

Full Length Research Paper

Assessment of conflict management and resolution in public secondary schools in Kenya: A case study of Nyakach District

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Educational institutions in Kenya have occasionally experienced conflict of varied nature, due to different reasons. Most of the conflict ends up being destructive to life and property. From the year 1990 to 2008 conflicts with adverse effects were experienced in Kenyan schools but the climax was mid 2008 when there was a wave of conflict in secondary schools that threatened security. In Nyakach District, over 20 schools experienced conflict that resulted in unrest from 2004 to 2008. The purpose of this study was to investigate conflict management and resolution in public secondary schools in Nyakach District. The study adopted descriptive survey research design. The study population was 41 head teachers, 41 deputy head teachers, 41 guidance and counseling heads of departments, 302 teachers, 1 Kenya National Union of Teachers branch secretary and 1 District Education Officer. Saturated random sampling technique was used to select 37 head teachers, 37 deputy head teachers, 37 guidance and counseling Heads of departments and simple random sampling technique used to select 101 teachers. 1 Kenya national union of teacher's branch secretary and 1 District Education Officer. Data was collected using questionnaires and in-depth interviews. Quantitative data obtained was analyzed using descriptive statistics in forms of percentages, means and frequency counts. Qualitative data coded and analyzed in an on going process as themes and sub themes emerged. Validity of the instruments was determined by three experts from the Department of Educational Management and Foundations, Maseno University who perused and made necessary amendments to address face validity. Their comments were incorporated in the revised instruments. Reliability of the instruments was determined by piloting in 4 schools which were not included in the study. The consistencies and weaknesses noted were corrected. The study established that the causes of conflict experienced were poor academic performance, differences in opinions, negative attitude, mismanagement of school resources and financial control. Conflict management and resolution strategies used were arbitration, reconciliation, negotiation, collaboration and effective communication. The conclusion of the study was that public secondary schools in Nyakach District experienced various forms of conflict and many strategies were used to resolve them. The study recommended that the Ministry of Education should sensitize all stakeholders on their roles in public secondary schools to avoid conflict; team spirit, professionalism and effective communication be enhanced in order to minimize conflict among the various stakeholders in public secondary schools and that the study of conflict management and resolution be included in teachers training institutions in order to equip the teachers with effective conflict management and resolution strategies. The findings of the study will be useful to stakeholders in education to develop more effective ways of managing and resolving conflict in public secondary schools in Nyakach District and other educational institutions in the country. It will also form the baseline information for future researchers in related fields.

Key words: Assessment, Causes, Conflict management, Resolutions, Secondary Schools, Nyakach District Kenya.

INTRODUCTION

Conflict is inevitable in any organization. It grows from simple to complex, from non-violent to violent depending on the gravity. Conflict is a situation where there is disagreement between parties. It connotes a stressful,

unhappy, distressing, depressing, annoying and frustrating state of affairs (Sagimo, 2002). Rue and Byarrrs (1992) concur with Sagimo that conflict occur because individuals have different perceptions, beliefs and goals while Bateman and Zeithaml (1993) argue that conflict is inevitable when managers are making important decisions as they would face opposing pressures from different sources. Mills (2001) reported that on April 20,

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1999 at Columbine High school in Littleton, Colorado, two heavily armed students killed twelve students, one teacher and seriously wounded nearly two dozen others before killing themselves. In May the same year in Conyers, Georgia, a 15 year old student wounded six other students while in December the same year, at Oklahoma Middle school, a student took a handgun to school and wounded five students. In March 2001, a Californian student killed two classmates and wounded thirteen others. The rate of conflicting Chicago high schools rose to an average of 90% per week by the year 2001. In Africa, the Sharpeville massacre of 1960 affected students in South Africa. Many students lost their lives due to the racial conflict over the apartheid regime. In 1976 the students protested against introduction of Afrikaans language as a medium of instruction in South African schools through the Black Consciousness Movement (Wanyande, 1990). In Nigeria 1972-1979 and in 1990 educational institutions were in so much conflict that soldiers were deployed to schools to assist in control of students' behavior. Several conferences were equally held on the same without much ado (Ndu, 2000). In Kenya student-student, student-teacher and student-administration conflict are common and have more often than not culminated into unrests. The unrests have ranged from sit in to violent destruction of property and loss of lives. Cases of student unrests became more rampant from 1991 when St. Kizito Mixed Secondary school, male students invaded the girls' dormitory and violently raped a number of them. In the process, 19 girls lost their lives. In spite of the government's effort to stem out the culture of student unrests in schools, the very nature of the unrests took a dramatic turn to the worse. Not only were they violent and destructive but were premeditated and planned to cause maximum harm to human life. In Nyeri High School, four prefects were doused with petrol and set on fire as they slept in their cubicles. In Kyanguli secondary school in Machakos district, the students set the school dormitories on fire, 68 students were burnt to death and scores injured. Table 1.0 shows the widespread nature of school unrests by province (Republic of Kenya, 2001). The gravity of student unrests were a great concern as shown in Table 1.0

In the year 2008, the Ministry of Education reported that up to 254 (4.5%) of secondary schools in Kenya had been affected by student unrests. The unrests included arson and other violent acts. A total of 163 schools remained closed due to the severity of disruption (United Nations Organization Office for the Coordination of Humanitarian Affairs, 2008). For the period June 2008 to September 2008, Kenya's print media was full of coverage of students on the rampage in public, private and seminary learning institutions (Standard Team, 2008a July 24th). Various causes of unrests were highlighted as drug abuse, high handedness, post election violence, cheating in National examinations and

poor living conditions (Otieno, 2008, Adan, Mnyamwezi and Beja, 2008, Standard Team, 2008b). Other journalists continued to give the possible causes and effects of conflict (Matoke, 2008; Omanga, 2008; Mwajefa, 2008; Mwololo, 2008). However, there could have been schools that were not captured by the print media. Even though cases of students unrests in Nyanza were seven according to the 2000/2001 Ministry of Education report (Republic of Kenya, 2001), the number of schools involved in unrests in the province between 2004-2008 had increased to 69 (Provincial Director of Education's Office, 2008). In Nyakach district, Nyanza province, a total of 23 public secondary schools were cited to have experienced unrests between 2004-2008 (Table 2).

In both upper and lower Nyakach Divisions, schools that were involved in conflict led to unrests which were expressed through destruction of school property as dormitories, generator houses, classroom and dining hall windows were smashed. During students' demonstrations some students were embarrassed, traumatized and horrified. The pedestrians and motorists were inconvenienced as the roads were blocked and passengers delayed from reaching their destinations while the neighboring school pupils and teachers had to run for safety. Both teachers and students investigated and found guilty for having planned and involved in unrests were transferred while others opted to transfer on their own volition. In some of these schools the riot police were called in to restore order. The end result was that the schools were closed for some time before calm was restored. Due to guilt of involvement in school unrest, some students opted to drop out of school rather than face the wrath of their school administration. Therefore there was a need to conduct a study on conflict management and resolution in public secondary schools in Nyakach District.

Research Questions

The following research questions guided the study in relation to Nyakach district.

1. What causes conflict in public secondary schools in Nyakach district?
2. Which conflict management and resolution strategies are used by School administrators in Nyakach district?

Conceptual Framework

The Conceptual framework (Figure 1) postulates that there are various forms of conflict that may arise in public secondary schools such as: Intrapersonal Conflict involving the individuals in the school such as students,

Table 1. Number of schools which experienced student's unrest by province in the year 2000/2001.

Province	Existing number of secondary schools	Number of schools that experienced student unrests	Percentage age of school going on strike	Gravity of unrest
Central	630	85	13.5	Violent and destruction of school property
Coast	151	4	2.6	Destruction of school property
Nyanza	680	7	1.0	Destruction of school property
Eastern	626	76	12.4	Destruction of school property & lose of human life
Riftvalley	625	50	8.0	Violent and destructive
Western	408	19	4.7	Minor destruction of school property
Nairobi	93	2	0.02	Minor damage of school property
North Eastern	21	7	33.3	Destruction of school property

Source: Ministry of Education, Science and Technology, 2001.

Table 2. Cases of Students Unrest in Nyakach District 2004-2008

Division	No. of schools	Gravity of the Unrest
Upper Nyakach	15	Destruction of school property Physical injury of students and teachers Demonstrations Transfers of teachers and students Temporary closure of school Students dropping out of school
Lower Nyakach	8	Destruction of school property Physical injury of students and teachers Demonstrations Transfers of teachers and students Temporary closure of school Students dropping out of school

Source: District Education Officer's Office Nyakach 2009

teachers and administrators. Interpersonal Conflict involving different individuals with others such as student to student, student to teacher and student to administrator may occur. Inter-group Conflict involving different groups of people in the school may arise among students to students, students to teachers and students to administration. The above forms of conflict may arise due to inadequate resources, ineffective communication, change, social prejudices, dissatisfaction of roles, territorial encroachment, difference in opinions, attitudes, values, interests and beliefs, managerial gap, incompetent administration, poor parenting and drug abuse. After determining the causes of conflict in public secondary schools, it would then be easier to establish effective conflict management strategies to resolve the conflicts. The management strategies that could be used

to resolve conflict include: compromise, collaboration, accommodation, coercion, confrontation, reconciliation, control of rewards, climate of trust, formal authority, effective communication and avoidance. Different management strategies may lead to either desirable outcome or undesirable outcome depending on their effectiveness or ineffectiveness respectively. Effective management strategy may result in desirable outcome such as smooth management, enhanced discipline, and effective management of time, team spirit, effective use of resources, achievement of goals, good relationships and great value by stakeholders. However, when ineffective management strategy is used, undesirable outcome such as strikes, demonstrations, destruction of property, poor performance, emotional stress, misallocation of resources, absence and frustration may

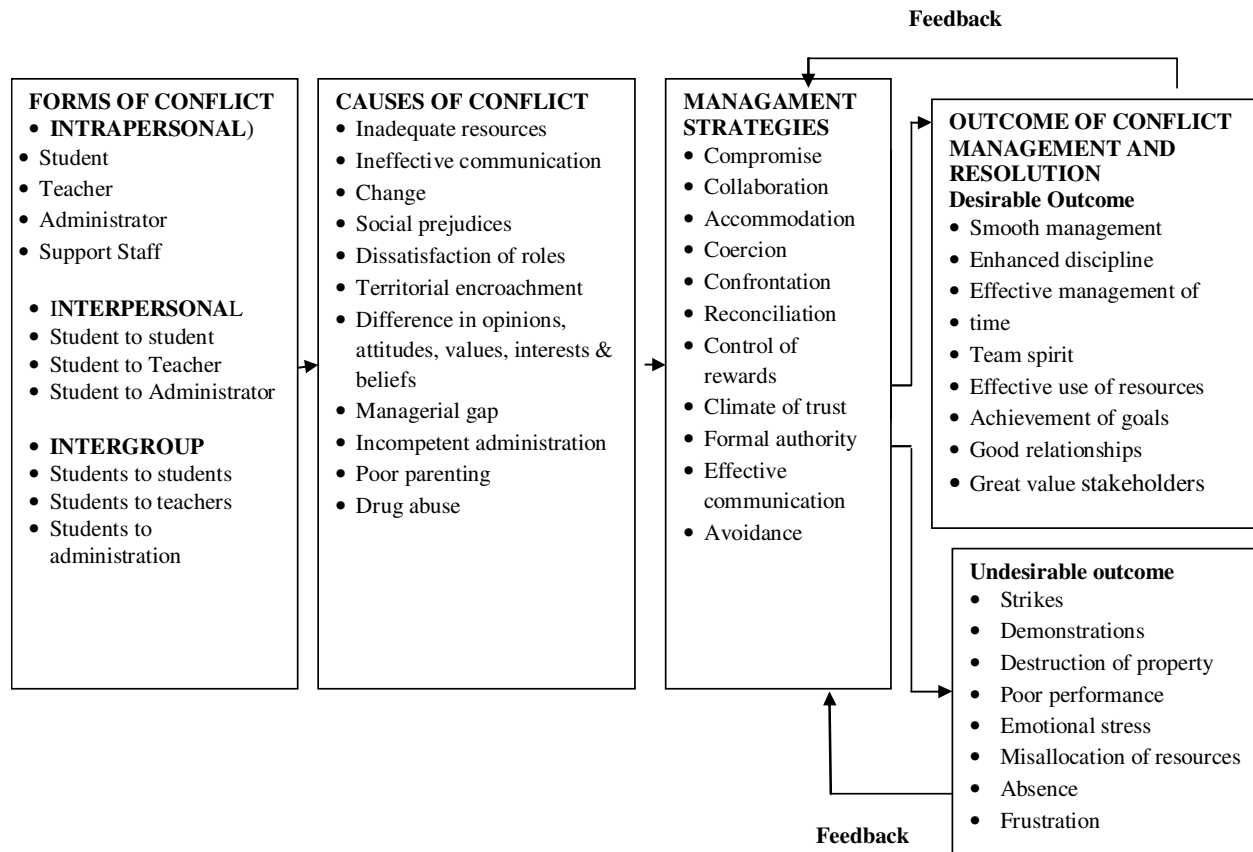


Figure 1. Conceptual Framework showing forms of conflict causes of conflict and strategies of effective conflict management and resolution in school

arise thus making the situation worse. It would therefore be necessary to adopt an alternative strategy until such a time that the conflict is absolutely managed and resolved.

RESEARCH METHODOLOGY

The purpose of this study was to investigate conflict management and resolution in public secondary schools in Nyakach District. The study adopted descriptive survey research design. The study population was 41 head teachers, 41 deputy head teachers, 41 guidance and counseling heads of departments, 302 teachers, 1 Kenya National Union of Teachers branch secretary and 1 District Education Officer. Saturated random sampling technique was used to select 37 head teachers, 37 deputy head teachers, 37 guidance and counseling Heads of departments and simple random sampling technique used to select 101 teachers. 1 Kenya national union of teachers' branch secretary and 1 District Education Officer. Data was collected using questionnaires and in-depth interviews. Quantitative data obtained was analyzed using descriptive statistics in

forms of percentages, means and frequency counts. Qualitative data coded and analyzed in an on going process as themes and sub themes emerged. Validity of the instruments was determined by three experts from the Department of Educational Management and Foundations, Maseno University who perused and made necessary amendments to address face validity. Their comments were incorporated in the revised instruments. Reliability of the instruments was determined by piloting in 4 schools which were not included in the study. The consistencies and weaknesses noted were corrected

RESULTS

Research Question 1

What causes of conflict in public secondary schools in Nyakach District.

The research question responded to was: What are the causes of conflict in public secondary schools in Nyakach District. The Head teachers, Deputy Head teachers,

Table 3. Causes of Student, Teacher, Parent Conflict as indicated by HTS (n= 37), D/HTS (n=37), HOD G/C (n=37) and TRS (n=101)

Student-Student	HTS	DHT	HOD G/C	TRS	TOTAL	%
Theft of property	3	6	2	5	16	7.5
Differences in opinions	7	4	9	18	38	17.9
Disrespect for prefects	6	3	13	17	39	18.3
Academic jealousy	2	6	8	19	35	16.5
Rivalry for attention	8	5	3	13	29	13.6
Negative attitude	7	5	1	16	29	13.6
Discipline	2	3	1	11	17	8
Boy-girl relationship	2	5	0	2	9	4.2
Student-Teacher						
Indiscipline of students	3	3	2	12	30	14.1
Rivalry over girlfriends	4	5	9	25	43	20.2
Academic performance	7	6	5	18	36	16.9
Marks awarded	9	6	7	8	30	14.1
Negative peer pressure	4	3	5	15	27	12.7
Lateness	4	5	4	7	20	9.4
Favoritism by teachers	5	5	5	10	25	11.7
Differences in opinion	1	4	0	6	11	5.1
Student-parent						
Students' indiscipline	3	5	4	12	23	10.8
Responsibilities at home	6	7	6	17	36	16.9
Boy-girl relationship	4	11	9	14	38	17.9
Poor academic performance	14	4	5	19	42	19.8
Lack of school fees	2	3	2	16	23	10.8
Negative attitude from students	4	2	5	11	22	10.3
Failure to provide basic needs	3	3	3	7	16	7.5
Theft cases by students	1	2	3	5	11	5.1

KEY: HTS= Head Teachers; D/HTS= Deputy Head Teachers; HOD G/C= Head of Department Guidance and Counseling; TRS= Teachers'

Heads of Department Guidance and Counseling and teachers responses were as shown in Tables 3 to 7.

Students-student conflict was due to theft of property, differences in opinions, disrespect for prefects, indiscipline of students, academic jealousy, rivalry for attention, negative attitude, discipline and boy-girl relationship (Table 3). However, the intensity of the responses varied. Thirty nine (18.3%) of the respondents indicated that disrespect to prefects, 38(17.9%) differences in opinions, 35(16.5%) academic jealousy, 29(13.6%) rivalry for attention, 29(13.6%) negative attitude, 17(8%) discipline, 16(7.5%) theft of property and 9(4.2%) boy-girl relationship. The respondents view on the causes of student-student conflict even though varied, indicated that disrespect for prefects, differences in opinions and academic jealousy highly caused conflict among students while theft of property and boy girl relationship were minimal causes of conflict.

Student-teacher conflict was due to indiscipline of the students, rivalry over girl friends, academic performance, marks awarded, negative peer pressure, lateness, favoritism by teachers and differences in opinions (Table 3). The intensity of the causes varied, where forty three (20.2%) of the respondents indicated that rivalry over girl friends caused student-teacher conflict, thirty six (16.9%) academic performance, 30(14.1%) marks awarded, 27(12.7%) negative peer pressure, 25(11.7%) favoritism by teachers, 20(9.7%) lateness and 11(5.1%) differences in opinions. From the views of the respondents it emerged that the major causes of student-teacher conflict were rivalry over girl friends, academic performance, indiscipline of students and marks awarded while minor causes were negative peer pressure, lateness and differences in opinions.

Table 4. Causes of Student- Support staff Conflict as indicated by HTS (n= 37), D/HTS (n=37), HOD G/C (n=37) and TRS (n=101)

Student-Support staff	HTS	DHT	HOD G/C	TRS	TOTAL	%
Favoritism	3	4	3	7	17	8
Differences in opinions	8	6	10	29	53	25
Low quantity of food	5	13	14	32	64	30.1
Harshness by support staff	6	8	7	20	41	19.3
Poorly cooked food	9	4	2	10	25	11.7
Negative attitude by students	6	2	1	3	12	5.6
Student-Administration						
Students indiscipline	8	6	3	7	24	11.3
School fees payment	7	4	7	18	36	16.9
Poor academic performance	11	6	9	24	50	23.5
Entertainment	3	4	7	4	18	8.4
Frequent absenteeism	0	7	3	19	29	13.6
Too much strictness on the part of administration	3	4	3	9	19	8.9
Biasness by the administration	1	2	2	11	16	7.5
Differences in opinion	4	2	1	6	13	6.1
Drug abuse	0	2	2	3	7	3.3
Teacher-Teacher						
Grade dispraises	3	4	2	6	15	7
Differences in opinions	9	7	2	12	30	14.1
Love relationships	6	5	8	32	51	24
Performers versus non performers	5	8	4	17	34	16
Unbalanced timetable	4	3	5	9	21	(9.9
Criticism by other teachers	8	8	11	12	39	18.3
Mode of disciplining students	1	2	4	6	13	6.1
Negative attitude	1	0	1	7	9	4.2

KEY: HTS= Head Teachers; D/HTS= Deputy Head Teachers; HOD G/C= Head of Department Guidance and Counseling; TRS= Teachers'

Table 5. Causes of Teacher-Support Staff Conflict as indicated by HTS (n= 37), D/HTS (n=37), HOD G/C (n=37) and TRS (n=101)

Teacher-Support Staff	HTS	DHT	HOD G/C	TRS	TOTAL	%
Difference in opinion	8	5	6	25	44	20.7
Negative attitude towards each other	12	20	15	31	78	36.7
Poor meals	7	3	4	10	24	11.3
Communication breakdown	6	6	8	28	48	22.6
Intimate relationships	4	3	4	7	18	8.4
Teacher-parent						
Marks awarded to students	3	0	3	3	9	4.9%
Academic performance	7	7	9	12	35	16.5
Breakdown in communication	12	10	7	10	44	20.7
Negative attitude towards teachers	5	10	12	8	35	16.5
Disciplining of students	5	5	6	25	36	16.9
Love relationship between teacher and students	5	5	0	43	53	25
Teacher-administration						
Academic performance	1	1	0	3	5	2.3
Difference in opinion	1	9	14	44	68	32
Negative attitude towards each other	4	2	6	16	38	17.9
Disciplining of students	7	5	9	11	32	15
Intimate relationships between teachers and administration	10	4	5	4	23	10.8
Irresponsibility on the part of both parties	9	11	1	8	29	13.6
Lack of time management	4	4	1	7	16	7.5
Improper lesson planning by teachers	1	1	1	8	11	5.1

KEY: HTS= Head Teachers; D/HTS= Deputy Head Teachers; HOD G/C= Head of Department Guidance and Counseling; TRS= Teachers'

Causes of student-parent conflict was indicated by respondents to be: Students' indiscipline, responsibilities at home, boy-girl relationship, poor academic

performance, lack of school fees, negative attitude from students, failure to provide basic needs and theft cases by the students. (Table 3).The intensity of the causes

Table 6. Causes of Administration–Parent Conflict as indicated by HTS (n= 37), D/HTS (n=37), HOD G/C (n=37) and TRS (n=101)

Administration–Parent	HTS	DHT	HOD G/C	TRS	TOTAL	%
Difference in opinion	0	3	0	3	6	2.8
High handedness by Administration	1	3	0	13	17	8
Poor academic performance	2	3	0	9	14	6.6
Lateness in fee payment	20	14	7	17	58	27.3
Mismanagement of funds	3	1	5	14	22	10.3
Mode of discipline	7	7	12	27	53	25
Teacher-student relationships	1	1	1	5	8	3.7
Lack of understanding of roles by parents	3	5	12	13	38	17.9
Administration –Support staff						
Mismanagement of time	1	1	0	0	2	0.9
Mismanagement of resources/property	9	10	8	8	35	16.
Lack of conducive Work environment	9	6	1	14	30	14.1
Poor work performance by the support staff	10	8	11	44	73	34.4
Late payments of support staff	5	7	5	12	29	13.6
Negative attitude poor meals	2	5	6	20	43	20.2
Administration-Supplier						
Demand for immediate payment	2		2	12	18	8.4
Late delivery of supplies	4	6	3	14	27	12.7
Substandard supplies	4	10	15	32	61	28.7
Delayed payments	6	7	5	13	31	14.6
Over pricing	21	12	11	30	74	34.9

KEY: HTS= Head Teachers; D/HTS= Deputy Head Teachers; HOD G/C= Head of Department Guidance and Counseling; TRS= Teachers'

varied with forty two (19.8%) of the respondents indicating that student-parent conflict was due to poor academic performance, 38(1.9%) boy-girl relationship, 36(16.9%) responsibilities at home, 23(10.8%) students indiscipline, 23(10.8%) lack of school fees, 22(10.3%) negative attitude from students, 16(7.5%) failure to provide basic needs and 11(5.1%) theft cases by students. The respondents' views on the major causes of student-parent conflict indicated that poor academic performance, boy-girl relationship and responsibilities at home

Causes of Students - Support staff conflict was due to favouritism, differences in opinions, to low quantity of food, harshness by support staff, poorly cooked food and negative attitude by students. (Table 4.). The intensity of the causes of student support staff varied with sixty four (30.19%) respondents indicating that it was due to low quantity of food, 53(25%) differences in opinions, 41(19.3%), 25(11.7%) poorly cooked food, 17(8%) favoritism and 12(5.6%) negative attitude by students. The respondent's views on causes of student-support staff conflict suggested that the major causes of conflict were low quantity of food, differences in opinions and harshness by support staff.

Causes of Student-Administration Conflict was due to: students' indiscipline, school fees payment, poor academic performance, entertainment, frequent absenteeism, too much strictness on the part of administration, biasness by the administration, differences in opinion and drug abuse (Table 4).

The intensity of the causes of student-administration conflict varied with fifty (23.5%) of the respondents indicating that it was due to poor academic performance,

36(16.9%) school fees payment, 29(13.6%) frequent absenteeism, 24(11.3%) students indiscipline, 19(8.9%) too much strictness on the part of administration, 18(8.4%) entertainment, 16(7.5%) biasness by the administration, 13(16.1%) differences in opinion and 7(3.3%) drug abuse. The respondents' views on causes of student-administration conflict indicated that the major causes were due to poor academic performance, school fees payment and frequent absenteeism.

Causes of conflict involving teachers were grade disparities, differences in opinions, love relationships, performers versus none performers, criticism by other teachers, mode of disciplining students and negative attitude. (Table 4).

The intensity of the causes of teacher-teacher conflict varied with fifty one (24%) of the respondents indicating that love relationships caused conflict, 39(18.3%) criticism by others, 30(16%) performers versus none performers 30(14.%) differences in opinions, 21(9.9%) unbalanced time table, 15(7%) grade disparities, 13(6.1%) mode of disciplining students and 9(4.2%) negative attitude. The respondents' views on causes of teacher-teacher conflict indicated that the major causes of conflict were love relationships, criticism by others and performance versus none performers.

Causes of conflict involving teachers and support staff were: difference in opinion, negative attitude towards each other, poor meals, communication breakdown, and intimate relationship. (Table 5). The intensity of the causes of teacher-support staff conflict as indicated by seventy eight respondents (36.7%) was negative attitude towards each other, 48(22.6%) communication breakdown, 44(20.7%) difference in opinion,

Table 7. Causes of Administration –Community Conflict as indicated by HTS (n= 37), D/HTS (n=37), HOD G/C (n=37) and TRS (n=101)

Administration –Community	HTS	DHT	HOD G/C	TRS	TOTAL	%
High expectations/demand by the community	8	0	3	0	11	5.1
Differences in opinions with community leaders	12	1	4	4	21	9.9
Insecurity from the community	4	3	11	19	37	17.4
Poor academic performance by the school	6	15	14	49	74	34.9
Nepotism over school administration	2	3	2	11	18	8.4
Negative attitude about administration	0	2	2	8	12	5.6
Mismanagement of school funds	5	7	0	8	20	9.4
Indiscipline of students in the community	0	0	1	2	3	1.4
Administration –sponsor						
Poor management by the administration	1	2	3	1	7	3.3
Differences in opinions	11	11	10	23	55	25.9
Poor academic performance by the school	12	7	7	35	61	28.7
Financial control	6	10	7	28	51	24
Attitude problems	5	6	9	13	33	15.5
Cases of indiscipline	2	0	1	14	4	1.8
Failure to adhere to doctrines of sponsoring religion	0	1	0	01	1	0.4

KEY: HTS= Head Teachers; D/HTS= Deputy Head Teachers; HOD G/C= Head of Department Guidance and Counseling; TRS= Teachers'

24911.39%) poor meals and 18(8.4%) intimate relationships.

Causes of conflict between teachers and parents were: marks awarded, academic performance, breakdown in communication, negative attitude towards teachers, disciplining of students and love relationship between teachers and students (Table 5).

The intensity of the causes varied with fifty three (25%) of the respondents indicating it was due to love relationship between teachers and students, 44(20.7%) breakdown in communication, 36(16.99%) disciplining of students, 35(16.5%) negative attitude towards teachers, 35(16.5%) academic performance and 9(4.2%) marks awarded to students.

Causes of conflict between teachers and administration were: academic performance, difference in opinion, negative attitude towards each other, disciplining of students, intimate relationship between teachers and administration, irresponsibility on the part of all the parties, lack of time management and improper lesson planning by teachers (Table 5). The causes of teacher-administration conflict in order of intensity was indicated by sixty eight (32%) of respondents as being due to difference in opinion, 38(17.9%) negative attitude towards each other, 32(15 %) disciplining of students, 29(36%) irresponsibility on the part of the both parties, 23(10.8%) intimate relationships, 16(7.5%) lack of time management, 11(5.1%) improper lesson planning by teachers and 5(2.3%) academic performance.

Causes of conflict between administration and parents was cited as difference in opinion, high-handedness by administration, poor academic performance, lateness in fees payment, mismanagement of funds, mode of discipline, teacher-student relationship and lack of understanding of roles by parents (Table 6). Fifty eight

(27.3%) of the respondents indicated that administration –parent conflict was due to late payment of fees, 53(25%) mode of discipline, 38 (17.9%) lack of understanding of roles by parents, 22(10.3%) mismanagement of funds, 17(8%) high handedness by administration, 14(8.6%) poor academic performance, 8(3.7%) teacher- student relationships and 6(2.8%) difference in opinion.

The respondents cited mismanagement of time, mismanagement of resources, lack of conducive work environment, poor work performance by support staff, late payment of support staff and negative attitude as causes of conflict involving administration and support staff (Table 6). The intensity of the causes was varied. Seventy three (34.4%) of the respondents indicated that administration staff conflict was due to mismanagement of time, 43(20.2%) negative attitude, 35(16.5%) mismanagement of resources, 30(14.1%) lack of conducive work environment, 29(13.6%) late payment of support staff and 2(0.9%) mismanagement of time.

According to (Table 6) causes of conflict involving administration-supplier were cited as demand for immediate payment, late delivery of supplies, delayed payments and over pricing. Seventy four (34.9% of the respondents indicated that administration-supplier conflict was due to over pricing, 61(28.7%) substandard supplies, 31(14.6%) delayed payments, 27(12.7%) late delivery of supplies and 18(8.4%) demand for immediate payment.

Causes of conflict involving administration and community were: high expectations by the community, differences in opinions, insecurity from the community, poor academic performance, nepotism over school administration, negative attitude about the school administration, mismanagement of school funds and indiscipline of the students in the community. Table 7

Table 8. Conflict Management and Resolution Strategies as indicated by HTS (n= 37), D/HTS (n=37), HOD G/C (n=37) and TRS (n=101)

Conflict management and resolution strategies	HTS	D/HT	HOD G/C	TRS	TOTAL	%
Accommodation	2	0	0	1	3	1.4
Appeal system	2	6	1	4	13	6.1
Collaboration	4	2	0	13	19	8.9
Effective communication	3	2	0	12	17	8
Confrontation	1	1	0	14	16	7.5
Formal authority	0	5	0	11	26	7.5
Arbitration	9	9	10	13	41	19.3
Control of reward	0	0	0	3	3	1.4
Strategic Avoidance	0	0	0	1	1	0.4
Climate of trust	4	6	10	9	29	13.6
Reconciliation	8	3	10	3	24	11.3
Negotiation	4	3	6	17	30	14.1

KEY: HTS= Head Teachers; D/HTS= Deputy Head Teachers; HOD G/C= Head of Department Guidance and Counseling; TRS= Teachers'

Seventy four (34.9%) of the respondents indicated that administration-community conflict was due to poor academic performance, 37(17.4%) insecurity from the community, 21(9.9%) differences in opinions, 20(9.4%) mismanagement of school funds, 18(8.4%) negative attitude towards the administration, 11(5.8%) high expectation by the community and 3(1.4%) indiscipline of students in the community.

Causes of conflict involving administration -sponsor were cited by respondents as being due to poor management by the administration, differences in opinions, poor academic performance by the school, financial control, attitude problems and cases of indiscipline and failure to adhere to doctrines of the sponsor (Table 7). Sixty one(28.7%) of the respondents indicated that administration-sponsor conflict was due to poor academic performance, 55(25.9%) differences in opinions, 51(24%) financial control, 33(15.5%) attitude problems, 7(3.3%) poor management by the administration, 4(1.8%) cases of indiscipline and 1(0.4%) failure to adhere to doctrines of the sponsor. Major causes of conflict between them arose over differences in opinions on management and high expectation by the sponsor that were never met; poor academic performance by the school on a yearly basis was greatly criticized and better performance demanded. Failure to improve academic performance and resistance to change of the administration could make the sponsor to team up with the community to deny administration entry in the school. This concurs with Newton and Tarrant (1992) that change in administration rarely took place smoothly.

Research Question 2

Which conflict management and resolution strategies are used by school administrators in Nyakach District?

The research question responded to was: which conflict management and resolution strategies are used by

school administrators in Nyakach District. The Head teachers, Deputy Head teachers, Heads of Department Guidance and counseling and Teachers responses were as shown in Table 8

From Table 8 it was clear that the following conflict management and resolution strategies were indicated as being used in public secondary schools: Accommodation, appeal system, collaboration, effective communication, confrontation, formal authority, arbitration, control of reward, strategic avoidance, climate of trust, reconciliation and negotiation. The rate at which conflict management and resolution strategies were used in varied. Forty one (19.3%) of the respondents indicated that they used arbitration, to resolve conflicts, 30(14.1%) negotiation, 29(13.6%) climate of trust, 24(11.3%) reconciliation, 19.8%) collaboration, 17 (8%) effective communication, 6 (7.5%) confrontation, 16 (7.5%) formal authority, 13(6.1%) appeal system, 3(1.4%) accommodation, 3(1.4%) control of reward and 1(0.4%) strategic avoidance .

DISCUSSION

This is consistent with the views of Ramani and Zhimin (2010) that student-student conflict was due to theft, differences in opinions between performers and non performers, rivalry for attention from teachers, prefects, administrators, among peers and the opposite sex. It was however noted that whereas theft was a major cause of conflict among students, in Nairobi province, it was not a major cause of conflict in Nyakach District schools. Even though boy-girl relationship created conflict in public secondary schools in Nyakach District, it was not a cause of conflict in public secondary schools in Nairobi. The finding of this study was that there were many causes of student-student conflict which was a challenge to school administrators and needed to be addressed. This is consistent with the views of Mwololo (2008) in the news paper report that the reasons as to why students were

unleashing their wrath on schools seemed to revolve around many reasons. From the views of the respondents it emerged that the major causes of student-teacher conflict were rivalry over girl friends, academic performance, indiscipline of students and marks awarded while minor causes were negative peer pressure, lateness and differences in opinions. The following caused conflict between students and teachers: Indiscipline of students evident in noise making in class, failure to do manual work and assignment and arrogance in relating with the other students, rivalry over girl friends between the male students and teachers created tension among them. Academic performance where students failed to pass examinations and registered poor grades made them to run into conflict with their teachers. When students felt they had been awarded little marks, they complained and ended up conflicting with their teachers who felt they did not deserve more marks than what had been awarded. Negative peer pressure made students to engage in poor behavior which their teachers could not condone; lateness in reporting to school made the teachers reprimand students and this was not well received by students; some teachers favored some students due to their social and academic differences. This is in agreement with the findings of Ramani and Zhimin (2010) on causes of conflict in secondary schools in Nairobi province. This is equally inline with the views of Mwololo (2008) that indiscipline among students and demand to have time with girl friends and boy friends caused conflict in schools. The finding of this study was that student-teacher conflict is a challenge in schools that need to be addressed by both teachers and school administration. Teachers being professionals should be aware of the causes of conflict with the students and avoid social relationships that would affect their students.

Student-parent conflict was due to: Student's indiscipline at school which made them to be suspended. This led to wastage of time and funds that would have been used for other purposes. Responsibilities at home hindered the students from completing their assignments and revising well. Poor academic performance angered parents who felt that their resources were being wasted yet the children would still be a burden to them in future after school. Lack of school fees meant students were absent from school and missed out on academic hours. This made them miss exams and contributed to their poor performance. They ran into conflict with their parents who they felt were not supportive enough. Negative attitude towards parents and negative peer influence made some students to run in conflict with their parents. When parents failed to provide basic needs either due to economic constraints or indiscipline of their children, conflict arose. The Kenya National Union of Teachers branch secretary affirmed during the interview that conflict in secondary schools was due to poor performance registered by the schools. Therefore, to enable the schools to excel, causes of conflict needed to

be addressed by parents, students and teachers. Student support staff conflict was due to favoritism by the support staff in serving food. At times they even favored prefects more than none prefects therefore leading to tension. Differences in opinions over how the support staff offered their services, their way of communication, low quantity and poorly cooked food offered to students made them complain and even boycott the food while harshness by support staff in order to manage the rowdy students made the latter imagine they were not being treated well. They developed negative attitude towards the support staff who felt despised and demoralized that no one appreciated their work. The finding of this study was that school administrators should be aware that student-support staff conflict is a challenge that needs to be addressed. This finding is consistent with the report of the task force on student discipline and unrest in secondary schools Republic of Kenya (2001) where living conditions and academics of the students were claimed to be primarily causes of student unrest.

Student- Administration conflict was due to students' indiscipline where they never abided by the rules and regulations of the school and could be constantly punished for their misbehavior; school fees payment which was never paid led to huge debts by the administration that had to ensure provisions were supplied. The administration was therefore forced to send them home for fees and some of them could miss examinations. This created further conflict when they performed poorly in academics and were advised to repeat the class. Constant complaints over means of entertainment such as music systems, television and video decks made them run into conflict with the administration that could either not afford these or regulated the times these facilities were used; frequent absenteeism from school by the students made them to be reprimanded by the administration who demanded that they account for their absenteeism and invited parents to school for the same since the students absenteeism affected academic performance. Like Ramani and Zhimin (2010) the findings from the study revealed that too much strictness by the administration over regulations made students to feel that the administration was too harsh to them and could make them to equally react by rebelling against the administration; biasness by the administration based on social classes and abilities made the other students to be repulsive. Differences in opinion over how school funds were used, regulations enforced made the students to be in conflict with the administration. Students who abused illegal drugs were indiscipline and ended up being in conflict with the administration. This is consistent with the media reports by Mwololo, 2008; Matoke, 2008; Mwajefa, 2008) that conflict contributed to the closure of over 300 schools in the nation. The finding of this study was that student-administration conflict was a great challenge in learning institutions and it had to be addressed.

Teacher-Teacher conflict was due to grade disparities in education level where some were diploma holders, degree holders and master holders and bragged about it to others; differences in opinions over sports, politics, performance and how rules and regulations were enforced made them to differ in opinions; love relationships with the opposite sex who others were equally interested in, created tension; they at times differed over those who were performers and none performers since those who valued good performance put in more effort, did extra work with students while none performers were so lazy that at times they even absented themselves from going to class and never cared whether students performed well or not. This is consistent with Donnelly, Cubson and Ivancevich (1995) that power and status between individuals may erupt in conflict as different departments try to out smart the others.

Unbalanced time table made some teachers complain that they had more lessons than others or had their lessons falling at the times they never desired; other teachers criticized others so much about their dressing, their interactions with others and the views they held over certain matters, mode of disciplining students was at times felt to be too harsh while others never bothered about students indiscipline and could neither correct them nor reprimand them. Negative attitude among the teachers made some of them to despise others and therefore created conflict. Even though these were the causes of teacher-teacher conflict in public secondary schools in Nyakach District, they differed with the causes of this form of conflict in the study of Ramani and Zhimin (2010) that social-cultural background, differences in religious affiliations, difference in individual teaching capabilities and preferential treatment of some teachers by the administration caused conflict. This is consistent with the views of Rue and Byars (1992) that special prejudices based on personal backgrounds caused conflict in institutions. The finding of this study was that like Nnadi (1997) policies and goals needed to be communicated to teachers in order to curb misunderstanding that would lead to conflict in schools.

The respondents' views on causes of teacher-support staff conflict were majorly, negative attitude towards each other; communication breakdown and difference in opinions, poor meals and intimate relationships which was minimal. Teacher-support staff conflict was due to difference in opinions on how services were delivered and how facilities were used; negative attitude towards each other where some of them bragged over their educational levels and how they were better off financially in spite of their levels of education and the work they did in school; poor meals served by the support staff to either students or teachers made complaints to arise; communication breakdown where information did not appropriately flow from one source to the other led to failure in tasks being performed and created conflict.

Some members of the teaching staff involved in intimate relationship with the support staff which made some of the support staff to feel harassed while some teachers openly criticized such intimate relationships, therefore causing conflict with the support staff. Some of these causes are consistent with the views expressed by Rue and Byars (1992) that special prejudices inclined towards other races, educational skills and religious or ethnic background caused conflict among individuals. The finding of this study was that members of the different departments in the school in their quest to out smart others, ended up into conflict. The school administrators needed to view this as a challenge and enhance effective teams by having it addressed.

Teacher-parent conflict was due to: marks awarded to students which made parents complain when it was too little while teachers only gave what the students deserved. Poor academic performance made parents complain and demand for better performance, blame the teachers for not doing the best and wasting their children while the teachers equally complained that they were not getting necessary support from the parents in order to register better academic performance; breakdown in communication arose due to blames and counter blames on poor performance and indiscipline students. This made both parties not to be engaged in effective communication which would have been very instrumental in initiating better relationship between them for the sake of the student.

Due to the above causes of conflict, negative attitude towards teachers by parents developed where they continued to complain about them, talk negatively about teachers even with their children and the public, despised them and created further conflict; disciplining of students created blames and counter blames where teachers blamed parents for indiscipline of their children while parents claimed the students spent better time of their life in school and if they were indiscipline teachers were to blame. There were circumstances where conflict arose between them over the way teachers disciplined the students at school. Some parents felt that disciplinary measures taken were too harsh; since some teachers were unprofessional and got into love relationship with the students parents bitterly complained and confronted such teachers within the school or outside the school. At times such relationship made students to drop out of school due to pregnancy while some parents had to demand for transfer or interdiction of such teachers. These causes are consistent with the views of Sagimo (2002) that clashes of values and interest caused conflict in schools. This is equally consistent with the views of the Kenya National Union of Teachers branch secretary and the District Education Office during the interview that mistrust and poor communication between parents and teachers caused conflict. The finding of this study was that unless teachers and parents work as a team the

problems encountered in schools by students cannot be resolved and this would affect performance. School administrators therefore needed to eradicate causes of teacher-parent conflict by encouraging professionalism, teamwork and creating awareness about roles of teachers and parents.

Teacher-administration conflict was due to academic performance where the administrator demanded better performance from the teachers while material resources were inadequate, human resource limited, team spirit lacking, motivation lacking and not much was expected from the students; difference in opinion over how services were delivered by both parties, management style, motivation and how the members of staff were treated created conflict among them. This further resulted into negative attitude towards each other which demotivated teams hence could not achieve much; the way students were disciplined when they made mistakes led to conflict between the teachers and the administration. There were students who were suspended from class by the subject teachers even for a whole term, and others caned or physically assaulted contrary to both the rights of the child and education act. Whenever the administration questioned this, teachers viewed it as incorporation from the administration and stopped to care about discipline. Intimate relationship between teachers and their administration contributed to staff indiscipline and affected performance. At times resources were not delivered in good time and hindered the teaching staff from being responsible; failure to meet the deadline in marking, entry of marks, attend assembly, staff meetings and other school functions resulted into conflict. The finding of this study was that difference in opinions, negative attitude towards each other and disciplining of students were major causes of conflict between teachers and administration. Both teachers and administration were important teams in school management and issues leading to conflict between them had to be addressed. Even though the intensity of the causes varied the majority of the respondents cited lateness in fees payment, mode of discipline and lack of understanding of roles by parents as major causes of conflict between the administration and parents. Lateness in fees payment by parents led to delayed provision of necessary resources, made schools be indebted to suppliers, students to be regularly sent home and affected general performance of the school; mismanagement of funds or perceived mismanagement of funds by parents made them grumble and complain about the administration and even demand for transfer of the administrator especially when school resources were inadequate and no physical development evident. This is consistent with the Report of the Task force on student discipline and unrests in secondary schools (Republic of Kenya, 2001). The finding of this study implied that administration –parent conflict is a challenge in secondary schools and in order to address

this matter, the administration should undertake-administrational management causes to enable them cope with such conflicts.

Administration-support staff conflict occurred minimally due to mismanagement of school resources; lack of conducive work environment where the support staff were not provided with correct protective devices, uniform and equipments for work. This made them complain and be demotivated in their work; poor work performance where they did not offer their services as required made them be in conflict with the administration; late payment of salary made the support staff to grumble, complain and even attempt to go on a go slow. This kind of relationship contributed to negative attitude between the two parties. The finding of this study implied that since the administrators needed the services provided by the support staff and the support staff needed the employment, the causes of conflict needed to be addressed. Administration supplier conflict occurred due to demand for immediate payment for supplies delivered yet different schools had different procedures of payment. There were schools that paid cash for certain supplies delivered while others stuck to the regulation of payment by cheque which had to be signed by various signatories therefore making immediate payment impossible; late delivery of supplies interfered with the smooth running of the school where alternative measures had to be undertaken creating other forms of conflict. The finding of this study implied that suppliers even though from the external environment affected school administration and issues involving them were better addressed by school administrators to avoid conflict. Difference in opinions on how the school was being managed, failure to allow community access to the school and have them employed to work in the school regardless of their qualifications; insecurity from the community where some members invaded the school and stole school resources; whenever the school performed poorly in academics, the community would complain that the administration was not uplifting standards. Some of the students were from the immediate school environment and if the school performed poorly, it affected the community; nepotism arose where members of the community demanded that their own kinsmen became administrators in the school. At times they became so nasty that they would blockade school gates in order to deny entry to a new school administrator or one that they required to leave the school while mismanagement of school funds made them grumble, demonstrate and demand for removal of such an administrator.

The views of the respondents are consistent with those given by the headteachers, Kenya National Union of Teachers branch secretary and the District Education Office during the interview that administration – community conflict was due to poor performance, differences in opinions, mismanagement of school funds,

nepotism and indiscipline of the students. The finding of this study was that administration-community conflict caused negative publicity and led to clashes of values and interests which hindered performance of roles (Newton and Tarrant (1992)). This not only affected academic performance but also affected effective administration, therefore the Ministry of Education needed to sensitize the community and their roles to minimize these kind of conflict. Administration-sponsor conflict though occurred minimally due to cases of indiscipline among students which was blamed on the administration's incapability; failure to adhere to doctrines of the sponsor where administrators never attended service of the sponsor, was not committed to their day of worship and did not contribute funds to run their church activities. This made the sponsor to question whether the administrator was the right one for their school while poor management by the administration paused criticism that when not checked contributed to other enormous conflict and demand for transfer of the administrator by the sponsor. The causes of administration-sponsor conflict is consistent with those from the head teachers, Kenya National Union of Teachers branch secretary and the District Education Office that conflict occurred due to attitude problems, poor academic performance, selfish interests and financial control. The finding of this study was that administration-sponsor conflict is common but can be curbed in order to enhance effective management of teams within the school.

Since the chief executive of the school was the head teacher, he or she was responsible for the overall organization, control and maintenance of standards in the school as specified in the Education Act (Republic of Kenya, 1980). According to Griffin (1994), good stability brought good results in every field of school endeavor and conflict should not be left to get out of hand. This necessitated that conflict management and resolution strategies be fully used in order to enhance firm foundations of management of conflict.

Since it was the managers role to create an environment where conflict is healthy and not allowed to run to pathological extremes as stated by Robbins(1983), the findings of this study revealed that conflict management and resolution in public secondary schools in Nyakach District, could be categorized into major and minor conflict management and resolution strategies as in agreement with Cooze (1990) that different forms of conflict required different resolution strategies unless the administration was either a genius or a fool. The following emerged as the major conflict management and resolution strategies that were used. Appeal system was adopted when it was important to achieve personal goals like good performance for the school and a good name for the same and when it was important to keep a good working relationship with other individuals. The strategy was therefore used during administration- student, administration-teacher, and administration parent conflict

experienced in term one when the year was only beginning or in term three when student were approaching Kenya Secondary Certificate Examinations and administration had to ensure peace prevailed in order to prepare students well for the examinations with all stakeholders on board. Arbitration was popularly used because it involved other parties being brought on board to resolve the conflict. At the students' level during student-student conflict, prefects and class teachers, peer counselors, or guidance and counseling department were involved in resolving the conflict. Other teachers who were not involved in the conflict also came in to arbitrate in teacher-teacher conflict to avoid physical confrontation and verbal exchange that would lead to the teacher being disciplined as per the Teachers Service Commission code of regulations. The District Education office and Kenya National Union of Teachers office equally arbitrated in administration-parent, administration-teacher, administration-sponsor, and administration-community conflict since all these stakeholders were integral in achievement of educational goals. Infact, during the interview with the D.E.O, he recommended that the Ministry of Education should sensitize the community on their roles so as to minimize community-administration conflict.

Climate of trust was fully utilized in managing departmental conflict where the administrator charged the responsibility of running the departments to the heads of department because he trusted them to be responsible enough and manage teams under their care effectively. The strategy was equally used to resolve conflict involving student –student by prefects, peer counselors and guidance and counseling department.

Collaboration was used when the conflict involved both superior -subordinate and peer relationships when issues were critical and good working relationship was important as evident during student-support staff, student-teacher, teacher-administration, administration-support staff and administration-supplier conflict. Such conflict greatly interfered with the effective running of the school and means to resolve them had to be initiated in order not to paralyze the running and management of the school which would definitely affect the achievement of educational goals. It was integral to have the various teams united in order to achieve set goals. Accommodation which meant that the parties had to swallow their pride and work together despite their differences was used in situations where the goal was not important but good working relationship between the conflicting parties was of paramount importance. This was evident in student-student conflict during examinations, competition in sports and games, prize giving days ; teacher-teacher conflict during prize giving days, bereavement in the school and competition with other schools during games; administration-parent conflict during prayer day when the students were about to begin examinations. Effective communication ensured

that all stakeholders got the right information about the ongoing of the school and limited suspicion that would arise, enhanced accountability and transparency on how school funds were being utilized. It was used to resolve conflict between administration-student, administration-parent, administration –support staff, administration-supplier, administration-community and administration-sponsor.

Reconciliation involved bringing two parties who were in conflict together since the goal to be achieved was more important than their intrapersonal or in intergroup conflict. Since good academic performance was an integral achievement of a school, those in conflict had to be reunited in order for the teams to effectively work together. It was used to resolve conflict such as student-student, student-teacher, teacher-parent, administration-student and administration-teacher conflict since the stakeholders involved relied on one another for better achievement. Negotiation was adopted where a party not involved in the conflict came in to resolve a conflict between two parties who could not avoid being a part due to the services they offered and the value involved. It was used to resolve conflict between student-student, teacher-teacher, teacher-administration, administration-supplier, administration-support staff and administration – parent.

There were however conflict resolution strategies that were not popular such as accommodation which involved working with the person in spite of the differences because each member of the school had a role to play and had to perform his duty. Confrontation was only used when a conflict involved a superior-subordinate and their relationship was not critical, but there was a sense of urgency. It was used to resolve student-teacher and administration –student conflict since the teacher and administration treated the students as juniors who had to abide by what they were told to do. It was however, not oftenly used since it tended to place blame on people and demeaned the character of those involved Kimani and Chawana (2002).

Formal authority meant that those in position used their administrative authority to have things work their way: since it was based on the power of the pen, it was not very popular and ended up in creating further conflict as it led to the subordinate party being very defensive and resistant to change as was stated by Kimani and Chawana (2002). Control of reward meant that the party in conflict was not rewarded and if he were to be rewarded, he had to abide by the rules of the one holding the reward. It was however very unpopular though used in student-teacher conflict. Strategic avoidance involved indifference to the concerns of the other party believing that after some time conflict would be resolved as it would have been erased by time. (Cooze, 1990) It was believed that if one avoided the party with whom he was involved in conflict, due to separation, one would forget that conflict ever existed between them and move on with

tasks as expected. However, Kimani and Chawana (2002) affirmed that strategic avoidance was settlement by chance and was therefore unpopular. From the interview with the District Education Office, he explained that, conflict was resolved through stakeholders meeting when conflict involved administration–students, administration-parents, administration-sponsor and administration-community; capacity building was done for the Parents Teachers Association, Board of Governors, head teachers, deputy head teachers and teachers to enable them know their roles and be equipped with necessary conflict management strategies to overcome the challenges they experienced This is in agreement with Harvey (1988) that community meetings were held to educate the public, seek their input and reaction and make decisions relevant to them. This is equally consistent with the views of the District Education Office that strategic transfers of head teachers was effected to resolve conflict where other stakeholders wanted the administrator transferred while to overcome challenge of upward mobility, deputies and teachers were promoted whenever vacancies were available.

Most conflict management and resolution strategies from the interviews with the head teachers, Kenya National Union of Teachers branch secretary and the District Education Office are consistent with the findings of Ramani and Zhimin (2010) that regular meetings with the aggrieved parties, use of resource persons from educational offices, dialogue and holding of consultative meetings and capacity building were means of managing and resolving conflict. The respondents' views suggested that varied forms and causes of conflict called for different conflict resolution strategies. This is consistent with the views of the head teachers, Kenya National Union of Teachers branch secretary and the District Education Office that certain conflict necessitated the use of dialogue with the stakeholders involved, holding barazas, transfers, promotions, and capacity building with the stakeholders. From the findings of this study, even though Miskiw (1994) outlined conflict management strategies, the respondents' views revealed that some of these strategies were minimally used while others were maximally used. There were also other strategies used rather than those outlined by Miskiw. However, in certain circumstances the strategies were similar but the terms used for them were different. For instance barazas, stakeholders meeting, dialogue among stakeholders was similar to effective communication and negotiation. Strategic transfers implied strategic avoidance, promotion implied mediation while disciplinary action implied formal authority. The strategies that were found to be effective in conflict management and resolution in public secondary schools in Nyakach district were: arbitration, reconciliation, climate of trust, negotiation, collaboration, and effective communication.

CONCLUSIONS

The major causes of conflict experienced in public secondary schools in Nyakach district included: disrespect for prefects, differences in opinions, poor academic performance intimate relationships, harshness by support staff, criticism by other teachers, communication breakdown, late payment of school fees by parents, negative attitudes towards teachers, discipline of students, high handedness by the administration, irresponsibility, substandard supplies, poor work performance by support staff and financial control. Effective strategies were arbitration, reconciliation, climate of trust, negotiation, collaboration and effective communication

RECOMMENDATIONS

With regard to causes of conflict in public secondary schools in Nyakach district, the study recommended that: The Head teachers should enhance professionalism in dealing with causes of conflict.

The Head teachers should enhance effective communication with all stakeholders in the school to minimize causes of conflict.

The Head teachers should identify causes of conflict in schools and curb them to minimize various forms of conflict.

The Head teachers should enhance effective management to resolution strategies to the Head of departments to enable them manage teams in their departments

Ministry of Education should enhance capacity building for stakeholders in education to equip them with necessary conflict management strategies to overcome conflicts in schools.

The Head teachers should adopt arbitration, reconciliation, climate of trust, collaboration, negotiations on effective communication as effective strategies in resolving conflict in schools.

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