SCHOOL CONFLICTS AND THEIR IMPACT ON STUDENTS' ACADEMIC PERFOMANCE IN PUBLIC SECONDARY SCHOOLS IN KENYENYA SUB COUNTY, KISII COUNTY, KENYA

BY

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DECLARATION

This project is my original work and has not been presented for award of a degree or for any similar purpose in any institution.

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

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I take this opportunity to give my sincere gratitude to my supervisor Ms. Phoestine Naliaka who showed a lot of efforts on guiding me during writing this project. Also, I would like to thank Gretsa university for allowing me to carry out my research from their university library.

DEDICATION

I dedicate this work to my dear parents my father Simion Onyango and my mother Mary Onyango, my brother Moffat Onyango and my sister Judy Onyango for their efforts and encouragement during the time of writing this project .Also, I give glory and honor to Almighty God for protection and good health throughout the study.

LIST OF ABBREVIATIONS

M.O.E-Ministry of Education.

S.P.S.S- Statistical Package for Social Science.

T.S.C-Teacher's Service Commission.

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DEFINITION OF KEY OPERATIONAL TERMS

Conflict - is a disagreement between opposing groups which comprises student- teacher conflict, student- student conflict and student school community.

Conflict management- is the process of controlling disagreements resulting differences from teachers students and school community.

Student- is a person who studies a particular academic subject.

ABSTRACT

The purpose of this study was to determine the effects of school conflict on student academic performance. School conflicts is a phenomenon that has been witnessed in most secondary schools in Kenya, school conflicts disrupt school programs and lowers performance of the school. School conflicts occurs in different forms such as strikes, riots, unrests among others. The objectives of the study were to determine the causes of school conflict, find out the types of school conflicts and to establish the strategies on school conflicts on student academic performance in Kenyenya sub-county. The study adopted descriptive survey research design using both quantitative and qualitative method. Also, purposive sampling and simple random sampling technique was used to collect data. The target population in this study consisted of 50 public secondary schools, 50 deputy principals teachers and 500 student council leaders in public secondary schools in Kenyenya sub county. Data collection instruments used interview schedule for deputy principals and questionnaires for student council leaders. The researcher collected and analyzed data using a statistical package for social science system. The findings were school conflicts are prevalence among secondary schools, the most type of conflicts was student- teacher conflicts.It was also revealed that conflicts affect academic performance of the learners mainly when learning resources such as desks and books are damaged. Another finding was that conflicts affect student-teacher relations and working relationship between teachers and students are not restored easily after conflicts although most deputy principals and student council leaders are also trained to manage conflicts. The study concluded that conflicts are invetible in schools and it is therefore important that they are managed well. The researcher recommended that safe storage of essential learning materials be enhanced that teachers should be trained on conflict management of public secondary schools. The researcher was hopeful that the findings of the study would be of great benefit to the educational officers, deputy principals, students and parent on the school performance.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter covers the following sub-titles. They include; The Background of the study, Statement of the problem, Purpose of the study, Conceptual framework, Objectives of the study, Research questions, Significance of the study, Delimitation of the study and Limitation of the study as discussed below.

1.2 Background to the Study.

Conflict is a common problem among the lifestyle of people and therefore it is part and parcel of life. According to Platinum (1994) school managers will find a way of solving a conflict because it has an impact according how it is approached and the resolutions. Conflicts arise because of following issues; needs, lack of resources, beliefs and power struggles (Rahim 2011)

Different studies have been conducted on school conflict on student academic performance whether internationally, regionally and locally to find out the results of these conflict. According to Charles (1996) in United States of America in 1992 researchers studied on school conflict that there is a lot of problem of unrest among learners which disrupts the school programs.

According to Oghurvu (2010) in Nigeria, the government has a problem in spending on offering the quality and quantity education on the learners which cause a conflict among the public secondary that lowers the performance of the school.

A conflict results to negative effects if, it is not well managed among the parties but is results but it results to positive effects if it well managed. A conflict in schools can be among school administrators, instructors and learners school workers which hinders the learning institutions' activities to run smoothly and thus leading to destruction of school properties such as libraries, laboratories, desks and classrooms. Also lowers the school performance (Balay, 2006).

School conflict in most secondary schools in Kenyenya Sub County is manifested between the disagreement of teacher verses students, students and instructors and learners and school community.

According to Smith (2003) student performance is affected by learning resources, guidance and counseling, school programs and discipline. The school should provide adequate

resources among the school staff in order to avoid conflicts in schools and also school administrators, should determine ways in which they should avoid conflicts among the teachers, school workers and teachers and act as a role models to the students.

Republic of Kenya (2008) reports that the issue of conflict in secondary school administration pose a serious problem that calls for all stake holders in education to be involved since they not only affect the school's academic performance but also the community and government at large. Secondary schools continue to experience a lot of conflicts caused by the sponsors, the community, the teaching and non - teaching staff, students and sometimes even the government. As a result, the principals and teachers in the affected schools face transfers or interdiction and this impacts negatively on student's academic performance and creates a lot of tension between the involved parties.

Kenyan government puts a lot of trials and endeavors in promoting quality education for student academic performance but with all that efforts put in place schools encounter conflicts which may be violent or non- violent to school.

Kenyenya sub- county public secondary school also has witnessed conflicts that hinders the school programs achievement therefore education officers in Kenyenya sub- County have put efforts to minimize conflicts in schools through guiding and counselling students, provision of resources and training the school administrators on how to resolve conflicts that can emerge in their school.

1.3 Problem Statement

School conflicts has been witnessed in many secondary schools over the years since $1980_{(s)}$ and $1990_{(s)}$ up to date. Research has been done on school conflicts on how to control and manage school conflict but is not successful. The researcher will try to find out why school conflicts is persistent in most secondary schools though strategies are employed to curb school conflicts.

According to Karanja (2012) conflicts in schools leads to damage of physical facilities such as classrooms, dormitories and offices thus hindering the achievements of objectives and goals of the learner's performance.

For instance in July 2016 in Kenyenya sub county students of Nyamache high school struck where 72 students were inured because there was a lack of dialogue from the administration that led to the burning of one dormitory.

1.4 Purpose of the Study.

The study sought to determine the effects of school conflicts on the student academic performance in Kenyenya sub county, Kisii County, Kenya whereby it focused on causes of school conflicts, types of school conflicts and ways on how to manage conflicts in public secondary schools in the area.

1.5 Conceptual Framework

Figure 1 Conceptual framework

Independent Variable

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┌─────────────────────────────────┐
│ Causes of student conflict      │
│ Indiscipline                    │ ──────────►
│ Provision of resources          │
│ Personal conflicts              │
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┌─────────────────────────────────┐                         Dependent
│ Types of school conflicts       │
│ Student-Student Conflicts       │   variable        ┌──────────────────────────────────┐
│ Student -Teacher Conflicts      │ ──────────►       │                                  │
│ Student-School      Community   │                   │ Student academic performance ──► │
│ Conflict                        │                   │ Examination results              │
└─────────────────────────────────┘                   │ Lesson attendance                │
                                                       └──────────────────────────────────┘
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┌─────────────────────────────────┐
│ Strategies                      │
│ Accommodating                   │
│ Avoidance                       │
│ Competing                       │
│ Collaborating                   │
│ Compromising                    │ ──────────►
└─────────────────────────────────┘
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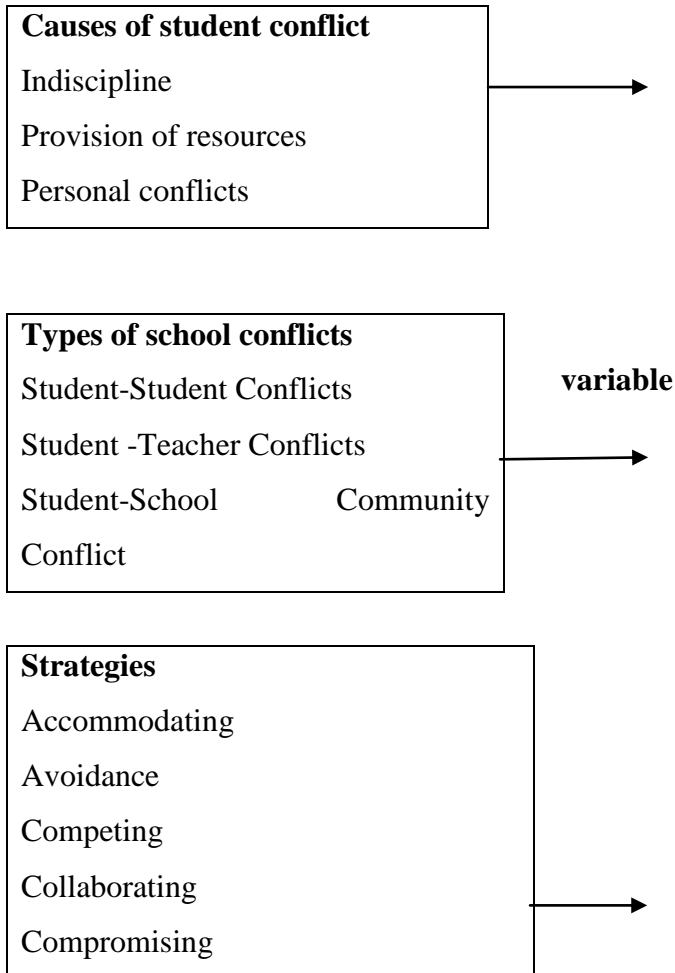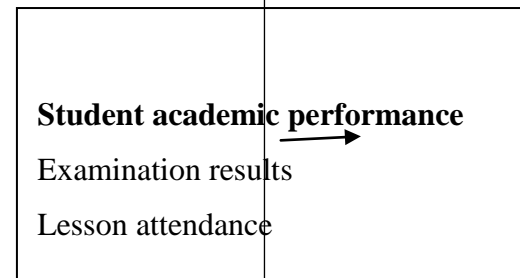
1.6 Objectives of the study

1.6.1 General Objectives

To assess school conflict and their impact on students' academic performance in Kenyenya sub county Kisii County, Kenya.

1.6.2 Specific Objectives

1) To determine causes of school conflicts on students' academic performance in Kenyenya sub county.

2) To determine the extent to which types of school conflicts impact student academic performance in Kenyenya sub- County.

3) To establish strategies employed on curbing school conflicts in Kenyenya sub county Kisii county, Kenya.

1.7 Research Questions

1) What are the causes of school conflicts in Kenyenya Sub County?

2) What are the types of school conflict in Kenyenya Sub County?

3) What are the strategies employed on curbing school conflicts in Kenyenya Sub County?

1.8 Significant of the study.

The study would be greatly significant because the findings would benefit other researchers and educational administrators as it would likely increase their knowledge of issues of conflict management in school administration through strategies employed by school deputy principals in managing a conflict. Also the findings would benefit school administrators, teachers, students, parents and all stakeholders because they would be able to learn on how to deal with issues of conflicts thus improve and enhance proper management of conflicts in secondary schools which would lead to improvement of student academic performance.

1.9 Delimitation of the Study

The study was delimited to only public secondary schools excluding private secondaryschools in Kenyenya sub-county, Kisii County.This is because public secondary schools operated in similar administrative guidelines set by the government unlike private schools whose management guidelines were largely influenced by owners or sponsors of those schools.

1.10 Limitation of the study

There was limited access to vital information from some respondents who were unwilling to freely give information openly because some conflicts involved them. Thus the results of the study could not be generalized across different sections of the country.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter covers causes of school conflict, types of school conflict and strategies used on school conflict and theoretical framework.

2.2 Causes of School Conflict

Conflict proceed to be an agent in academic achievement of the school. The forms of schools' conflict are strikes riots and individual behaviors. (MOE2001)

Indiscipline among student in public secondary schools in Kenya is influenced by poor parenting of the learner or individual stress. According to Gangelos (1997) said that these factors causing students to become irresponsible to their behaviors does leads to disrespectful behaviors and this calls for teachers to stop them from those behaviors.

According to Awuor (2008) fixed rules, lacks of dialogues and authoritative administration increases unrest cases of the students thus this leads to school conflict which affects performance whether individually as a learner and the school.

According to Johdi and Apitree (2012) the provision of resources in schools they are not equitably shared among learners and teachers thus leading to student and teachers fight for those scarce resources leading to school conflict.

According to Mubika and Thodiana (2010) school consists of different staff members who have different beliefs values, age, cultural background, goals and attitudes so different personal conflicts leads to school conflict because every individual fight to be recognized as a winner at different levels of their understanding.

2.3 Types of School Conflicts

Cahir et al (2001) said that student-student conflicts are a major conflict in schools because of the space in dormitories, relationship status, inadequate school classrooms, desks, books, resources, rumors, name calling, fighting and teasing can be exposed on student conflict. Student should be guided and counseled on the need to solve and manage conflicts if they become members of the society and schools.

The following are issues of student-teacher conflicts; student and teacher failure to achieve objectives, different agendas from teachers and student, neglection of duties students and teacher conflict affect the school performance.

According to MOE (2001) some students view school as a waste of time because some are not focused on their academics. School have not fully adapted to students non -academic needs (jones and jones 2006). Examination oriented teachers does not cater for the development of the student thus the number of examinable subjects leads to student teacher conflicts. According to Achoka (2007) said that after 1995 the secondary school principal roles widened to have parents in the functioning of the school. Therefore, the community involvement increased in schools mostly in rural areas. Due to that secondary curriculum changes benefited schools with physical facilities, Ngigi and Macharia (2006) due to construction of physical facilities provision the communities were responsible to construction because the school depends on the community for the school workers and staff members. Effective school performance is from trust level of parents (Forjythet al 2006). According to Karanja and Bowen (2012) school conflict creates poor relationship with the community leads to loss, damage of the property death and injuries which are invertible during unrest among the students because if 9students die it will cause a pain to the parent who is part and parcel of the school and community.

2.4 Strategies of Addressing School Conflicts.

Conflict management strategies leads to bad or good relation to the both parties involved in the conflict and the parties should be freely give out the views that will lead to resolutions and unity to both parties. (Nelson and Quick 2000).

According to Decenzo and Robin (2008) conflicts management strategies may take two categories competitive and cooperativeness. The step which a person wants to correct the conflict to fulfil his or her interest. The step an individual corrects the conflict by fulfilling the different person's interest respectively.

According to Thomas Kilmann (1976) established the following ways of managing a conflict competing, accommodating, compromising, avoiding and collaborating. According to Thomas et al (1990) conflict does not have a significance to people so put emphasis on avoidance as a way of managing a conflict.

According to Schemerton (2000) competing is dominated for self-concern or gain of individuals at the expense of other. Competing is where higher level superior is authoritative to the subordinate it is uncooperative and assertive.

Accommodating is the act of admitting your wrong and accept to be corrected. According to Hughes (2002) allow to learn the better position of your reasonable mistakes and to learn

from them. According to Schemer ton (2000) compromising is a mediation between the parties accept the resolution which one party loses a portion and win wins a portion. According to Lussrer (2009) argued that collaborating is reconciling and solving styles of differences that are concerned in management of the conflict and issues that arise.

All these strategies will aid the school to manage conflicts among the students, teachers and the school community.

2.5 Theoretical Framework

Conflict theory by Karl Max (1818-1883) suggested that human society is a collection of competing interest and groups and individuals each with their own motives and expectations. All members of the society do not have the same expectations, values and interest. These vary according to one's positions, privileges, ability, class and wealth. Agreements tend to appear among those people who share common privileges. This is to encourage unequal distribution of scarce resources and opportunities. This result in division in society resulting in hostility and opposition.

School conflict is manifested in most public secondary school because of the scarce resource unmet needs, level of class of an individual which led to opposition and hostility among the different groups in the school. Karl max theory will help the school to accept different competing individuals' interests because they long for their expectations. Mostly conflicts in secondary schools occur because students feel that their needs are not met by the school due to this the hostility and opposition may arise out of a feeling of unmet needs and expectations thus these conflict leads to student conflict among the students, teachers and the community at large which has varied impacts on student academic performance and the school in general.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the following sub-titles; Research design, Study area, Target population, Sampling techniques, Sample size, Measurement of variables, Research instruments, Pretesting validity of measurements, Reliability of measurements, Data analysis and Logistical and Ethical considerations.

3.2 Research design

The study adopted a descriptive survey Research design which allowed the researcher to collect data on causes of school conflict, types of conflicts and their effects on student academic performance. Also the measures or strategies that are employed to curb and reduce conflicts in public secondary schools in Kenyenya sub county. The design enabled the researcher to get information on both quantitative and qualitative data on causes of school conflict, types of conflicts and their effect on students' academic performance and the strategies employed by deputy principals to manage these conflicts

3.3 Study Area

The study was carried out in Kenyenya sub county Kisii County Kenya. Student conflict in Kenyenya Sub County is rampantly widespread from one school to another because there is lack of dialogue between the students and school management which leads to disruption of school programs. Therefore the researcher collected data on how conflicts in schools affect student academic performance in public secondary schools in Kenyenya Sub County in Kisii County.

3.4 Target Population

Target population refers to members of real or hypothetical set of subjects, people or events to which the researcher wishes to generalize the recons of the study (Borg and Gall 1989).This study targeted 50 public secondary schools in Kenyenya Sub County in Kisii County, 50 deputy principals and 500 student council leaders in all selected schools in public secondary schools in Kenyenya Sub County in Kisii County.

3.5 Sampling Techniques

The sampling techniques was purposive sampling and simple random sampling whereby purposive sampling enabled the researcher to gather information from deputy principals in order to make his or her own opinion on the respondents by giving the best information required on positive and negative sides whereas simple sampling was used to gather

information from the student council leaders where they have equal chances to win. The researcher used this technique to sample the respondents of teachers and students in public secondary schools in Kenyenya Sub County.

3.6 Sample Size

According to Mugenda and Mugenda (2003) sample is a group obtained from the accessible population. Therefore target population was 10 percent of the respondents hence 5 schools, 50 student council leaders and 5 deputy principals were constituted in the sample of the study in pubic secondary schools in Kenyenya sub county.

3.7 Research Instrument

The researcher used both interview schedule and questionnaires to collect data. The researcher used interview schedule to collect information from deputy principals on the effects of school conflicts on student academic performance. The interview emphasized on causes of school conflicts, types and strategies that would be employed to reduce conflicts and the effects of school conflicts on student academic performance this makes it easier gather information which would not have been possible to get using a questionnaire. The questionnaires were used to collect information from the student council leaders.The researcher used closed ended items that helped to gather quantitative data. The questionnaires were suitable because they enabled the researcher to get information from many respondents at once since most of them could read and write. Also, the researcher encouraged anonymity for them to answer the questions appropriately.

3.8 Validity of the Study.

For consistency and relevance to the problem to be maintained, items of the questionnaires were formulated around aspects of the problem under investigation. The research instruments in this study were also validated by the help of the two supervisors assigned to the researcher since they were familiar in the area and their recommendations were of much help to the researcher.

3.9 Reliability of the Study.

Reliability refers to the consistence of measurement that is the test scores results are one to one measurement to one another. The researcher used test retest method to administer the test twice to the same group of students in secondary schools in Kenyenya Sub County.

3.10 Data Analysis

The researcher collected data, coded and analyzed using a statistical package for social science system (SPSS version 21). Descriptive statistics was used for the quantitative data obtained and was coded and analyzed the results then presented in frequency tables and percentages by the use of statistical package for social science system.

3.11 Logistical and Ethical Considerations

The researcher would ensure confidentiality when collecting data from the respondents in order to answer questions with confidence. Also, the researcher would ensure anonymity among the respondents.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS.

4.1 Introduction

The purpose of the study was to determine the effects of school conflicts on the student academic performance in Kenyenya sub-county, Kisii County, Kenya. This chapter presents the findings and discussions under the following specific objectives

1) Causes of school conflicts in public secondary schools in Kenyenya sub-county

2) Types of school conflicts in public secondary schools in Kenyenya sub-county.

3) Strategies on school conflicts in public secondary schools in Kenyenya sub-county.

4.2 Demographic information for respondents.

4.2.1 Demographic information for deputy principals.

The section present the demographic information of respondents on gender, age, level of education, category of your and type of the school.

Distribution of respondents by gender

Table 4. 1: Gender

Gender	Frequency	Percent
Male	3	60.0
Female	2	40.0
Total	5	100.0

Table 4.1 illustrates that majority 3 (60%) of the deputy principals were males while 2 (40%) of the deputy principals were females whereby this indicates that both female and male gender have almost equal leadership qualities among all the schools.

Distribution of respondents by Age

Table 4. 2: Age

Age	Frequency	Percent
20-30 years	1	20.0
30-40 years	2	40.0
40-50 years	1	20.0
Above 50 years	1	20.0
Total	5	100.0

Table 4.2 illustrates that majority 2 (40%) of the respondents were of the age of 30 to 40 years while the rest 1 (20%) of the respondents were the age of 20 to 30 years,40 to 50 years and above 50 years.

Distribution of respondents by level of education

4.3 Level of education

Table 4. 3: Level of education

Level of education	Frequency	Percent
Masters	1	20.0
Degree	3	60.0
Diploma	1	20.0
Total	5	100.0

Table 4.3, Illustrates that majority 3 (60%) of the respondents held bachelor's degree of education whereas the rest 1 (20%) of the respondents held masters and diploma level of education respectively on the selected sampled of deputy principals whereby the findings stated that majority of deputy principals held bachelor's degree of education on the level of educational qualifications.

Distribution of respondents by category of school.

Table 4. 4: Category of school

Category of the school	Frequency	Percent
National school	1	20.0
Extra county school	1	20.0
County school	1	20.0
Sub county school	2	40.0
Total	5	100.0

Table 4.4 illustrates that majority 2 (40%) of the school sampled were sub-county schools while the rest 1 (20%) were extra county and county secondary schools. Moreover the findings indicated that the most secondary schools in Kenyenya sub-county were sub-county secondary schools.

Distribution of respondents by type of school.

Table 4. 5: Type of school

Type of school		Frequency	Percent
	Boys	1	20.0
	Girls	1	20.0
	Mixed	3	60.0
	Total	5	100.0

Table 4.5 indicated that majority 3 (60%) of the schools sampled were mixed secondary schools while the rest 1 (20%) of secondary schools were boys and girls schools respectively. Therefore, the findings examined that the most secondary schools in Kenyenya sub-county were mixed secondary schools.

4.2.2 Causes of conflicts.

The first objective of the study was to determine the causes of school conflicts in public secondary schools in Kenyenya sub-county. To achieve this objective, the researcher outlined three causes of conflict that is indiscipline cases, in availability of resources and personal conflicts. Therefore the researcher asked the respondents to tick against the cause of conflict experienced in their schools.

Table 4. 6: Presence of conflict

Presence of conflict		Frequency	Percent
	Yes	3	60.0
	No	2	40.0
	Total	5	100.0

Table 4.6 illustrated that majority 3 (60%) of the deputy principals agreed that they have experienced a conflict in their schools in form of strikes, riots and individual behaviours which greatly affected the student academic performance.This concur with the findings of (MOE 2001) which suggested that conflict proceed to be an agent in academic achievement of the student while 2 (40%) of deputy principal confirmed that they had not experienced much of those conflicts in their schools.

Table 4. 7: Causes of conflict

Causes of conflict	Frequency	Percent
Indiscipline	3	60.0
Provision of resources	1	20.0
Personal conflict	1	20.0
Total	5	100.0

Table 4.7 illustrates that majority 3 (60%) of the deputy principals indicated that indiscipline cases from teachers and students were the major cause of conflicts in their schools which is influenced by poor parenting of an individual that leads to disrespectful behaviour between the student and teachers.This is in line with the studies of Gangelos (1997) which reveal that indiscipline cases causes students and teachers become irresponsible to their behavior while the rest 2 (20%) of deputy principals stated that also provision of resources and personal conflicts leads to school conflict hence low performance of the learners and the school.

4.2.3 Types of school conflicts.

The second objective of the study was to find out the types of school conflicts in public secondary schools in Kenyenya sub-county. To achieve this objective, the researcher came up with three types of conflicts and the researcher asked the respondents to indicate by ticking against the type of conflict that they mostly experience in their school.

Table 4. 8: Category of conflict

Category of conflict	Frequency	Percent
Student-student conflict	2	40.0
Student-teacher conflict	2	40.0
School-community conflict	1	20.0
Total	5	100.0

Table 4.8 illustrates that majority 2 (40%) of the deputy principals agreed that student-student conflict and student-teacher conflict frequently cause conflict in their schools due to individual differences in beliefs, background, values and attitudes of people.This concur with the studies of Mubika and Thodiana (2010) which suggested that these factors leads to school

conflict while 1 (20%) of the deputy principals confirmed that school- community conflict rarely occur in their schools.

Table 4. 9: Student-teacher relation

Student-teacher conflict	Frequency	Percent
Excellent	1	20.0
Good	1	20.0
Fair	2	40.0
Poor	1	20.0
Total	5	100.0

Table 4.9 illustrates that majority 2 (40%) of the deputy principals indicated that their relationship between learners after the conflict is quite fair whereas 1 (20%) of deputy principals agreed that their relationship between the students sometimes was excellent, good and poor.This findings are in line with that of Achoka (2007) who suggested that student-teacher conflict affect the school performance.

4.2.4 Strategies on student conflict.

The third objective of the study was to establish strategies of school conflict in public secondary schools in Kenyenya sub-county whereby the researcher wanted to investigate how deputy principals manages a conflict in their schools.

Table 4. 10: Conflict management

Conflict management	Frequency	Percent
Always	2	40.0
Somewhat	1	20.0
Hardly ever	1	20.0
Never	1	20.0
Total	5	100.0

Table 4.10 illustrates that majority 2 (40%) of deputy principals agreed that they always manage a conflict in their schools 1 (20%) of deputy principals confirmed that they somewhat, hardly ever and never involve themselves in minimizing a conflict in their schools.

4.3 Demographic information for student council leaders

Table 4. 11: Gender

Gender	Frequency	Percent
Male	30	60.0
Female	20	40.0
Total	50	100.0

Table 4.11 illustrates that majority 30 (60%) of the sampled student council leaders were males while 20 (40%) were females which indicated that both male and female had leadership opportunities but males dominated among the sampled schools.

Table 4. 12: Class

Class	Frequency	Percent
Form 1	6	12.0
Form 2	10	20.0
Form 3	16	32.0
Form 4	18	36.0
Total	50	100.0

Table 4.12 illustrated that majority 18 (36%) of student council leaders from public secondary schools sampled were form four and 16 (32%) were from form three classes. Also 10 (20%) of the respondents were form two classes while 6 (12%) of the respondents were from form one classes.

Therefore, this findings pointed out that high number of respondents from the schools sampled were from form four and form three classes in public secondary schools.

4.3.1 Causes of school conflicts

The first objective of the study was to determine the causes of school conflicts in public secondary schools in Kenyenya Sub County. To attain this objective, the researcher wanted to know how in availability of learning resources causes conflict in their schools. Also the

respondents could indicate by ticking against the cause of conflict experienced in their schools.

Table 4. 13: unavailability of learning resources

Unavailability of learning resources		Frequency	Percent
	Yes	35	70.0
	No	15	30.0
	Total	50	100.0

Table 4.13 illustrates that majority 35 (70%) of the student's council leaders confirmed that unavailability of resources in their schools is the major cause of a conflict between themselves and teachers leading to student and teachers for the scarcity of resources leading to school conflict.This findings is in line with the studies of Johdi and Apitree (2012) while 15 (30%) of the student council leaders confirmed that they have not experienced much cases of conflicts in their schools.

4.3.2 Types of school conflicts

The second objective of the study was to find out types of school conflict in public secondary schools in Kenyenya Sub County. To achieve this objective the researcher came up with three types of conflicts, that is student-student conflict, student-teacher conflict and school-community conflict which led to conflicts in schools. The respondents could therefore indicate by ticking against the types of conflicts experienced in their school.

Table 4. 14: Types of conflict

Types of conflicts	Frequency	Percent
Student-student conflict	29	58.0
Student-teacher conflict	10	20.0
School-community conflict	11	22.0
Total	50	100.0

Table 4.14 illustrates that majority 29 (58%) of the student council leaders agreed that student- student conflict is the major cause of conflicts in schools whereas 10 (20%) of the student council leaders confirmed that student- teacher conflict also cause conflicts in school

and 11 (22%) of student council leaders responded that school-community conflict contributes to conflicts in school which hinders the student academic performance. Therefore, from the findings of the study above examined that student-student conflict mostly affects the school performance. This is in line with the studies done by Jones $ Jones (2006) which reveal that schools have not fully adapted to students nonacademic needs.

Table 4. 15: Teacher-student relationship

Teacher-Student relationship	Frequency	Percent
Excellent	6	12.0
Good	6	12.0
Fair	32	64.0
Poor	6	12.0
Total	50	100.0

Table 4.15 illustrates that majority 32 (64%) of the student council leaders indicated that their relationship with their teacher after they have experienced a conflict was not good while 6 (12%) of the respondents indicated that they had bad interaction with their teachers and they are not motivated to interact with their teachers thus leading to low student academic performance .

4.3.3 Strategies in management of a conflict

The third objective of the study was to establish strategies of school conflicts in public secondary schools in Kenyenya Sub County whereby the researcher came up with the following five strategies on conflict management that is, accommodating, avoidance, competing, collaborating and compromising. Therefore, the respondents could indicate by ticking against the strategies of managing school conflicts.

Table 4. 16: Conflict management measures

Conflict management measures	Frequency	Percent
Accommodating	5	10.0
Avoidance	5	10.0
competing	5	10.0
Collaborating	30	60.0
Compromising	5	10.0
Total	50	100.0

Table 4.16 illustrates that majority 30 (60%) of the student council leaders agreed that mostly collaborating is the major strategy that is used to reduce conflict in their school. This is in line with the studies done by Hughes (2002) which stated that this strategy allow one to learn the better position of his or her mistakes while the rest 5 (10%) of student council leaders agreed that accommodating, avoidance, competing and compromising rarely assist in management of conflicts in their schools.

Table 4. 17: Availability of conflict management information

	Frequency	Percent
Yes	35	70.0
No	15	30.0
Total	50	100.0

Table 4.17 illustrates that majority 35 (70%) of the student council leaders agreed that there is high training on how to manage a conflict in their school which improves the student academic performance in their school.This findings concur with Thomas kilmann (1976) who established ways of managing a conflict by competing, accommodating, comprising, avoiding and collaborating while 15 (30%) of the student council leaders demonstrated that they should be involved in forums that educate on conflict management.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, draws recommendations of strategies that can be used to reduce the number of conflicts in school. Finally the chapter concludes with suggestions for further research.

The purpose of this study was to determine the effect of school conflicts on the students' academic performance in Kenyenya sub-county, Kisii county, Kenya under the guidance of the following research questions:

1) What are the causes of school conflicts in Kenyenya sub-county?

2) What are the types of school conflicts in Kenyenya sub-county?

3) What are the strategies employed to curbing school conflicts in Kenyenya sub-county?

For the researcher to be able to answer the above research questions, both primary and secondary data regarding the effect of school conflicts on student academic performance in Kenyenya sub-county was collected. The researcher used student questionnaires and interview schedules for deputy principals in order to find answers to the questions.

5.2 Summary

The researcher came up with the following findings that are in line with the research objectives.

5.2.1 Causes of conflicts

The study investigated that conflicts are commonly experienced in schools and therefore it is part and parcel of life. The study found out that causes of school conflicts in public secondary schools in Kenyenya sub-county are; indiscipline cases from teachers and students, personal conflicts and unavailability of learning resources. Therefore, the study found indiscipline cases and unavailability of learning resources as the major causes of conflicts in schools.

5.2.2 Types of school conflicts

Majority of the respondents agreed that student-student conflict were mostly experienced in most public secondary schools in Kenyenya sub-county. This was due to student background, name calling relationship status and fighting that hinders the student academic achievement the leading to conflict in their schools. Also other types included teacher-student conflict

which was experienced because the interaction between students and teachers after the conflict created a negative relationship between the hence negatively affects students' academic performance. Also school-community conflict greatly affects students' academic performance if it is not well managed because it leads to closure of the school, damage of properties of the school thus lowering the school performance.

5.2.3 Strategies of curbing school conflicts.

Majority of the respondents suggested that for effective conflict management in public secondary schools in Kenyenya sub-county there should be high number of trained deputy teachers and student council leaders who should help in resolving a conflict. Also the respondents agreed that they should be attending forums of guidance and counseling programs that will foster in managing a conflict hence improving the academic performance of the school and students achieving their objectives and goals.

5.3 Conclusions.

The following conclusions were made based on the findings of the study;

The study concluded that conflicts are inevitable in most public secondary schools therefore they vary from one school to another and the most causes of school conflicts in public secondary schools in Kenyenya sub-county were, indiscipline cases, inadequate resources and personal conflicts.

Types of conflicts also leads to conflicts in school. The respondents confirmed that the following types of conflicts existed in their schools. They include; student-student conflicts, student-teacher conflict and school-community conflict. Therefore these types of conflicts negatively affected the academic performance of the learners and their school. Among these conflicts most respondents suggested that student-teacher conflict was mostly experienced which led to strained relationship among themselves.

Conflict management strategies in the public secondary schools in Kenyenya sub-county majority of the respondents included deputy principals and student council leaders as an effective way of managing of conflicts in schools. A well-managed conflict leads to unity, mutual understanding and trust to both parties involved in a conflict. The findings of the study revealed that compromising, avoidance, competing, collaboration and accommodation strategies were put across to manage a conflict in public secondary schools in Kenyenya sub-county. Therefore the respondents suggested that collaboration is the effective way that mostly was used by deputy principals in the schools in the management of a conflicts.

5.4 Recommendations

The following recommendations were made based on the findings of the study;

The school administration should try to find out the major cause of school conflict in schools and train the stakeholders in the school in order for effective management of conflicts that may arise.

Public secondary school principals should create favorable atmosphere between students and teachers that will help to reduce personal conflicts. Also teachers should be motivated regularly in order to minimize indiscipline cases thus fostering teamwork among teachers thus creating mutual understanding to one another.

Students should be treated fairly and equally in order to improve their relationship between teachers for their academic performance. Also teachers should have equal measures of treating students and reduce harsh treatment to them to enhance student academic performance.

The school administration should involve students in conflict management in schools by using student council leaders in order to foster positive relationship between students, teachers and the school community

School administration should ensure that there is a good channel of communication from the top rank to bottom rank for effective flow of information that will minimize personal conflicts between teachers between teachers and students to enhance student academic performance and reduce conflicts that may arise among themselves.

School administration should ensure there is proper storage of school properties in case a conflict may arise to reduce the damage of properties.

The ministry of education and Teacher Service Commission should conduct regular training on management of a conflict and educate the teachers on strategies of curbing a conflict in their schools.

5.5 Suggestions for further research

The following suggestions were made for further research following the findings of this study

1)   A similar study needs to be conducted in private secondary schools to allow for comparisons an generalizations of the study findings.

2) This study was just a survey on the effects of school conflicts on student academic performance in public secondary schools in Kenyenya sub-county. It would be therefore be important to conduct a similar study using a case study and find out the perception in one particular school on the effect of school conflicts on student academic performance and document the findings.

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APPENDICES

It includes questionnaires and interview.

APPENDIX I: QUESTIONNAIRES FOR STUDENTS

SECTION A: BACKGROUND INFORMATION

1. Gender

    Male ☐

    Female ☐

SECTION B: CAUSES OF SCHOOL CONFLICT

2. Are there enough resources in your school that enable you to perform well in your studies?

    Yes ☐

    No ☐

SECTION C: TYPES OF CONFLICTS

3. What types of school conflicts have you witnessed in your school?

    Student - student conflict ☐

    Student – teacher conflict ☐

    Student – school community conflict ☐

4. How do you relate with your teachers?

    Excellent ☐

    Good ☐

    Fair ☐

    Poor ☐

SECTION D: STRATEGIES ON SCHOOL CONFLICT

5. The following are strategies of managing a conflict. Which one is mostly used in your school?

    Accommodating ☐

    Avoidance ☐

    Competing ☐

    Collaboration ☐

    Compromising ☐

6. Have you been trained on managing a conflict in your school?

Yes

No

APPENDIX II: INTERVIEW

INTERVIEW SCHEDULE FOR DEPUTY PRINCIPAL

SECTION A: BACKGROUND INFORMATION

1. Gender

   Male ( )   female ( )

2. Age

   20 – 30 years ( )

   30 – 40 years ( )

   40 – 50 years ( )

   Above 50 years ( )

3. Level of education

   Masters ( )

   Bachelor's degree ( )

   Diploma ( )

4. Category of your school

Extra county ( )

County ( )

Sub-county ( )

5. Type of the school

   Boys ( )

   Girls ( )

Mixed ( )

SECTION B: CAUSES OF SCHOOL CONFLICT

6. Do you experience a conflict in your school?

Yes ( )   No ( )

7. The following are causes that cause conflict in your school. Which one do you experience most?

Indiscipline ( )

Provision of resources ( )

Personal conflicts ( )

SECTION C: TYPES OF SCHOOL CONFLICT

8. Which type of conflict do you mostly experience in your school?

Student – student conflict ( )

Student – teacher conflict ( )

Student – school community conflict ( )

9 How do you relate with your students?

Excellent ( )

Good ( )

Fair ( )

Poor ( )

SECTION D: STRATEGIES ON SCHOOL CONFLICT

10. How many times have you managed a conflict in your school?

Always ( )

Somewhat ( )

Hardly ever ( )

Never ( )