spend the better part of their active times. Other SCLs from different departments were helpful in explaining the effectiveness of school mechanisms in socializing student council leaders in conflict resolution. 11.1% SCLs under study were in Form One, 22.2% in Form Two, majority of the SCLs

studied were from Form Three 44.4% followed by Form Four that had 22.2%. This was attributed to the fact that most school choose SCLs from form three and four. Students in form three and four in most cases presented good levels of sobriety, maturity and responsibility since they comprised mature and senior students in school and as such were well placed to help teachers in handling problems that can arise in case changes are introduced in the school system. In terms of age, majority of the SCLs 85 (47.2%), aged between 17-19 years followed by the age bracket of 14-16 which had 83 (46.1%) SCLs while 3 (1.6%) aged between 12-13. Those above 20 years were 9 (5%).

4.4 Empirical Findings of the Study

This part handles an interpretation of information collection that was pegged on the study objectives. The part also highlights relevant description and deduction statistics and draws relevant analysis of those findings.

4.4.1 School Council Leaders Socialization in Communication on Conflict Resolution in Public Secondary Schools in Lugari Sub-County

This study's first objective was to examine how often the student council leaders are socialized on communication mechanisms on conflict resolution in public secondary schools in Lugari Sub-County. For this to be achieved, the principals through interviews and teacher counselors and SCLs by use of questionnaires were requested to give an answer to the statement: '*regular socialization of SCLs in communication on conflict helps in reducing misunderstandings among students.*' Table 4.5 indicates their responses in line with the question asked.

Table 4.5 SCLs socialization in communication on conflict reduces misunderstanding among students

Group of Study	Agreement Level	Frequency	Percentage (%)
Student Council Leaders	Agree strongly	67	27.9%
	Agree	143	59.5%
	Disagree	30	12.5%
	Disagree strongly	-	-
Principals	Strongly agree	13	65%
	Agree	7	35%
	Disagree	-	-
	Strongly disagree	-	-
Teacher counselors	Strongly agree	15	75%
	Agree	5	25%
	Disagree	-	-
	Strongly disagree	-	-

Source: Field Information, 2022

Table 4.5 shows that some of student council leaders 67 (27.9%) were strongly in agreement that frequent socialization of SCLs on communication on conflict resolution promotes a peaceful learning environment. A majority 143 (59.9%) agreed to this statement as they linked it to the fact that SCLs form a strong linkage between the administration and students. However, 30 (12.5%) disagreed. One of the SCLs said this during the FGDs:

I like it when teachers and the administration engage all the SCLs face to face on issues emerging in school. Especially, when there is new communication on government and school administration policies. It becomes easy to pass the same information to the other students and guard it as the new school law. Frequent meetings with teachers enable us understand one another, hence, there is always better understanding amongst all the student council leaders unlike when we get serious communication as a school. Sometimes the confidence to handle conflicts reduces since we have not been socialized on how to communicate changes and new policies just in case of resistance from fellow students.

Of the principals interviewed, 13 (65%) strongly agreed that communication in schools helps in conflict resolution while 7 (35%) agreed. None of the principals interviewed disagreed and strongly disagreed. Most of the responses from the

principals interviewed were in agreement with the above findings. When asked to explain if socialization of SCLs has helped curb unrest and violence in school, a principal said:

‘Many students and student council leaders like it when once in a week you engage with them in an open-air meeting and in most cases, they learn how to communicate with fellow students whenever a misunderstanding occurs. I think we need hand outs and booklets on communication protocol too. Most SCLs are not updated on how to effectively communicate with their seniors and even junior. Etiquette and good communication skills will help in mentoring the SCLs. We have not been keen on this and I think it has impacted negatively on them when resolving conflicts’

Another said:

‘SCLs who attend adult meetings or forum in school, learn on how to communicate new changes in the school routine are in a better position to handle conflicts amicably. They also learn and later practice protocol communication and its importance. In our school, teachers of English and Kiswahili prepare talks on how the SCLs can address difficult situations and it has helped prepare them to correctly speak on matters affecting students well’.

Majority of the guiding and counseling teachers 15 (75%) who completed the questionnaires strongly agreed that conflict resolutions were achieved through effective socialization of SCLs on how to address their fellow students whenever there is a crisis in school. This was followed by 5 (25%) who were in agreement with the statement. Several G%C HODs pointed out these:

Frequent meetings with the student council leaders have enabled them discuss and share skills on how to handle conflict that arise when teachers are absent. For us in boarding school, the council leaders discuss very fast conflicts that arise and solutions are found without delays. Creating rooms or offices for the student council leaders to hold frequent meetings freely have helped reduce conflicts in schools.

Neither of them disagreed nor strongly disagreed. The guiding and counseling teachers’ responses on the questionnaires showed that most of them 6 (60%) meet SCLs twice a month and mostly they address etiquette in conflict resolution. Only 3

(30%) meet the SCLs ones in a month and 1 (10%) meet SCLs after several months to socialize them on resolution of conflicts through communication mechanism. Table 4.6 shows the G&C teachers responses on the frequency of meeting in a month.

Table 4.6 Statement on how often SCLs are socialized on communication on conflict resolution in a month

Statement	Frequency	Percentage
SCLs are socialized on conflict ones in a month	6	60%
SCLs are socialized on conflict twice in a month	3	30%
SCLs are socialized on conflict after several months	1	10%
Total	10	100%

The three categories of respondents' results showed that engaging SCLs in frequent socialization programmes on effective communication on conflict resolution promotes a peaceful learning environment. It was noted that a good number in each section of respondent either agreed or strongly agreed to this. Prompt communication on an issue cut down on misunderstanding and confusion that comes along with conflict leading to good co-relation in the school environment. This agrees with Apollo (2017) who points out that within a formal setup of schools' guidelines and regulation, a school is required to have school council leaders hand book that contains a list of guidelines to manage behavior of SCLs while conducting their duties that will result to proper understanding and communication between the school management and students. This has to be carried out frequently for them to be well equipped on how to resolve conflicts amicably.

4.5 School Mechanisms Used in Socializing SCLs in mediation on Conflict Resolution in Secondary Schools in Lugari Sub- County

The research's second objective was to establish the school mechanisms used in socialization of SCLs on mediation competencies on conflict resolution in secondary schools in Lugari Sub-County. To realize this, the SCLs, heads of schools and guiding and counseling teachers were requested to give response to the statement: '*School mechanisms used in Socialization of SCLs in mediation of conflicts in schools promotes peaceful learning environment*'. The Table 4.7 below shows the responses from the three categories of respondents.

4.5.1 Students' Council Leaders Conflict Resolution Training on Mediation.

The study sought to examine whether the SCLs are socialized in any form of formal facilitation of conflict resolution training on mediation of conflicts and who does the training. The report is in Table 4.7 and Table 4.8 as shown below.

Table 4.7 Conflict Resolution Training Mechanism

Conflict Resolution Training	Frequency	Percent
Yes	6	60%
No	4	40%
Total	10	100%

Table 4.8 Trainers of SCLs on Mediation on Conflict Resolutions

Trainer	Frequency	Percent
Internal Speaker (G&C HODs)	7	70%
External Motivational Speaker	3	30%
Total	10	100%

Table 4.7 Conflict resolution training mechanisms on mediation of problems response was; Yes 6 (60%) and No 4 (40%). Total 10 (100%) Table 4.8: The Trainers of Students' Council on Mediation on Conflict Resolution Percent- internal /G&C

HOD's speakers. 7 (70%) External speakers 3 (30%) Total 10(100%). From the finding, most schools (60%) do the conflict resolution training, while some (40%) do not. Most of the training is done by the administration and guidance and counseling teachers 70% while some schools 30% invite external or motivational speakers.

4.5.2 Nurturing mediation skills on conflict resolution

The study sought to examine the school mechanisms used in socializing SCLs in mediation of conflict in nurturing of mediation skills to manage conflict. The results are presented in the table4.9.

**Table 4.9 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%
	No	40%
ii) Reviewing of existing rules and policies and formulation of school policies to guide students	Yes	50%
	No	50%
iii) Holding regular meeting with school administration	Yes	70%
	No	30%
iv) Watching films on mediation of conflict	Yes	40%
	No	60%

Table 4.9 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 student was one way of socializing learners to mediate conflict. 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 get. The above items from the questionnaires showed mechanisms used to socialize the SCLs in mediating conflict resolution in school schools. The FGDs groups showed the following;

One of student council leader pointed out this:

'When we are given that opportunity to mediate a case for example involving theft, it is easy to get to the root course of why the theft has taken place and in the long run we can advise the school administration of the necessary intervention to be put across to avoid a repeat of such. Sometimes students will understand better why some conflicts arise in schools.'

During the FGDs sessions, most student council leaders agreed that their mediation on conflicts had helped to significantly reduce cases of fellow students being suspended from school. One of them had this to say:

Once a student finds himself/herself in contravention of the school rules and regulations, we share with him the consequences of the act and in most cases such a student is free to explain to a SCL what pushed him to the act. We outline the rules and penalties to such a student before referring such cases to teachers. Sometimes teachers approach issues harshly resulting to more conflict. So, whenever we come in to handle cases of noise making and lateness, our fellow students tend to adhere to the school rules well.

For the principals, during the interviews, a majority of them 6 (60%) were in agreement that involving school council leaders' effective communication and problem solving in mediation aids in conflict resolution. There followed 4 (40%) who were strongly in agreement with this statement. There was no neutral response. And also, no single respondent disagreed or strongly disagreed. Responses from principals were tending to be in agreement with the findings. Several principals said that:

'Whenever SCLs are involved in mediation on conflict resolution, school rules and regulation are observed strictly. And since they are involved in the formulation of the very rules, their fellow students also learn on how to go about conflicts in school. SCLs in lower

classes learn how to mediate on conflict resolution from those in senior classes.'

It was also observed from some principals that exposing SCLs on recorded and live media mediation on conflicts in society improves their mediation skills on conflict resolution. One principal during the interview commented as follows:

'Some SCLs are observant on mediation cases that arise in media and they will always direct their fellow SCLs on conflict resolution by referring to media presentations on cases happening in the country or in the neighborhoods. In so doing peace prevails in school.'

This finding indicated that majority of principals, teacher counselors and SCLs agreed that engaging SCLs in mediation promotes resolution of conflicts in secondary schools in Lugari Sub-County. From questionnaires filled by the G&C HODs, allowing student council leaders to mediate conflicts had led to reduction in the number of conflicts. The number of suspensions had reduced. One of the teacher counselors indicated the following on the questionnaire:

Frequent peer counseling and sensitization on the importance to maintain calmness in school from student council leaders has led to high retention of students in school. Whenever the SCLs openly mediate on conflicts, there is order in classes. The SCLs openly tell them their mission and vision in school. This has helped in a big way. Some frankly tell them 'You will go home and we shall continue with studies then you will be the one missing out. You will regret as we join universities and you fail' such revelation keeps students alert and there is peace in most cases.

The reduction of cases of suspension is something to be celebrated by Ministry of Education and UNICEF (MOE, 2010) since it shows that one of its targets for establishing student council leaders was being realized. These finding agrees with those of Indimuli (2012) that schools have realized a reduction in disciplinary incidences as students readily agrees that they have gone against the school rules and regulation and are ready to take punishment or arrive at agreements with the student council leaders handling the conflict.

These findings also agree with what Owande (2015) observed about student council leaders' participation in mediation of school-based problems. He noted that engaging SCLs in mediation of conflicts helps them to acquire conflict resolution tactics which eventually helps them come up with opinions and ideas that promote proper operation of schools. Baker (2007) links the efficiency of involving SCLs in collaborative communication and problem-solving competencies in mediation in resolution of conflicts to their closeness to the fellow students in the same environment of learning.

4.6 SCLs challenges in decision making on conflict resolution in secondary schools in Lugari Sub-County

The third objective aimed at investigating the challenges in delivering judgment on problems that arise in school environment in secondary schools in Lugari Sub-County. To achieve the demands of this objective, the principals, teacher counselors and SCLs were requested to give response to the statement: '*participation of SCLs in decision making enhances conflict resolution*'. The outcomes were as indicated in the table 4.10 below.

Table 4.10 Challenges SCLs face in communication on decision making in schools

Group of study	Agreement levels	Frequency	Percentage (%)
Student Council Leaders	To a great extent	135	75%
	To some extent	25	13.9%
	Moderately	15	8.3%
	Not at all	5	2.7%
Principals	To a great extent	8	80%
	To some extent	1	10%
	Moderately	1	10%
	Not at all	-	-
G& C HODs	To a great extent	7	70%
	To some extent	2	20%
	Moderately	1	10%
	Not at all	-	-

Source: Field Data, 2022

Table 4.10 shows that during the interview a majority of principals 8 (80%) were in agreement that engaging SCLs in delivering judgment on conflicts promotes conflict resolution to a great extent while those who agreed that it promotes conflict resolution to some extent was 1 (10mks). Another 1 (10%) showed that SCLs participation in delivering judgments enhanced resolution of conflicts. Not a single of them showed that it does not promote conflict resolution. One principal had this to say:

Student council leaders who perform well in academics do not experience much challenges when resolving conflicts unlike one who is average or below average. In most cases you find that fellow students dismiss them on the basis of poor performance. But sometimes if the student council was duly elected by the students, he finds it easy making decisions and all the students adhere to very easily. Therefore, it's about a SCLs doing well in academics or having been the students' choice for him to resolve conflicts well.

A majority of G&C HODs in their questionnaires 7 (70%) showed that engaging SCLs in making decisions promotes conflict resolution to a great extent some other 2 (20%) were in agreement that it promoted to some extent. 1 (10%) indicted that it moderately enhanced resolution of conflicts and none showed that it does not promote resolution of conflict.

Table 4.11 Statement on challenges faced by student council leaders in decision making on conflict resolution. (Student Council Leaders views)

Challenges faced by SCLs on conflict resolution	Frequency	%
SCLs looked upon as traitors by fellow students	138	76.6%
No special training for SCLs for them to know how resolve conflicts	127	70.5%
Lack of G&C HODs private rooms for further consultation on serious issues	60	33.3%
Poor academic performance hinders command over other students	37	20.5%
Failure for the administration and teachers to act promptly to reported cases	76	42.4%

Source: Field Data, 2022

From the Table 4.11 above, most student council leaders had a problem of fellow students ever being suspicious of them as traitors ready to report them to the administration in case of a conflict arising 138 (76.6%) a majority of the SCLs lacked special training on how to handle conflicts amicably 127 (70.5%). Failure for the administration and teachers to act promptly whenever some serious cases are reported to them for further intervention poses as a serious challenge to some of the SCLs 60 (33.3%). Lack of teacher counseling room and weak teacher counselor department also hinders proper conflict resolution in some schools 32 (20.5%) and poor academic performance posted by some of the SCLs, hinders them from running their duties effectively as they find resistance from fellow students performing well in academics 37 (20.5%).

It was indicated by all three types of the respondents that using SCLs in making decisions promotes resolution of conflicts to a great extent. This was because when SCLs are engaged they get chances to talk about their interests, opinions as well as the views of fellow students whom they represent therefore, they all feel as part of the guidelines, mandates and decisions made. The moment they own them, they come in fast to implement and monitor for a peaceful school running. This minimizes conflict occurrences to a greater extent. This agrees with Mukiri (2014) who points out that use of prefects in delivering judgement promotes the idea of ownership of the laid down rules and regulations by the students. The learners have a feeling that the school is part of them and therefore do all that is needed to create a peaceful environment. He again suggests that heads of schools that use SCLs in making decisions on issues involving their welfare experience less huddles in comparison to those who do not at all. Blumberg (1969) supports this outcome that where effectiveness relies on regular coordination and communication of people, an agreement made by the three groups

(students, teachers and administrators) will usually be greater to one suggested by individuals termed to be the most useful.

4.7 Summary

This chapter analyzed and presented data that was captured on the questionnaires that were administered to school council leaders and guiding and counseling teachers in the public secondary schools that had been sampled in Lugari Sub-County, Kakamega County for having experienced SCLs participate in conflict resolution at school levels. The school council leaders also formed FGDs that responded to questionnaires in line with how they are socialized in conflict resolution. School principals of the sampled school responded to an interview in line with the study objectives. An analysis of demographic data was made, then data relating to the three objectives of the study presented too. From analysis of participants' opinions, the study has established that frequent socialization of SCLs communication on mediation and decision making greatly contributes to effective conflict resolution mechanisms a school puts in place.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter shows the research findings summary based on all the research questions of the study. The conclusion and recommendation based on the findings of the study are also presented here. This chapter goes on to make recommendations for further studies. The purpose of this study was to assess the effectiveness of school mechanisms in socialization of SCLs on conflict resolution in secondary schools in Lugari Sub-County, Kakamega County, Kenya.

5.1 Summary of the Findings

This study aimed at examining the SCLs effectiveness of school mechanisms in socialization of SCLs in conflict resolution in secondary school, to establish their effectiveness in mediation on resolution of conflict and also find out the challenges faced by SCLs in decision making on conflict resolution in secondary schools in Lugari Sub- County, Kakamega, Kenya.

5.1.1 SCLs Communication on conflict resolution

As per the first objective, the study aimed at finding out how often are SCLs socialized in communication on conflict resolution in secondary schools in Lugari Sub-County, Kakamega County, Kenya. This research established that engaging SCLs often in effective communication on conflict resolution promotes a peaceful learning environment. This was strongly agreed to by the school head teachers, a majority of guiding and counseling teachers and student council leaders. The SCLs further said they would be motivated to resolve conflicts, if the administration considered regular training and socialization on communication on conflicts before embarking on their duties as student council leaders and students at the same time. SCLs to be also

equipped with communication etiquette like disagreeing politely and importance of turn taking skills whenever conflicts are being resolved. This eventually culminates to a peaceful learning environment. Frequent exposure to communication 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 on conflict resolution with fellow students.

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.

5.1.2 Mechanisms on socialization on mediation on conflict resolution

The second objective of this study was to establish the mechanisms on socialization on mediation on conflict resolution in secondary schools in Lugari Sub-County, Kakamega County, Kenya. The findings revealed that SCLs 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.

5.1.3 Challenges faced by SCLs in decision making on conflict resolution.

The study's third objective was to find out the challenges faced by SCLs decision making on resolution of conflicts in secondary schools in Lugari Sub- County, Kakamega County, Kenya. The findings of the research showed that engaging SCLs in making decisions on issues pertaining school and socialization promotes problem solving to a great extent. A majority of the respondents in each category also supported the findings as they strongly agreed. The major challenge experienced by the student council leaders was; fellow students looking upon them as traitors and lack of special training on decision making skills on conflict resolution.

5.2 Conclusions

This study aimed at collecting data from participants that had experienced conflicts in Lugari Sub-County, Kakamega County, Kenya in order to establish effectiveness of school mechanisms like communication, mediation and challenges in making decisions on problem solving in public secondary schools. Based on the data analyzed for this study, some conclusions were made as per the objectives of the study.

The first conclusion was that engaging SCLs oftenly in communication processes on conflict resolution enhances an effective procedure in resolution of conflict in public secondary schools in Lugari Sub-County, Kakamega, Kenya. School council leaders that have been socialized in communication on conflict resolution experience less friction with their fellow students at school. Most SCLs need frequent interaction and exposure to proper ways of communication by the schools for easier conflict resolution.

With regard to the second objective, the conclusion made was that the school administration system be encouraged to socialize SCLs in mediation ways as this also

promotes resolution of conflicts in public secondary schools. Specifically, SCLs mentored well in mediation of issues that arise in the school set up in change of routine and school policies tend to bring about a peaceful learning environment at schools. Each class of respondents provided a significant percentage who were strongly in agreement with the findings.

The third objective on challenges faced by SCLs in decision making on issues related to school policies and routine need to be looked into by addressing the challenges promptly as this will go a long way in promoting 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.

5.3 Recommendation of the Study

This research realized a lot of information pertaining the student council leader's socialization mechanisms in schools on conflict resolution in secondary schools. The findings of this study highlighted some areas of concern that need to be addressed by the Ministry of Education and other stakeholders in Education as outlined below:

- i. Student council leaders should be actively mentored and socialized in effective communication processes from the school management to the students and back. That means, schools should issue SCLs with informative pamphlets with guidelines that mentor adequately on information procedures and general mandates on communication within the school environment.
- ii. It is in order for schools to wholesomely engage student council leaders in mediation of differences that occur among students. It can be realized by

creating a sub-section in the student council team with a mandate to always have a special meeting to listen and mediate differences that occur among students immediately they arise. This sub section of the SCLs should be well socialized with mechanisms to handle conflict and have frequent meetings with the teachers in order to realize a peaceful learning environment.

- iii. There is need for the school administration to come up with systems that will reduce challenges SCLs face that allow them to actively participate in decision making processes especially on issues that concern students. This can be realized if the SCLs will be socialized in academic committee, Parents Teachers Association, and management boards' forum and meetings. SCLs views to be considered in developing policies in schools hence simplifying the roles of organs put in place to make decisions especially where SCLs decisions are made by adults in the system of administration.

5.4 Suggestion for Further Study

The research took place in Lugari Sub-County, Kakamega County, Kenya which is a limited scope because violence and unrest issues are wide spread in Kenya, and therefore there is need to carry out similar studies in other parts of the country and more so in private institutions. While undertaking this study, the following areas were identified and recommended for further research, they include:

- i) Further research can be conducted in international and private schools within Kenya to give room for generalizations of the study outcomes.
- ii) The perception of parents on effectiveness of school mechanisms in mentoring SCLs on conflict resolution in school.

iii) The effect of the students' population on effectiveness of school mechanisms in socialization of SCLs on conflict resolution collaborative communication in public secondary schools in Kenya.

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APPENDICES**Appendix I: Letter of Introduction****P.O BOX 94-30205****MATUNDA****15th January, 2022****The principal**

.....Secondary School.

Dear Sir/Madam,**RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL**

I hereby write requesting to be allowed to carry out research in your institution. I am a post graduate student in the department of Education Foundation at Moi University. I am currently conducting research on **Effectiveness of School Mechanisms on Socialization of School Council Leaders on Conflict Resolution in Secondary Schools in Lugari Sub-County, Kakamega County, Kenya** and your school has been chosen to participate in this research. I therefore seek for your permission to allow me collect data from participants in your school. The information provided will be treated with utmost confidentiality and used for the purposes of this study. I look forward to your kind response. Thank you in advance.

Yours faithfully,

Eddah Nafula

Appendix II: Questionnaires

Appendix A: Questionnaire for Student Council Leaders

Dear SCL,

I am Eddah W. Nafula, a Masters student in Moi University. I am conducting a study to establish effectiveness of school mechanisms in socialization of school council leaders on conflict resolution in Lugari sub-county public secondary schools. The questions drawn here are seeking your views and opinions on teacher socialization skills and needs of SCLs on conflict resolution in your school. Kindly read through the questions keenly and give response to each question as needed. Your responses will be handled in a confidential manner and shall only be applied for the purpose of this study. The responses you will give will assist the secondary schools' managers in our country Kenya in making the quality of teacher socialization skills of SCLs on conflict resolution methods in use better. They will also give proper direction on the type of advisory guidance to be provided to the SCLs on resolving conflicts in schools.

Your name is optional here

Section 1: Demographic Information

1. Indicate your gender by ticking either

Male () Female ()

2. Age years

3. Class of study (Tick)

Form One () Two () Three () Four ()

4. Which position do you hold in the student council leader body, for example, School President, Class Governor, Secretary Sanitation and Environment
.....
5. Are you a boarder or a day scholar? Boarder () Day scholar ()
6. For how long have you been a Student Council Leader?
.....

Section 2: Socialization of SCLs Collaborative Communication Skills on Conflict Resolution

7. To what extent have SCLs been engaged in collaborative communicating on school routines, mandates and adjustments in the normal running of the school
To a great extent []
To an extent []
Moderately []
Not at all []
ii) Briefly explain your response.....
.....
.....
8. Use of SCLs in collaborative communication and problem-solving competencies promotes conflict resolution in secondary schools?
Strongly Agree []
Agree []
Neutral []
Disagree []
Strongly disagree []

9. How often are SCLs engaged in mediation?

Too frequent [] Frequently [] Rarely [] Not at all []

10. SCLs participation in mediation of disputes promotes resolution of conflict in secondary schools

Strongly in agreement []

In agreement []

Neutral []

Disagree []

Strongly in disagreement []

11. How frequent are SCLs engaged in decision making?

Too frequently []

Frequently []

Rarely []

Not at all []

12. To what extent does SCLs participation in making decision promote resolution of conflict in secondary schools?

To a great extent []

To an extent []

Partially []

Not at all []

I appreciate you for your time to respond to the question

Appendix B: Questionnaire for Guidance & Counseling teacher

Dear colleague,

I am undertaking research on effectiveness of school mechanisms in socialization of school council leaders on conflict resolution in secondary school in Lugari Sub-County, Kakamega County. This research seeks your views and opinions on teacher mentorship skills and mechanisms on SCLs. You have been identified as one of the class teachers in school by the principal of the school. Kindly peruse through the questions and give responses as requested. Your responses will be handled confidentially and shall only be used for the purpose of this research. The responses you provide will also help in promoting the quality of socialization needs of SCLs in conflict resolution methods used in secondary schools in Kenya.

Your name is optional in your responses.

General information

Please indicate gender by ticking (Tick) male () female ()

Age:.....

Teaching Experience in years or months.....

Professional qualification.....

Class Teacher Form: (Tick) One () Two () Three () Four ()

Section B: Socialization of SCLs Communication Skills on Conflict Management

1. To what extent have SCLs been engaged in communicating information on school routines, mandates and adjustments in the normal running of the school

To a great extent []

To an extent []

Moderately []

Not at all []

ii) Briefly explain your response.....

2. Use of SCLs in collaborative communication promotes conflict resolution in secondary schools?

Strongly in agreement []

In agreement []

Neutral []

In disagreement []

Strongly in disagreement []

3. How often are SCLs engaged in mediation?

Very Often [] Often [] Rarely [] Not at all []

4. SCLs participation in mediation of disputes promotes resolution of conflicts in secondary schools

Strongly in agreement []

In agreement []

Neutral []

In disagreement []

Strongly in disagreement []

5. How frequent are SCLs engaged in decision making?

.....
.....

6. To what extent do SCLs engagements in making decision promote resolution of conflict in schools?

To a great extent [] To an extent [] Moderately [] Not at all []

Appendix C: The Focus Group Discussion

Dear students,

I am carrying out research on effectiveness of school mechanisms on socialization of school council leaders on conflict resolution in secondary schools in Lugari Sub – County, Kakamega County. Kindly let us take some time to engage in a discussion on various issues that are related to mentorship and socialization skills and requirement of SCLs in school. The answers you will give in this session will be handled in a confidential manner. This interaction does require that you give more information required into the categories of needs, skills and provision of solutions for SCLs on conflict management in school. The questionnaire will not bare your name or any other information that may expose your identity. Kindly let us engage as freely in order to assist our school improves the quality of socialization needs and skills for SCLs in secondary schools.

1. Please tell us your thoughts about teacher socialization of SCLs with regard to conflict resolution communication methods?
2. What mentorship skills and needs do you get as a SCL in school?
3. Do you think teacher socialization on conflict resolution is important to you as a student leader?
4. What communication methods are used by the teachers in school to help you be able to communicate when resolving conflicts?
5. What are some of the things you would like to be advised and guided on as a SCL when communicating on resolving a conflict here in school?
6. In your own opinion what challenges have you faced as SCLs when resolving conflicts in school?
7. What recommendations can you suggest to the school on how to expound and better the socialization skills and needs for future SCLs.

Appendix D: Principal's Interview Guide

Instructions


I am undertaking research on effectiveness of school mechanisms in socialization of school council leaders on conflict resolution in secondary schools in Lugari Sub – County, Kakamega County. This research is structured to find out the socialization needs of SCLs in school. As the principal you have been picked upon for this study. You are requested to answer the questions as honestly as possible. The responses given will be treated with a lot of confidentiality.

1. Have SCLs been engaged in communicating on school policies, mandates and adjustments in routine? If yes, to what extent?
2. To what extent in your view do SCLs participation in communication promote resolution of conflict?
3. How often are SCLs engaged in mediation influence conflict resolution?
4. How regularly are SCLs engaged in making decision on problems that arise in school?
5. To what level do SCLs participation in making decision affect resolution of conflict?
6. (a) Does the school have a policy on socialization and mentoring on communication, mediation and decision making on conflict resolution in school?

(b) If it is in place, how is its presence made known to new students joining the school?
7. What are the school policies on socialization on mediation on conflict resolution of SCLs?

8. What are your opinions in general, on the kind of socialization needs that SCLs require?
 - a. Who does the socialization and advising in communication mediation and decision making of SCLs on conflict resolution in school?
 - b. How does the school recruit teachers who assist the SCLs in carrying out this exercise?
 - c. Are these teachers enough to carry out this exercise?
5. In your own views, does the school meet the socialization needs of the SCLs on communication and problem-solving competencies in conflict resolution methods?
6. Which activities does the school engage the SCLs in while in school that is connected to socialization and mentoring on conflict resolution methods?


Appendix III: Research License



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Date of Issue: **04/March/2022**

RESEARCH LICENSE



This is to Certify that Miss. EDDAH NAEULA WANJALA of Moi University, has been licensed to conduct research in Kakamega on the topic: EFFECTIVENESS OF SCHOOL MECHANISMS IN MENTORING STUDENT COUNCIL LEADERS ON CONFLICT RESOLUTION IN SECONDARY SCHOOLS IN LUGARI SUB-COUNTY, KAKAMEGA COUNTY- KENYA for the period ending : 04/March/2023.

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Applicant Identification Number
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