

**INFLUENCE OF SCHOOL CULTURE STRATEGIES ON
CONFLICT MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN
NYERI CENTRAL SUB-COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration

This thesis/project is my original work and has never been presented for any academic award in any institution.

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DEDICATION

To my wife Mary and children Crispus, Maxwell and Stephanie for their support and understanding during the thesis writing process.



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ABSTRACT

School Culture refers to the collective values, beliefs, norms, behaviours, and attitudes that characterise a school community (Fullan, 2007). There has been a wave of conflicts in secondary schools for the last three decades. In Kenya, there have been ugly conflicts, some resulting in massive damage of property and even loss of lives in school infernos. Many commissions of inquiry into this issue have been formed and recommendations made. The culture of violent conflicts has however been a thorn in the flesh and is not getting any better, raising concerns on effectiveness school culture strategies applied to manage the conflicts. The purpose of the study was to assess the influence of school culture strategies on conflict management. The objectives of this study included investigating the influence of co-curricular activities, school culture support systems, school values, and time management on conflict management in secondary schools in Nyeri Central Sub-county. The study was guided by Mary Parker Follett Theory of conflict resolution. The study adopted a descriptive survey design which involves data collection and analysis both quantitatively and qualitatively. The target population for the study comprised all secondary schools in Nyeri central sub-county, the Sub-county Director of Education and the District Quality Assurance and Standards Officer. A sample of five secondary schools, that is, 13.16% of 38, based on The Central Limit Theorem was picked. Stratified sampling was used to create 5 different strata based on the number of zones in the Nyeri Central Sub-county. From each stratum, 1 principal and at least 1 deputy principal were selected using purposive sampling considering secondary schools which have registered noticeable conflicts in the recent past. The Sub-County Director of Education and District Quality Assurance and Standards Officer were also selected using purposive sampling. The Split half method was used to test the reliability of the instruments. A validity test was established through the help of my supervisor, lecturers, and fellow students. Research instruments were piloted amongst form III students in the neighbouring county. Questionnaires, interview schedules and documentary sources were used to collect data. The study was analysed using quantitative and qualitative procedures concurrently. The Qualitative data were analysed thematically and presented in narrative form. Quantitative data was coded and subjected to SPSS version 28 and analysed using descriptive and inferential statistics. The findings were presented using tables and narratives. The study found that there is an insignificant relationship between conflict management and management of teaching and learning norms, there is an insignificant relationship between conflict management and school school culture support systems, there is a significant relationship between conflict management and school values and there is a significant relationship between conflict management and time management. The findings of the study may be beneficial to the ministry of education, education officials, schools and other education stakeholders in the identification of practices which when strengthened may solidify peace in their institutions.

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LIST OF ACRONYMS AND ABBREVIATIONS

CDCP	Centre for Disease Control and Prevention
GOK	Government of Kenya
KIE	Kenya Institute of Education
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science Technology and Innovation
NIEPR	National Institute for Educational Policy Research
NIER	National Institute for Educational Research
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
WERK	Women Educational Researchers of Kenya
ENESCO	United Nations Educational, Scientific and Cultural Organisation.
IBE	International Bureau of Education

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background study, statement of the problem, purpose and objectives of the study. It also contains research questions, justification of the study, significance and scope of the study. Finally, the chapter will examine the limitations, delimitations, assumptions and operational definitions of the key terms used in the study.

1.1 Background to the Study

According to Fullan (2021), school culture refers to the collective values, beliefs, norms, behaviors, and attitudes that characterize a school community. It encompasses how students, teachers, administrators, and other stakeholders interact with each other and their environment within the school. A positive school culture is often associated with a supportive and inclusive atmosphere that fosters learning, collaboration, and personal growth. It, therefore, includes attitudes and relationships that exist between the various members of the school community. It is this relationship and the systems put in place that sustain good practices and interactions among community members over time, allowing them to concentrate on areas that matter to their lives (Gruenert & Whitaker, 2023). A malfunction of the same would be a red flag on cultural entrenchment.

When there are loose ties of culture binding members of society together, the essence of common purpose is lost, and sour relationships emerge. Juvenile delinquency in schools is a global concern, though negative culture may manifest itself in different forms in various countries (NIER, 2020). Conflicts in learning institutions take various dimensions, including staff against students, staff against staff, and students against students. The most common forms of conflict manifestations include walkouts, inter-class disputes, animosity, and

boycotts. Recently, new trends have emerged in which, under slight provocation, learners go on a rampage, destroying school property and even setting it on fire. Institutions have incurred significant losses, sometimes resulting in loss of life.

Conflict management in schools is a critical area of study worldwide, as educational institutions strive to create safe and supportive environments for learning. Various international studies highlight the significance of effective conflict management strategies in reducing violence, improving student relationships, and enhancing academic performance. For instance, Garmendia and Garay (2020) report that conflict in schools often arises from diverse cultural backgrounds, differing values, and social tensions. Effective conflict management approaches, such as mediation and restorative practices, have been shown to mitigate these issues, fostering a more inclusive and harmonious educational environment. A meta-analysis by Jones and Brown (2022) emphasizes that schools implementing comprehensive conflict resolution programs experience lower rates of disciplinary incidents and improved student engagement.

In the USA, shootings and bullying are the most common manifestations of conflicts in learning institutions. John (2020) reports that over 126,000 students in the United States have witnessed shootings since 1999. The situation is so dire that the US president suggested counseling, training, and arming teachers nationwide to prepare them to contain shootings in schools. Bullying cases are also prevalent, with research indicating that 70.6% of students in the United States report having seen bullying in their schools (Waasdorp, 2021). According to *Education Week* (2023), 14 schools had witnessed shootings by June of the same year. The National Center for Injury Prevention and Control reports that factors such as alcohol and substance abuse, association with delinquent peers, poorly functioning families, poverty, and poor grades are key causes of violence in schools.

In Finland, two shooting incidents occurred in 2008, with the first having 11 casualties and the second resulting in the gunman opening fire in his business school, killing 10 and then taking his own life. Since then, the Finnish Forum for Mediation has trained numerous peer mediators in over 400 learning institutions across all levels of education, from preschool to universities, on how to involve affected parties in cooperative resolution based on mutual understanding.

In Africa, the dynamics of conflict in schools are shaped by a variety of socio-economic, cultural, and political factors. Research indicates that issues such as poverty, ethnic diversity, and political instability significantly influence school climates and conflict scenarios (Mavundla, 2021). For example, a study conducted in South Africa by Naidoo (2022) found that the legacy of apartheid continues to affect interpersonal relationships among students, leading to conflicts that require tailored management strategies.

Furthermore, the role of community engagement in conflict resolution has been emphasized. According to Nyabera and Okwach (2021), involving parents and local leaders in conflict management processes enhances the effectiveness of interventions and promotes a collaborative school culture. This approach addresses immediate conflicts and contributes to long-term community cohesion.

Violence in learning institutions in Nigeria includes issues such as religious differences, violent attacks by armed gangs, bullying, verbal abuse, physical assault, fighting, property damage, forceful acquisition of property, and sexual harassment. Besides school management, the Nigerian government and UNHCR have been at the forefront of funding conflict-related activities in schools, particularly in the northern states.

In Kenya, the issue of conflict management in schools is increasingly pertinent as the country grapples with high enrollment rates, resource scarcity, and diverse student populations.

Research by Omollo (2023) indicates that conflicts in Kenyan schools often arise from socio-economic disparities, bullying, and ethnic tensions. The Kenyan government has recognized the need for effective conflict resolution strategies and has implemented policies aimed at promoting peace and stability within educational settings. The Ministry of Education has introduced programs emphasizing conflict resolution training for teachers and students alike, focusing on restorative practices and peer mediation (Republic of Kenya, 2022). These initiatives aim to equip stakeholders with the skills necessary to navigate conflicts constructively, thus fostering a culture of dialogue and understanding.

Wamuyu (2013) notes that in Kenya, cases of student unrest became rampant starting in 1991 when boys in mixed high schools invaded girls' dormitories, leading to numerous assaults and fatalities. In 1999, during one of the earliest violent incidents in a Nyeri school, four prefects were burned to death while they slept in their cubicles (Daily Nation, 1999). Similarly, a fire in 1998 at a school in Bombolulu near Mombasa killed 28 girls. In 2001, a fire gutted a secondary school in Machakos County, resulting in 58 student deaths. In 2010, Nyeri County was again in the news when students in a secondary school locked two of their peers in the dormitory and set it ablaze (Wamuyu, 2013). The area has witnessed at least four other school fires in 2016, including schools in Watuka, Wamagana, Mwiyo, and Giakaibii, where one school burned twice in two weeks (Lutta, 2017).

Lutta (2017) cites that in 2016, students burned facilities in more than 120 secondary schools across the country within three months. In 2017, a fire gutted a dormitory at a school in Nairobi, killing nine students and injuring many others. In October of the same year, a suspended student returned to his school in Turkana County with a gang for a revenge attack, resulting in five deaths, including that of a guard (Lutta, 2017). These incidents indicate sour relationships within schools and suggest that conflicts are either unresolved or addressed too late,

highlighting the urgent need to investigate the dynamics of school culture that lead to these problems.

According to a report on the causes, effects, and remedies of indiscipline in secondary schools in Central Province, Kenya, the conflicts stem from drug abuse, fear of examinations and poor results, the "prefect factor," school administrative style, strict school rules, communication breakdown, media programs glorifying violence, undue political interference, and a national culture of violence (Macharia Report, 1990). A report from the presidential committee of 1991 on student unrest and indiscipline in Kenyan schools established causes such as lack of role models, communication breakdown, mismanagement, inadequate guidance and counseling, political interference, and an overloaded curriculum (Sagini Report, 1990). A report from the task force on student discipline and unrest in secondary schools in 2001 revealed that conflicts were caused by political interference, excessive continuous assessment tests, stressful schedules, media glorification of violence, and drug abuse (Wangai Report, 2001). According to the parliamentary committee on education of 2008, the causes included an overloaded curriculum, drug abuse, fear of mock examinations, lack of avenues for expressing grievances, ineffective guidance and counseling, weak leadership, and political influence (Koech Report, 2008).

1.2 Statement of the Problem

Conflict is an inherent aspect of any educational environment, and secondary schools in Nyeri Central Sub-County, Kenya, are no exception. Recent studies indicate that the prevalence of conflicts in schools can lead to significant disruptions in the learning process, affecting both students' academic performance and overall school climate (Muriuki, 2023; Mwangi, 2022).

The school culture—comprising the collective values, beliefs, and practices within an educational institution—plays a pivotal role in shaping how conflicts are managed (Kejitan, 2021; Muchemi, 2021). However, the existing school culture in many public secondary schools in Nyeri is often characterized by a lack of effective communication and inadequate conflict resolution strategies, which can exacerbate tensions among students, teachers, and administrators (KIE, 2022; Mugo, 2022).

Despite the Kenyan government's emphasis on creating a peaceful educational environment through policies aimed at promoting national cohesion and unity (Muthee & Thinguri, 2020), incidents of unrest and violence in schools have continued to rise. This trend raises critical questions about the effectiveness of current school culture strategies in mitigating conflicts. For instance, previous research has shown that schools that actively foster a culture of dialogue and inclusivity are better equipped to handle conflicts constructively (Deutsch, 2016; Women Educational Researchers of Kenya, 2016). Conversely, schools that lack a supportive culture often witness heightened tensions and conflicts, which can manifest as bullying, vandalism, and, in extreme cases, violence against staff (Kejitan, 2021; Mwangi, 2022).

According to Muchemi (2021), Nyeri county registered the highest number of unrests in the 1999 wave of school unrest. This happened again in 2016, 2021 and 2024.

The table below shows some of the incidents, the years they occurred and their nature.

Table 1: Cases of schools' conflicts in Nyeri County

Year	School	Nature
1999	Schools at Mathari, Giakanja and Kagumo	Students went on rampage. 4 students burnt in their cubical in one of the schools.
2016	School at Giakaibe, watuka, Kirimara and Wamagana	In some schools, Students walked out while others burned their dormitories in some cases twice in a term. Some of their complaints included denial of chance to watch football
2021	school at Wamagana, Mwiyo, Kanjuri, Gachika, Endarasha, Giakanja, Kiandu, Kagumo, Othaya, Karima	students went on rampage forcing school closure. Some staged a walkout while others destroyed property and burned their dormitories. Some of their complaints included protest their schools' poor results, demand for mid-term break,
2022	A boy's school at Mathari	Students complaining of brutal administration, walked out of school early morning leaving a few candidates
2024	A boys school near Othaya – Nyeri	Students protesting absence of teachers in school caused a lot of destruction on school property resulting to school closure.

Source: Researcher 2024

Desirable cultures of harmony and positivity in learning institutions in Nyeri Central Sub County worsen day by day both in terms of magnitude and dimensions. According to Women Educational Researchers of Kenya (2015), education stakeholders have tried to solve the problem for quite some time. However, there has not been a lasting solution to the problem. All that has been achieved from time to time is a temporary and elusive culture of peace. It is therefore important to explore more on of school culture strategies applied in schools that might be or not responsible for the growing culture of violence and intolerance. This would in turn point onto amicable and sustainable methods of conflict management, the task that this study set out to perform.

In Nyeri County, the challenges and strategies related to conflict management in schools are reflective of broader national trends, yet they possess unique local characteristics. A study by Muriuki (2023) highlights that in Nyeri County, conflicts frequently stem from issues such as resource allocation, cultural differences, and student behavior. The prevalence of school-related violence and bullying has prompted local authorities to adopt proactive measures.

Community-based programs have been developed to address these challenges, focusing on enhancing communication between schools, parents, and local leaders. According to Mwangi (2022), initiatives such as community forums and workshops have been effective in fostering understanding and cooperation among stakeholders, leading to improved conflict management outcomes in schools.

Given this context, there is a pressing need to examine the specific influence of school culture strategies on conflict management in public secondary schools within Nyeri Central Sub-County. Understanding how these strategies can be harnessed to create a more conducive learning environment is essential for improving student outcomes and promoting a culture of peace within educational institutions. This study seeks to fill the existing gap in literature by exploring the relationship between school culture and conflict management practices in this unique educational landscape.

Therefore, this study focused on the analysis of influence of school culture strategies on conflict management in public secondary schools in Nyeri central sub-county, Kenya.

1.3 Purpose of the Study

The purpose of the study was to analyse the influence of school culture strategies on conflict management in secondary schools in Nyeri Central Sub-county, Kenya.

1.4 Objectives of the Study

The objectives of the study were to:

To determine how teaching and learning norms influence conflict management in secondary schools in Nyeri Central Sub- County, Kenya.

To find out the influence of school culture support systems on conflict management in secondary schools in Nyeri Central Sub- County, Kenya

To establish the influence of school values on conflict management in secondary schools in Nyeri Central Sub- County, Kenya.

To determine the influence of time culture on conflict management in secondary schools in Nyeri Central Sub- County, Kenya.

1.5 Research Questions

How do teaching and learning norms influence conflict management in secondary schools in Nyeri Central Sub- County?

To what extent do school culture support systems strategies influence conflict management in secondary schools in Nyeri Central Sub- County?

What is the influence of school values on conflict management in secondary schools in Nyeri Central Sub- County?

What is the influence of time culture on conflict management in secondary schools in Nyeri Central Sub- County?

1.6 Rationale of the Study

A culture of unrest and violence is slowly developing in many secondary schools in Kenya. This can only be slowed down, stopped and substituted by the development of the desired cultural practices for sustainable peace to prevail. The students are enrolled in the schools so as to make responsible and respectable people in the society. This requires a culture that calls for good relationship between the parties in the school and most importantly between the

teachers and the students. Conflict is however inevitable in a school set up which emanate from diverse issues including culture of the institutions. It is therefore important that the schools uphold cultures that eases the process of conflict management and reduces the adverse effects.

This study examined school culture strategies which schools put in place, that may play a key role in managing conflicts in our institutions. The study further examined various types of conflicts in schools and their predisposing factors and made findings and recommendations. These may then inform education stakeholders in their effort to tame this menace.

1.7 Significance of the Study

The findings of this study may inform the students about various factors that would positively influence their peaceful co-existence and performance. Teachers may learn from this study, additional techniques of handling day-to-day conflict between the students. The study may be beneficial to the head teachers in the identification of practices which when strengthened may solidify peace in their institutions. The parents and the community as a whole may benefit from reduced conflicts with the students if they are well cultured. The study may inform the ministry of education on ways of dealing with conflicts in learning institutions.

1.8 Scope of the Study

The study was carried out in public secondary schools in Nyeri Central Sub-county of Nyeri County only. Data was collected from the students, teachers, principals and deputy principals, Quality Assurance and Standards Officer and Sub-County Director of Education. In schools that had schools counselors, they were included in the sampled teachers. The study focused only on school values, school culture support systems, teaching and learning norms and time culture as strategies that impact school culture.

1.9 Limitations of the Study

Different schools may adopt different cultures and as such, the findings of the study may not be generalised to all schools. The researcher used a sample that is as representative as possible. Some of the cultural practices in schools are the pillars of their success and are only shared by the members of the school community. Some cases of attempts to withhold classified information in a school were experienced. The researcher assured the institutions and the respondents of anonymity and confidentiality of the information given.

The responses in the questionnaires and during the interviews may be subjective given that they are based on respondents' opinions. To reduce the influence of the responses from the factors outside the study, the researcher ensured that the tools are as dependable as possible.

1.10 Delimitations of the Study

First, this study was restricted to only one level of education in Kenya, that is, the secondary school level of education. This was important because it may contribute to a deeper understanding of the recurring unrest within this level of education.

The other delimitation is that data was gathered from primary sources. These included questionnaires, interview schedules and documentary sources. The study applied a mixed-method approach that involves data collection and analysis both quantitatively and qualitatively and adopts a concurrent triangulation design.

Finally, the study was delimited to the research objectives and gathered information from Principals, Deputy Principals, teachers, Sub-county Director of Education, District Quality Assurance and Standards Officer and Form III Students. The Form 4 students were busy preparing for their national examinations during the data collection phase of this research. They were excluded to avoid a low questionnaire return rate. Form 2 and 1 students were left out owing to the fact that they were largely minors and had also not been in school for long to have internalised most of the school culture.

1.11 Assumptions of the Study

This study assumed that:

The respondents answered the questions honestly and the information provided was reliable.

The utilized records were accurate.

Different cultures acquired by the learners before joining secondary schools did not have a significant influence on high school culture acquisition.



1.12 Operational Definition of Key Terms

Culture in this study refers to artefacts, ideas, attitudes, customs, written and unwritten rules, social practices and behaviours that are carried forward from one generation to another in a school community.

Conflict management in this study refers to the process of minimising the negative aspects of conflict and reinforcing the positive ones.

Time culture refer to the way different cultures perceive and interact with the concept of time. This includes attitudes toward punctuality, the pace of life, the organization of schedules, and the significance of past, present, and future. For example, some cultures may place a high value on punctuality and time efficiency, while others may have a more relaxed or flexible approach to time. These include measures put in place by a school, as its ways of enhancing effective use of the time at one's disposal in a school. These may be put down in policy, informally agreed or controlled by a schedule. This may be time controlled by a schedule or free time.

School community refers to all people in a school community. It includes but is not limited to students, teachers, administrators and support staff. People working temporarily in the school compound also form part of the community.

School values are a composition of all principles, slogans, mission, vision and virtues a school holds dear and use them to guide their ways of doing things.

School Culture support systems are continuous non-teaching and learning norms that are designed and put in place to enhance school culture in terms connectedness, intellectual, physical, moral, spiritual well-being of the learners in a school.

Teaching and learning norms refer to curriculum related activities crafted as unique identifiers of how a school community and that enhance a learning institution's culture of

academic excellence by establishing a smooth flow of content delivery, enjoyment of learning and understanding as well as enrich syllabus content.

School cultural strategies are applied artefacts, ideas, attitudes, customs and social behaviours in a school that are ever-changing hence influencing the way of doing things in a school.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of the empirical literature, theoretical Literature, theoretical framework, conceptual framework, the research gaps and a summary of the literature review.

2.1 Empirical Literature

This section contains literature from studies done by other researchers on the same area of study to come up with a research gap. It presents studies done on cultural dynamics and conflicts in a community.

2.1.1 Concept of School Culture

Researchers, anthropologists and psychologists view culture as both 'individual' and 'collective' which they call the duality nature of culture. School culture refers to the shared values, beliefs, attitudes, behaviours, and social norms within a school community. It encompasses the way people interact, the expectations they have, and the overall atmosphere and environment of the school (Fullan, 2007). Culture may be referred to as the programming of a group's mind to distinguish it from others (Gruenert & Whitaker, 2023). According to Spencer-Oatey (2008), culture refers to the set of beliefs and values, behaviours and attitudes that a group of people shares though exercised at different levels by each member of the group. The ideas, customs and social behaviours that a particular people or society has in common form their culture. Many animals, including human beings, exhibit similar types of social behaviours such as bonding and aggression. Culture is learned and helps people to interact and communicate with others in society (Spencer-Oatey, 2008).

Katz and Assor (2021) define school culture as the shared values, beliefs, and practices that characterize an educational institution. They emphasize that school culture not only influences

academic performance but also shapes student behavior and interpersonal relationships among stakeholders. Their study highlights that a positive school culture fosters collaboration and engagement, leading to improved student outcomes. However, while they provide a solid foundation for understanding school culture, their research lacks a specific focus on conflict management within the context of secondary schools, particularly in rural settings like Nyeri Central Sub-County.

Cultural factors, including socio-economic background, ethnicity, and community values, significantly influence conflict dynamics in schools. Mavundla (2021) notes that understanding the cultural context of students can help educators address conflicts more effectively. For instance, culturally responsive practices that acknowledge and respect diverse backgrounds foster an inclusive environment where students feel valued and understood. This inclusivity can mitigate conflicts arising from cultural misunderstandings or biases. Schools that prioritize cultural competence in their policies and practices are better equipped to manage conflicts and promote harmony among diverse student populations.

A study by Rahman and Rashid (2022) investigated the relationship between school culture and student engagement in secondary schools. They found that schools with a supportive and inclusive culture saw higher levels of student participation and engagement in academic activities. However, this study did not delve into how varying aspects of school culture, such as conflict management practices, can influence student engagement, leaving a gap in understanding how these elements interact in the Kenyan context.

Cultural identity is often intertwined with conflict, as individuals and groups may identify strongly with their cultural, ethnic, or religious backgrounds. These identities can be a source of both unity and division, contributing to conflicts or fostering cooperation. Managers must

appreciate the role played by culture in harmonising activities, communication and co-existence in their organisations. Managers have to deal with difficult people to resolve conflicts, win their cooperation and trust and find ways to energise members to give their best effort utilising the practice of emotional intelligence. Although the best culture is an endless anthropological debate, various key factors dictate best cultural practices. These include values, beliefs, customs, laws, rituals, environment, technology, language and artefacts among others. Good cultural practices influence all spheres of life including environment, success and peace. These are then passed on from one generation to another (Gruenert & Whitaker 2023).

Muriuki (2023) examined the influence of cultural diversity on school culture and conflict management in Nyeri County. The study revealed that cultural differences often lead to misunderstandings and conflicts among students, teachers, and parents. While Muriuki provides valuable insights into the dynamics of cultural diversity in schools, the research does not address how effective school culture strategies can mitigate these conflicts, particularly in public secondary schools. This gap highlights the need for further investigation into proactive conflict management strategies rooted in school culture.

Mwangi (2022) conducted a study on the relationship between school climate and conflict management practices in Kenyan schools. The findings indicated that a positive school climate, characterized by trust and respect among stakeholders, significantly reduces the incidence of conflicts. However, Mwangi's research does not provide a comprehensive analysis of the specific components of school culture that contribute to a positive climate and effective conflict management. This presents an opportunity to explore how specific school culture strategies can be systematically implemented to enhance conflict resolution in secondary schools.

Culture can influence the ways in which conflicts are perceived, expressed, and resolved. Different cultures may have distinct norms for communication, negotiation, and conflict management. These norms can shape how conflicts are approached and resolved.

2.1.2 Concept of Conflict Management

Conflict management is different from conflict resolution. Conflict resolution is about reducing, eliminating, or terminating all forms of conflicts. On the other hand, conflict management refers to the process of minimising the negative results of a conflict and promotes the positive outcomes of the same in an effort to improve learning in an institution (Meyer & Evans, 2012).

While various external mechanisms exist for the resolution of the Adult-to-adult conflict, the types of conflict where a student is involved largely depend on the school's regulations, cultures and management skills of the personnel working in the institutions. When a conflict is closed, it does not always mean that there is peace again. Some parties agree to the resolutions simply because they do not want to disagree. According to Khalifa (2018) many times in a conflict, both parties have arguable cases and keep hoping that their opinion will carry the day. The ultimate goal and the clear signal of attainment of a resolution is to get to a compromise for the conflicting parties.

Friedman and Lavoie (2023) explore the effects of teacher training programs on conflict management skills among educators. Their study reveals that teachers equipped with conflict resolution training are more effective in handling disputes in the classroom, leading to a reduction in disciplinary incidents. However, this research does not address how these trained teachers interact with the existing school culture and its influence on conflict resolution, suggesting a need for studies that connect teacher training with school cultural dynamics

Communication styles significantly impact conflict management processes. Effective communication, characterized by active listening and clarity, facilitates understanding and reduces misinterpretations that can escalate conflicts (McCarthy & Moller, 2022). In contrast, aggressive or passive communication styles can exacerbate tensions. A study by Thomas and Runkle (2023) found that schools that promote assertive communication training among students and staff experience fewer conflicts and more constructive resolutions. By fostering a culture of open dialogue, schools enable stakeholders to express their concerns and viewpoints, which is essential for effective conflict management.

Chen & Bian (2014) note that avoidance is a conflict resolution method in which one or both parties do nothing to try to resolve the conflict and hope that it experiences a natural death. This strategy is pegged on the goodwill of the other party, hoping that they too shall not revive the conflict. Accommodation strategy lays more emphasis on the willingness to cooperate rather than being assertive. One party gives up their interests and allows the other party to carry the day. This happens when one of the conflicting sides does not see the alternative view as a serious threat.

The competitive method is also referred to as the confrontational method (Khalifa, 2018). The approach is largely characterised by assertiveness. In the competitive style of conflict management, personal interests come before those of the opponents in a conflict. It is applied when a party feels that there is much at stake if the victory is not secured. Collaboration strategy involves the conflicting sides deciding to work together and both factions approach the negotiation table with an open mind. This method is very instrumental in securing dispute resolutions during formal negotiations in which a binding resolution needs to be drawn up and assented by both parties (Chen & Bian, 2014).

A study by Rahim (2021) investigates the role of conflict management strategies in educational institutions. Rahim found that schools that employ collaborative conflict management approaches foster a more positive school climate and improve student-teacher relationships. While the findings are significant, the study lacks a specific focus on the unique challenges faced by Kenyan schools, particularly in areas with high cultural diversity and varying socio-economic backgrounds. This gap indicates a need for research that contextualizes conflict management strategies within the Kenyan educational framework.

Thomas and Kilmann (2022) outline a comprehensive framework for understanding conflict management styles, including avoidance, accommodation, competition, compromise, and collaboration. Their research emphasizes that effective conflict management requires awareness of these styles and the ability to adapt to different situations. However, their study does not specifically address how these styles are implemented in educational settings, particularly in public secondary schools in Kenya, where cultural factors may influence conflict resolution strategies.

2.2.3 Teaching and learning norms and Conflict Resolution

Teaching and learning norms set expectations for behavior and engagement within the classroom. Research by Jones and Brown (2019) indicates that when teachers establish clear norms for respectful interaction and collaboration, the incidence of conflict decreases. Norms that promote inclusivity and cooperative learning can foster positive relationships among students, reducing the likelihood of disputes. Furthermore, when educators model conflict resolution skills in the classroom, they provide students with practical examples of how to handle disagreements constructively.

Smith and Jones (2023) examine how established teaching norms influence conflict resolution practices in classrooms. Their study highlights that classrooms with collaborative teaching norms tend to foster positive conflict resolution among students. However, the research does not consider the impact of broader school culture on these teaching norms, indicating a gap that the current study will address by exploring how school-wide cultural factors shape teaching practices and conflict resolution in public secondary schools in Kenya.

The Importance of a school culture is observed in the impact it makes on kinds of educational practices that an institution exposes the learners to as well as the quality of learning that occurs (UNESCO IBE, 2018). Each school has its own strategies of reorganizing, covering and completing the provided curriculum in time. These strategies are determined and aligned to the unique situations in the prevailing in the institution. They are discussed, agreed upon and put in place to become a vehicle that delivers a culture of excellent academic performance. Several strikes have occurred due to curriculum-related concerns among learners. These issues include fear of failure due to a feeling of unpreparedness, unfair merit systems, poor teaching methods among teachers, shortage or lack of teaching facilities and equipment and frustrations due to poor performance among other reasons (George & Laban, 2006). In Kenya, a lot of teaching time is lost before the form one students report to secondary schools. More time is lost settling, and providing stationery and books. This delays coverage of the syllabus and piles stress onto upper classes which is a perfect recipe for conflict. In 2015 the TSC released a five-year strategic plan. It cites ineffectiveness in the supervision of curriculum implementation as one of the weaknesses in its SWOT analysis (TSC, 2015). In 2017 the TSC also tried to have extracurricular activities held at the weekends to increase syllabus coverage time. All these signal concerns that all the allocated time might not be translating to engaged time.

A study by Martinez (2022) investigates the relationship between student-centered learning approaches and conflict management in educational settings. The findings suggest that when students are actively engaged in their learning, they are more likely to employ constructive conflict resolution strategies. However, this research primarily focuses on primary education, leaving a gap in understanding how these dynamics play out in secondary education, particularly in the Kenyan context where cultural factors may significantly influence student interactions.

The orderliness of teaching and learning norms such as syllabus coverage, assessment practices and schedules, provides confidence and predictability in a school. This allows formulation of reliable personal schedules which in turn eliminate the fear of failure due to unpreparedness. Anxiety over the mock examinations, which come before many schools complete the syllabi, ranks high on the list of causes of strikes in secondary schools (MOEST, 2001).

Kigwa J (2016) states that when lessons and assessment practices are inconsistent, feelings and views about them keep emerging and changing, posing a potential and emotive source of conflicts. A variety of predictable and reliable co-curricular activities such as academic trips, school debates, quizzes and contests reflect the maturity of school traditions. They further offer frequent opportunities for an institution to realign the focus of all its members to a common goal, resulting in enhanced harmony.

According to a study by Green et al. (2024), teacher expectations play a crucial role in shaping student behavior and conflict resolution skills. The authors found that high teacher expectations correlated with improved conflict resolution among students. However, the study lacks a focus on the interplay between teacher expectations and the existing school culture, which could affect conflict resolution outcomes. This gap is essential for the current study to explore how

school culture influences teacher expectations and consequently affects conflict resolution in public secondary schools.

In their research, Lee and Carter (2023) discuss the significance of peer relationships in developing conflict resolution skills among students. They emphasize that positive peer interactions lead to better conflict management outcomes. However, their study does not delve into the norms established by teachers and the school environment that could either enhance or inhibit these peer relationships. The current study aims to fill this gap by investigating how teaching and learning norms influence peer dynamics and conflict resolution strategies in Kenyan schools.

Williams (2023) explores the role of culturally responsive teaching in promoting effective conflict resolution among diverse student populations. The research demonstrates that when educators incorporate culturally relevant materials and practices, students are more likely to engage in constructive conflict resolution. While the findings are significant, the study does not address how these culturally responsive practices interact with existing teaching norms and school culture, highlighting a gap that the current research will investigate.

2.2.4 School culture support systems and Conflict Management

Support systems within school culture, such as counseling services, mentorship programs, and peer support networks, are vital in managing conflicts. As highlighted by Roffey (2021), schools with robust support systems are better equipped to address underlying issues that may contribute to conflicts, such as bullying or emotional distress. Access to counseling and support allows students to express their feelings and seek guidance before conflicts escalate. Moreover,

a supportive school culture encourages collaboration among staff, which can lead to unified approaches in conflict management.

Cummings and O'Neill (2023) argue that a supportive school culture serves as a framework for effective conflict management. Their research highlights that schools with positive cultural values, such as trust and collaboration, experience fewer conflicts. However, the study primarily focuses on elementary schools, leaving a gap in understanding how these dynamics translate to secondary education, especially in culturally diverse settings like Kenya.

According to Johnson and Brown (2022), school leadership plays a crucial role in establishing a culture that supports conflict management. Their findings indicate that principals who prioritize collaborative decision-making foster an environment conducive to resolving conflicts. However, the research does not explore how the school culture itself influences leadership practices and conflict management strategies, which presents an opportunity for further investigation.

Recent research has been fruitful in illuminating those features of schools' physical and social environment that contribute to school-based conflicts and violence (Rod & Miller, 2009). A few schools have embraced dialogue as a conflict management avenue. This happens at various levels in the various learning institutions. At whole-school levels, some schools hold informal gatherings that go by different names such as *Kamukunjis*, open fora or *Barazas*. These sessions come at regular, predetermined and timetabled intervals and are part of the schools' culture. Openness and honesty are encouraged during the proceeding of these dialogue fora (George & Laban, 2006).

An effective orientation program for new members of a school community is the first step towards building a common culture in the institution. This program therefore should include all the existing members in the school community teaching and non-teaching as well as the learners. Further, it should include stakeholders and incoming students and parents. Other critical components of orientation that are omitted quite often are school values and infrastructure. Once the learners understand the role played by various infrastructures in shaping their future, they gel and develop respect for them. This enhances school connectedness making it difficult for the learners to vent their anger on school property even during conflicts (Duggins, 2016).

Orientation is not an event but a continuous process that should be continuous throughout one's life in a community. It should provide seamless integration of learners, staff, stakeholders, programs and infrastructures at all times. It is a vital support system of culture and when detailed can go a long way in minimising mistrust among members of a society (Muthee & Thinguri, 2017).

Efficient and reliable guidance and counselling programs are instrumental in anchoring values and morals in an institution. It arms the community with knowledge and skills on how to handle critical decisions and a turning point in school life. It, therefore, becomes a readily welcome option during crises that would otherwise degenerate into serious conflicts (Khalifa, 2018).

Some institutions take it a step further and form mentorship or family systems. Depending on the school culture, a mentorship group may consist of learners from all levels of learners in a school, to all ranks of staff. The older and experienced members of the family groups provide guidance and mentorship to the new ones. This becomes an effective vessel of passing values, beliefs and attitudes from one generation to the other. This form of formatting of an

organisation makes the conflict resolution quick, predictable and with little or no abrasion (Kagama & Kagoya, 2018)

Extracurricular activities such as sports, clubs and societies are like a double-edged sword. Those who ascribe to them have undivided attention and loyalty to the activities undertaken. They commit themselves body and soul to realise the success of their endeavours. This makes extracurricular activities a voluntary unifying factor and if nurtured well, are used to foster unity and resolve conflicts. George & Laban (2006) note that many lasting friendships are formed during such activities since the members meet in an informal setup. Members keep off petty personal differences for the sake of the success of group activities. Such activities also teach students to win gracefully and lose with dignity.

School regulations are custodians of school culture and traditions. They provide guidelines on how members of the school community are expected to behave and the action taken by the leaders in violation of the former. There should therefore be a code of conduct that acts as a point of reference when conflicts arise and a resolution is needed, and not a list of don'ts. For the code of conduct to cater for the needs of all, as many members of the school community as possible need to be involved in its formulation. This tradition helps in both internalising the code of conduct as well as enhancing its acceptability as a conflict resolution tool among the school members. It is also a good practice to seek a mandate to use it from the subjects of the document, by having them append their signatures to the document and apply them fairly (Kigwa, 2016).

According to WERK (2015) availability of a good motivational program improves school connectedness. For a motivational program to be appreciated, the process of arriving at its conclusions must be transparent and clear to the members. It needs to be fair, reliable and predictable so that all can arrive at almost the same conclusions using the given criteria. It also

needs to be dynamic and these dynamics need to be explained to the members each time they occur.

Most schools that have community service responsibility as a culture can inculcate in their learners the values of responsibility and respect of others, property as well as environment. Learners are able to associate with society, facilities in school and environment, and appreciate the role played by the same in the students' learning process. It is this understanding and harmony that makes the conflict resolution processes easy and fruitful in such institutions (WERK, 2015)

Student participation in conflict resolution processes is essential for fostering a sense of agency and accountability. According to Omollo (2023), when students are actively involved in addressing conflicts—whether through peer mediation programs or student-led initiatives—they develop critical skills in negotiation and empathy. This participation not only empowers students but also leads to more sustainable conflict resolutions, as students are more likely to accept outcomes they had a role in shaping. Engaging students in conflict management processes also reinforces the notion that they are key stakeholders in their educational environment.

Training and development programs for teachers and staff play a vital role in enhancing conflict management skills. According to Bickmore and Bickmore (2023), professional development focused on conflict resolution equips educators with the tools necessary to handle disputes effectively. Schools that invest in training programs report improved staff confidence in managing conflicts, leading to a more positive school climate. Additionally, when students are trained in conflict resolution strategies, they are more likely to engage in proactive problem-solving rather than reactive behavior, further reducing conflict occurrences (Katz & Pinkerton, 2021).

A study by Mwenda et al. (2023) explores the impact of community involvement on school culture and conflict management. Their research finds that schools that actively engage parents and local organizations create a more supportive environment, leading to better conflict resolution outcomes. However, the specific mechanisms through which community involvement enhances school culture and its implications for conflict management are not thoroughly examined, suggesting a gap that the current study will address.

In their research, Adeyemo and Dada (2023) emphasize the importance of teacher support systems in fostering a positive school culture that can mitigate conflicts. Their findings indicate that teachers who feel supported are more effective in managing conflicts in the classroom. However, this study does not consider the broader school culture that influences the availability and effectiveness of these support systems, creating a gap for further exploration.

Muriithi (2023) investigates the impact of cultural diversity on conflict resolution mechanisms within schools. The study reveals that schools that embrace cultural diversity tend to have more effective conflict resolution strategies. However, it lacks an examination of how the overall school culture supports or hinders these strategies, which is a critical area for future research.

2.2.5 School Values and Conflict Management

School values are foundational principles that guide behavior and decision-making within the educational environment. According to Roffey (2021), schools that prioritize values such as respect, empathy, and fairness tend to cultivate an environment conducive to conflict resolution. When students and staff share a common set of values, conflicts can be managed more effectively through a collective commitment to resolving issues amicably. Schools that

explicitly communicate their values create a framework for expected behaviors, which can prevent conflicts from arising in the first place.

The school motto, vision, mission and core values constitute a large part of the school's hidden curriculum. The implicit curriculum has a great influence on curriculum processes, practices as well as a learning environment in a learning institution. It plays a vital role in focusing the activities, efforts and attitudes towards the institutional goals (Gruenert & Whitaker 2015).

If an institution has to be effective, it needs to have a clear mission statement by which all the institutional goals abide. The mission allows sharing of understanding of institutional goals and attitudes as well as a commitment to accountability, priorities and school procedures (Meyer & Evans, 2012). A school mission also needs to be internalised by all members of the community to whom it is drawn. When well executed, a school mission distinguishes the members of a given community not only as they live together but also as they serve the community long after they complete their studies.

A vision statement states the difference that the institution's activity would make in the community. It describes the school's image in the eyes of society and the purpose of the school's existence. It is therefore a commitment that each member of the school community lives each day of their life from the day of joining and inspires them with a common purpose throughout life. The role of the vision is therefore vital in shaping the direction of discussions, dialogue, debates and even arguments held in a given community (Kagama & Kagoya, 2018)

The core values of an institution are the pillars that support the morals in a community. They are important in providing guidance in behaviour as well as decision-making direction and strategic planning. A community needs to have core values, vision and mission, processes principles, ethics and beliefs. They also have a common unique understanding of why they

exist and what they want to do. This unity of purpose is very instrumental in striking compromises during turbulent times in an institution. A school has people from diverse cultures and the creation of a harmonised culture is necessary for amicable conflict resolution. It is therefore important to regularly hold vision-mission internalisation insets and workshops in a school to continually maintain focus, remind and inspire the members towards a common goal (George & Laban, 2006).

The components of a logo and the colours of a school flag are well chosen. They represent certain valued aspects of a community. Similarly, the words and the tune of a school anthem are keenly chosen before rolling them out to the community. It is therefore important that they are passed on to every incoming member of the community to achieve a common understanding of the cultural values of these artefacts.

Zhang and Wang (2022) explore how the articulation of school values directly influences conflict resolution strategies among educators and students. Their study demonstrates that schools with clearly defined values, such as respect and empathy, experience more effective conflict resolution. However, the research is limited to urban schools in China, leaving a gap in understanding how these dynamics might differ in rural or developing contexts, such as Kenya.

Johnson and Lee (2023) investigate the role of shared values in fostering community cohesion and reducing conflict within schools. They find that schools promoting inclusivity and collaboration among staff and students have fewer instances of conflict. However, this study focuses primarily on primary education and does not address secondary schools, where conflict dynamics may be markedly different. This gap presents an opportunity for further research in the context of secondary education.

According to Karanja et al. (2023), cultural values play a significant role in shaping conflict management practices in schools. Their research reveals that schools that integrate local cultural values into their curricula are better equipped to manage conflicts effectively. While this study provides insights into the Kenyan context, it primarily focuses on rural settings, neglecting urban areas where cultural dynamics may vary significantly.

Muriuki and Wambui (2023) analyze how school climate, influenced by core values such as safety and respect, impacts conflict management outcomes. Their findings indicate that a positive school climate, driven by strong values, correlates with lower levels of conflict. However, the study does not delve into how the internalization of these values by students affects their behavior and conflict resolution skills, highlighting a gap for further investigation.

Research by Kimani (2023) emphasizes the importance of values-based leadership in conflict management within schools. The study suggests that principals who embody and promote strong ethical values foster an environment conducive to effective conflict resolution. However, the specific mechanisms through which these values influence student behavior and peer relationships remain underexplored, suggesting a need for more nuanced studies.

2.2.6 Time Culture and Conflict Management

Time culture refers to the way different cultures perceive and interact with the concept of time. This includes attitudes toward punctuality, the pace of life, the organization of schedules, and the significance of past, present, and future. For example, some cultures may place a high value on punctuality and time efficiency, while others may have a more relaxed or flexible approach to time. Time plays a significant role in shaping the historical context of conflicts. Past events, grievances, and historical narratives often form the backdrop for contemporary conflicts. Long-

standing disputes may have deep historical roots that continue to affect present-day dynamic (Norenzayan, 1999).

Time culture, or the way time is perceived and valued in a school context, can significantly impact conflict management strategies. Research by Thompson and Pincus (2022) suggests that schools with a rigid time culture may prioritize efficiency over thorough conflict resolution processes. This emphasis on quick fixes can lead to unresolved issues resurfacing later. Conversely, schools that value reflective practices and allow adequate time for dialogue and resolution tend to foster more meaningful conflict management experiences. A flexible approach to time encourages deeper engagement and understanding among students and staff.

The time when tasks and activities happen in a society are dependent on the set rules concerning appropriateness of their sequence. How each day is sequenced influences its schedules, calendar of events and the way of life in a society. Geographical locations, individual temperaments, cultural norms, among other factors, may determine the pace of life of a society at different times and seasons. In a series of field experiments conducted by Levine and Norenzayan (1999), concerns with clock time, speed of working as well as movement speed were measured in various countries around the world. They found that the pace of life had both positive and negative impact on social-economic, physical as well as psychological wellbeing of the people in the organization. They argue that it is key to exercise flexibility as well as be sensitive to individual preferences in order to match them with situational requirements for an optimal pace to be achieved.

In Finland, a country said to have one of the best education systems; there is a compulsory 15 to 20 minutes break after every 75 minutes' session. A typical day has 3 to 4 lessons that start at around 9am and end at 2.00pm or 2.45pm (Kelly, 2015). Although the system has less school

time, it supports a culture of school connectedness allowing more to happen during this time as Kelly (2015) argues. The duration of a conflict can have a profound impact on its intensity and resolution. Prolonged conflicts may evolve in response to changing cultural and social dynamics over time. Effective time management enhances communication, reduces stress and increases chances of conflict resolution. Conflict and time management is two-way traffic. Effective conflict management strategies free up time and well managed time reduces conflicts. In 2016, a Special Investigation Team on Schools Unrest in schools in Kenya was set up by the minister of Education. It identified congested school routines as one of the triggers of unrest in several schools. (GoK, 2017).

Time management is both a culture and a skill to be learned. When time is poorly managed, the immediate effect is stress, a perfect recipe for conflict in a school. Stressed learners are very irritable and are likely to explode at the slightest provocation. In a school environment, the school managers need to properly manage all the available time so that it is effectively and constructively utilised, otherwise the converse will occur. With this reality in mind, the ministry of education has regulations on instructional time which prescribes school hours that are official for all learners in basic education (Kigwa, 2016)

Concept of time may be viewed in several dimensions. George & Laban, (2006) note that most of the serious conflicts in a school are not spontaneous. They are a result of both underlying and immediate concerns, which are either ignored or not adequately resolved. In many cases, the administration is slow in reading the moods of students and signs of conflicts. They also take long to respond and resolve issues due to the lack of a time-bound conflict resolution culture. The executors take time to plan and lay strategies. Prolonged conflicts can lead to cultural changes within affected communities. These changes may result from displacement,

trauma, or the need to adapt to new circumstances. Cultural heritage may be threatened or transformed during conflict. (Owens, 1995).

Lesson time and other key activities in a school are recorded in a timetable. A good timetable not only lays down the time slot for the various activities but also provides realistic breathers for smooth transitions from one activity to the next. In an effort to entrench a time-saving culture, some schools have incorporated such slogans as '*a running school is a learning school*, '*time is money*' or '*every minute counts*'. Other schools insist on a time management culture and *no running when not in the fields* (Kennedy, 2017).

Time management culture in a school enhances punctuality and compliance. There are many time-bound activities in a school such as assignments, examinations, projects, and routine duties. To meet completion and submission deadlines for such tasks without abrasion requires a culture and not enforcement. Regional efforts have also been applied on time-on-task, which include such measures as 'The Effective Forty' campaign in May 2008 in the Central region of Kenya (MOEST, 2010). TSC has also introduced a ban on the scheduling of extracurricular activities during school hours. Time mismanagement in a school has adverse effects on the timely completion of the syllabus. This in turn accumulates pressure towards the end of the course leading to stress and possible conflicts. If the time for resting or sleeping is inadequate, the learners spend the day fatigued and irritable.

Leisure time is one of the most critical times to manage in a school. Proper management of this time helps improve compliances such as completions of tasks as well as manage negative energies. If too much unscheduled time is provided, some learners may never use it constructively. Worst case scenario is where learners may have excess time to engage in trivial arguments and this time itself becomes a source of conflict (Waweru, 2013).

Keller and Tully (2023) explore how different temporal perspectives—past, present, and future—affect conflict resolution strategies in educational settings. Their study reveals that schools emphasizing a future-oriented mindset tend to adopt more proactive conflict management strategies. However, the research is limited to urban schools in the U.S., which may not reflect the dynamics of rural or developing contexts, such as Kenya, where cultural perceptions of time may differ significantly.

Smith and Jones (2022) investigate the impact of cultural time orientations—monochronic and polychronic—on interpersonal conflicts in schools. Their findings indicate that schools with a predominantly monochronic orientation, which prioritizes punctuality and schedules, tend to experience less conflict compared to those with a polychronic approach. However, the study primarily focuses on Western educational contexts, leaving a gap in understanding how these concepts apply in African settings, where cultural understandings of time may vary.

According to Nkosi and Banda (2023), perceptions of time significantly influence student behavior and conflict management in South African schools. Their research highlights that students who view time as a flexible construct are more likely to engage in disruptive behaviors. While this study provides valuable insights, it does not explore how educators can adapt their conflict management strategies to align with diverse student perceptions of time, indicating a need for further research in this area.

Martinez and Adame (2023) examine the role of time culture in managing conflicts in multicultural school environments. Their findings suggest that a mismatch in time perceptions among students from different cultural backgrounds can lead to misunderstandings and conflicts. However, their study lacks specific recommendations for conflict management

practices that take these cultural differences into account, presenting an opportunity for further exploration.

Research by Okwach and Nyabera (2023) highlights the role of effective time management practices in preventing conflicts in schools. The study shows that schools that prioritize time management training for both staff and students experience lower instances of conflict. However, this study does not address how the cultural significance of time may affect the implementation and acceptance of these practices, creating a gap for more culturally responsive conflict management strategies.

2.3. Theoretical Literature

2.3.1 Concept of Conflicts and their Nature

Conflict refers to serious incompatibility, disagreements or differences of opinion. Conflicts in a learning institution may take various forms. These forms may involve one's self, two students, a student and an adult or two adults. Students in secondary schools are teenagers (ages thirteen to nineteen). It is at this stage when adolescence catches up with them. They become very assertive in matters affecting their rights and privileges and sensitive to human developmental changes taking place in their bodies. This makes them very unpredictable in behaviour and also irritable (Kennedy, 2017)

According to Champoux, (2006) conflicts with oneself are mainly of identity in nature. This is a situation where one lives in denial of the very basic facts that determine who he or she is. Some students are known to have changed their names simply because they don't like them. Some dislike their body sizes or shape. Others even hate their parents and do not like any association with them. This form of conflict may be manifested as withdrawal and self-

isolation or even explosive emotions. At higher levels, signs of depression and stress may be observed in the concerned individuals.

Denohue & Kott (1992) assert that student-to-student conflicts may occur as a law of natural selection as the learners try to establish a pecking order. Here, a section of the students tries to exercise dominance over others, while another section wants to keep their principles and self-dignity. The situation may be escalated by competition for scarce resources such as facilities and social amenities, food or even leadership positions. This type of conflict may be observed as making fun of others' looks or abilities, false accusations, shouting matches or quarrels or even creation of cartels that exclude others in certain activities. At higher levels, the situation can be stormy and result in violence in the form of bullying and fighting.

Student-adult conflicts may broadly be said to occur due to expectations and standards. In a learning institution, the adults, mainly teachers and administrators, have expectations either known or unknown to the other party and the standards are also set. These range from conduct, duties and responsibilities to performance expectations. When they are known at the onset, the bone of contention becomes 'how' the expectations are met, that is, the process. If not known from the beginning, the introduction of new expectations at the middle of the journey is normally met with a lot of resistance. The circumstance may be worsened by lack of clear rules, inhibited dialogue or use of inappropriate conflict resolution strategies (Kigwa, 2016).

Student-teacher conflict may be exhibited in defiance to take instructions, refusal to complete or hand in assignments or even failure to do duties. This type of conflict normally has the worst dimensions if not handled with care. The learners may stage peaceful demonstrations either to an office within or outside the compound, or walkouts where teachers find an empty compound as they arrive for work in the morning. More serious levels of this type of conflict may involve

the destruction of facilities, setting a property on fire and may even lead to the loss of life (Waweru, 2013).

Conflicts in a learning institution may be of different dimensions depending on who is involved. They include adult-adult, student-adult or student-student. The causes of the conflicts may be different depending on the level, and if the school community understands the nature of conflicts well, the conflict management becomes more constructive (Gruenert & Whitaker, 2023). Jerome (1996) asserts that education itself is a culture, taught through culture and involves a change of culture. He further states that no one can learn without the aid of symbolic systems of a certain culture. Culture provides us with tools that we can use to understand and organise our surroundings in a way that they communicate to us.

2.3.2 Sources of Conflicts

Conflicts may emanate from difficulties in communication, scarce resources, work activities that are interdependent, perception differences, activities differentiation or the organisation's environment (Meyer & Evans, 2012). Other than the six conflict sources, they also added authority structures that are not clear, personalities and attitudes as other possible sources of conflicts. Campbell et al (1983) suggested that nuisances, values and beliefs, the relationship existing between parties, preferences and struggle of resources control as the main causes of conflicts. Pressing needs for security, identity, equity, dignity and inclusion in decision making are basic needs whose frustrations may result in social conflicts (Fisher, 1997).

Women Educational Researchers of Kenya (WERK) note that in school cultures, the hidden curriculum is a major promoter of negative values. In many schools, a lot of emphasis is laid on the mean score as the main goal and punishments as the main corrective and deterrent measure. This has resulted in a culture of intolerance, inequality and unhealthy competitiveness. At worse levels, exclusion and violence take a toll and the situations in the

institution become potentially explosive (WERK, 2015). The worst and stubborn sources of conflicts are related to culture and have persisted for long as shown in table 1 below:



2.3 Theoretical Framework

2.3.1 Mary Parker Follett theory of conflict management

This research is guided by Mary Parker Follett theory of conflict management. Mary Parker argued that conflict is an inevitable part of life and it occurs naturally. It should not be viewed as an accidental event that should be avoided at all costs. If managed well she argued, it can present an opportunity for positive changes in an institution. If there is a difference between two parties, the difference does not make a conflict in itself, and the conflict would arise from how the difference is responded to (Gitchandra, 2011).

There are three ways of responding to a conflict according to Mary Parker Follett. These are dominance, compromise and integration. In the dominance method, one party must emerge victorious over the other in a conflict. She alludes that this is the method responsible for the various forms of dictatorship witnessed in various institutions and different countries over time, including World Wars. Compromise involves each of the parties involved giving up something to achieve reduced friction with the other party (Deutsch, 2015). The theory argues that compromise does not achieve sustainable peace since it leaves each party unsatisfied, having given up something valuable to them. This may explain why peace has been elusive for long in our learning institutions or why conflicts keep recurring.

Follett championed integration as the option that can bring a lasting solution to a conflict (Deutsch, 2015). Integration requires the use of creative approaches to incorporate the fundamental interests of each party into the solution without penalising anyone. For integration to be achieved there needs to be direct contact between the parties, avoiding hierarchies. The actual people with differences need to be involved in drafting regulations. Finally, it is important to give equal attention to all the social system variables when drafting policies (Gitchandra, 2011). According to Follett, an individual is a product of a social-cultural process

and is modified and improved continuously by the process. The theory, therefore, suggests that integration may address issues brought about by cultural dynamics in a society such as a learning institution. It therefore guides the study in conflict management as the dependent.

2.3.2 Organisational culture model by Edger Schein

The organisational culture model by Edger Schein was designed to make culture more visible in an organisation. Edger suggested that two mechanisms influence the culture of a given organisation. He identified them as direct and indirect mechanisms. The model gives behaviour, status, appointments and opinions as examples of mechanisms directly influencing culture. Under indirect mechanisms, the model enlists vision and mission, policies, rituals and symbols of identity as examples (Mulder,2013).

This model organises the factors influencing organisational culture into three layers hence also known as the onion model.

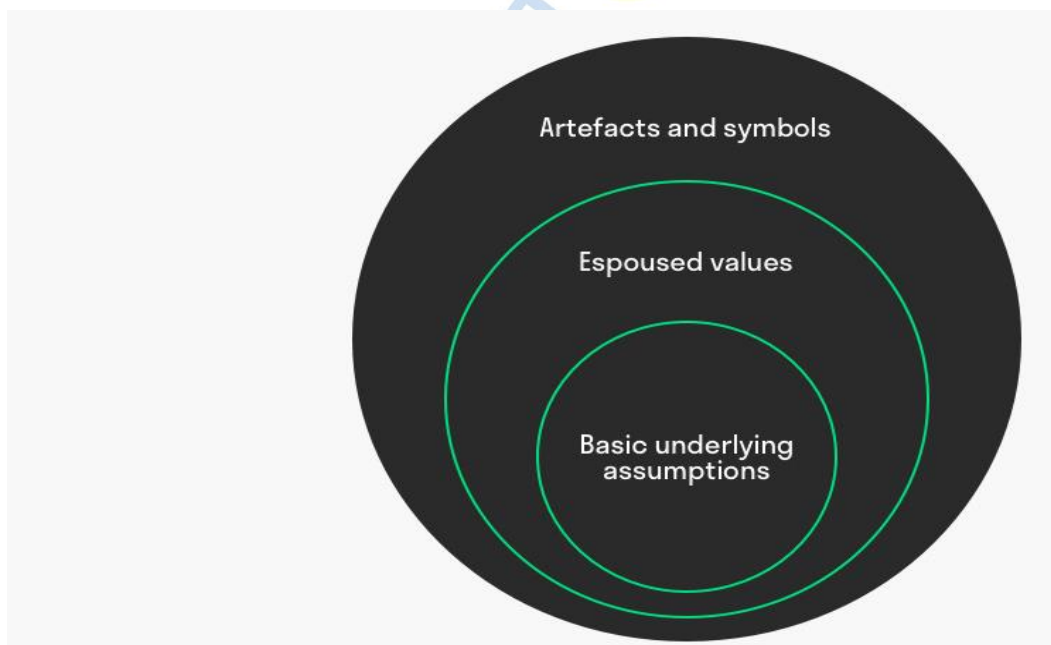


Figure 1: Edger Schein's Onion Model

Basic underlying assumptions such as time management and exemplary unconscious behaviors. They are deeply embedded in the culture of the organisation and may not be easily identified by outsiders (Vidya, 2017). The core is enclosed by values, some of which may be visible from outside the organisation while others are hidden in the core. They include vision and mission, core values, philosophies, slogans, mottos, objectives, strategies and how they are made public. Artefacts and symbols at the outer surface are hence referred to as the visible element of culture. They include company clothing, logos, organisational structures and buildings architecture (Mulder, 2013). This theory guides the study on independent variables and areas in school culture that are key to assess and what to specifically focus on in the given areas.

2.4 Conceptual Framework

The study sought to analyse the impact of culture dynamics on conflicts in secondary schools. The independent variable in this study was school culture dynamics characterised by teaching and learning norms, school culture support systems, school values and time management, while conflict management is the dependent variable. Intervening variables were government policy and changes in technology as shown in figure 2.1.

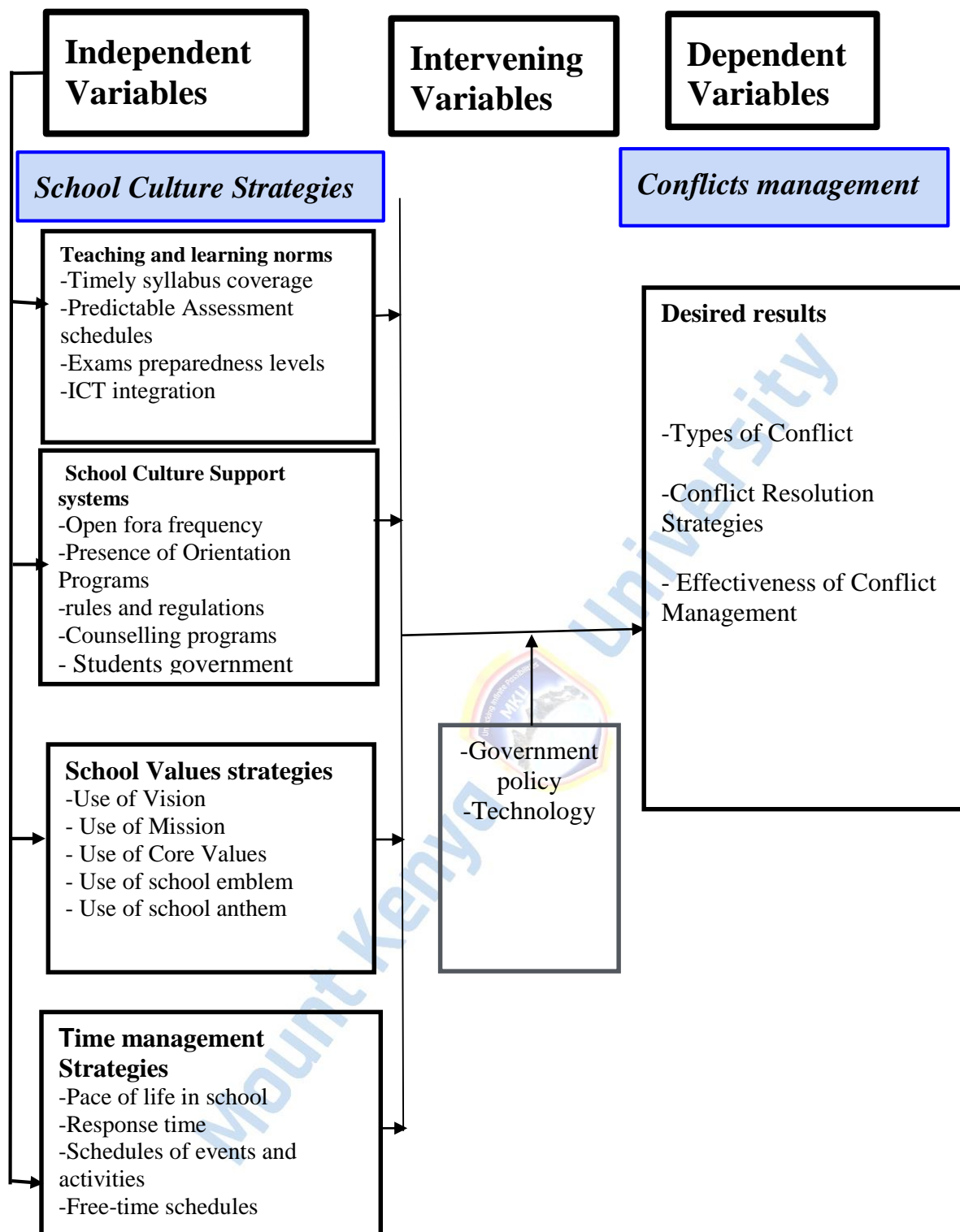


Figure 2: Conceptual Framework.

Source: Researcher 2024

2.5 Research Gaps

Culture plays a major role in negotiations of peaceful agreement as well as settlement of violent conflicts. It is an important tool for diplomats and all those facilitating mediations, especially handling cross-cultural disputes (Kevin A. 2004). Several researches have been carried out on factors that influence unrest in secondary schools in Kenya. An analysis of the various reports on causes of conflicts in schools shows many policy and infrastructural issues have been dealt with. However, most of the recommendations regarding culture are not implemented and not much progress has been achieved by the few implemented recommendations. Particularly, issues related to values, management of teaching and learning norms, time management and school culture support systems are recurring in all reports. This is an indication that such issues have not been adequately addressed (Oduor, A. 2016).

George & Laban (2006) did a study on “how to handle problems facing the youth in learning institutions”. The study was focused on students in secondary schools and shed light on the various type of conflicts that occur in learning institutions. The study however failed to link the conflicts with cultural dynamics in the schools. In 2016, Kigwa did a study on Courses of inter-school conflicts in Secondary Schools in Nyeri County. The study analysed the various factors that influence conflicts between different institutions of learning and how to mitigate them. This study did not however analyse schools’ internal conflict, their causes and management. In their research, Kagama, N. &Kagoiya, P. (2018) examined factors contributing to indiscipline in primary schools in Nyeri Central Sub-county, Nyeri but the study did not look at secondary schools in the sub-county. These are the gaps that the research sought to address.

2.6. Summary of Literature

From the above discussion, the influence of culture on conflict resolution in a school environment is observable. Education is heavily based on cultural and historical backgrounds.

Enduring cultural values strongly affects not only effective learning but also the learning environment (US Department of Education, 2018).



CHAPTER THREE

RESEARCH METHODOLOGY/MATERIALS AND METHODS

3.0 Introduction

This chapter discusses the methodology adopted in this study. It elaborates the design, location of study, population, sample size, sampling techniques and procedure. It further explains data collection instruments, methods of testing the validity and reliability of instruments, the research procedure that was followed, and the data management and analysis techniques that were used during the study.

3.1. Research Methodology

The study applied a mixed-method approach, which involves both quantitative and qualitative methods of data collection and analysis. Creswell, (2009) notes that a quantitative approach enables a researcher to collect data from a large number of respondents and analyse the responses using statistics according to the study objectives. Quantitative data was collected using questionnaires. In the qualitative approach, the researcher asked specific questions to the respondents as per interview guides. The responses were put on a Likert-type scale to weigh the intensity of the response. In this approach, the researcher relied on the views of the participants.

a mixed methods approach is well-suited for this study because it allows for a comprehensive exploration of the complex relationship between school culture strategies and conflict management. By leveraging the strengths of both quantitative and qualitative research, the study can provide richer, more nuanced insights that are essential for understanding and addressing the challenges within public secondary schools in Nyeri Central Sub-County, Kenya. This approach not only enhances the validity and reliability of the findings but also

contributes to more effective conflict management strategies tailored to the unique context of the schools involved.

The indicators for the independent and dependent variables in the conceptual framework were generated through a systematic approach that incorporated both theoretical frameworks and empirical research. In terms of time culture, indicators included punctuality rates, tracked through attendance records that show timeliness for classes and school events; scheduling clarity, evaluated through surveys asking students and teachers about their understanding of deadlines and timetables; and flexibility in time management, assessed via qualitative interviews regarding perceptions of time use and management in the school. Indicators for time culture were informed by studies on time management in educational contexts, such as those conducted by Britton and Tesser (2020), which utilized surveys and qualitative research to provide insights into how time culture influences school operations. The generation of indicators for the dependent variable was informed by literature on conflict resolution in educational settings, including the report "Dealing with Conflict in Schools" (2022), which provided empirical studies and existing conflict resolution frameworks as a basis for measuring effectiveness and frequency.

3.2 Research Design

The study was single-phased and did adopt a concurrent triangulation research design. The researcher used the qualitative approach and collected data via the administration of questionnaires to Principals, Deputy Principals, teachers and students. At the same time, a qualitative method was employed by the use of interviews with the Sub-County Director of Education and District Quality Assurance and Standards Officer. Though running concurrently, collection and analysis of data were done separately to understand the problem in a better way.

The concurrent triangulation research design is justified for this study due to its capacity to provide a comprehensive and nuanced understanding of the influence of school culture strategies on conflict management. The design's strengths in cross-validation, efficiency, and inclusivity of stakeholder perspectives make it an ideal choice for exploring the complexities of this topic in public secondary schools in Nyeri Central Sub-County, Kenya. By leveraging the benefits of both qualitative and quantitative data, the study can yield robust findings that are not only credible but also highly relevant for educational practice and policy. This method was important for this study to confirm and corroborate findings. It was good to overcome weaknesses in one method with the strengths of another. It was also useful in expanding quantitative data through the collection of open-ended qualitative data. During the interpretation stage, the two separate sets of results were then merged.

The independent variables are the predictors hypothesized to influence the study's outcomes and include school culture strategies. This variable encompasses various practices and norms within the school environment that aim to foster a positive culture. Specific indicators include teaching and learning norms, which refer to the expectations and practices governing education within the school; school values, which represent the core principles and beliefs guiding the behavior and decision-making of the school community; support systems, consisting of structures that provide emotional and academic assistance, such as mentoring programs and counseling services; and time culture, which involves the perception and management of time within the school setting, including scheduling practices and the prioritization of academic and extracurricular activities.

The dependent variables in this research are the outcomes the study aims to measure, with conflict management being a central focus. This variable encompasses the approaches and strategies employed to handle conflicts within the school. Indicators of conflict management

may include the types of conflict that occur (e.g., student-student, student-teacher, teacher-teacher), the conflict resolution strategies utilized, such as mediation and restorative practices, and the effectiveness of these management strategies, which will be assessed through surveys measuring stakeholder satisfaction with conflict resolution processes.

3.3 Location of the Study

This study was done in Nyeri Central Sub-county in Nyeri county - Kenya. The sub-county is densely populated and has a populace from all walks of life. It is inhabited by elite' members of the society, slum dwellers as well as rural setups at the outskirts. It is a sub-county that is host to one of the earliest explosions of conflicts in schools were in a school at Mathari, an ugly and fatal fire incident that resulted in the loss of the lives of four prefects in 1999. In the same year, another school near Kiganjo went on strike to protest their school's poor KCSE examinations. In 2016, a fire razed down a dormitory that housed 74 students in a school at Gachika. It is against this backdrop that the researcher settled on the Nyeri town sub-county as the locale of the study (Lutta S, 2017).

3.4 Target Population

Nyeri Central sub-county has 38 secondary schools categorised as shown in Table 2. Curriculum Support Office - Nyeri Central Sub-County 2018.

Table 2: Schools categories in Nyeri Central sub-county

School type	Number
Mixed Day	17
Boys Boarding	10
Girls Boarding	8
Mixed Boarding	3
Total	38

Source: Curriculum Support Office - Nyeri Central Sub-County Office 2022.

The target population for the study, therefore, comprised 38 Principals (24 males; 14 female), 42 Deputy Principals, (23 males; 19 female), 354 Teachers (190 males; 164 female), 1 Sub-county Director of Education, 1 District Quality Assurance and Standards Officer (**DQASO**) and 1678 Form III Students all totaling to 2114 as tabulated in Table 3. The choice of form 3 class was informed by the fact that at this level, school culture acquisition has already occurred as compared to the case of form 1 or 2 students. Choice of Form 4 class would risk a low questionnaire return percentage given that they are busy preparing for final examinations.

Table 3: Target Population

Respondents Category	Target Population
Sub-county Director of Education	1
District Quality Assurance and Standards Officers (DQASO)	1
Principals	38
Deputy Principals	42
Teachers	354
Form 3 Students	1678
Total	2114

Source: Curriculum Support Office - Nyeri Central Sub County Office 2022

From these data, Sub-county Director of Education and District Quality Assurance and Standards Officers (**DQASO**) each constituted 0.047%, Principals 1.798%, Deputy Principals 1.987%, Teachers 16.745%, whereas Form III Students constituted 79.376% of the target population.

3.5 Sampling Procedures and Sample Size

According to Kombo and Tromp (2006), a sample is a carefully chosen section of a given target population, with representative characteristics of the whole population under study. In this study, purposeful sampling was used to sample schools from different locations within the area of study and to sample learners starting with those who are 18 years old and over if any. Learners at this age would not require have parental assent form signed. Stratified sampling was used to sample students across the classes while random sampling was used to pick respondents from the same class.

The researcher sampled 5 secondary schools, that is, 13.16% of 38. This was based on The Central Limit Theorem which states that for any sample size, $N \geq 30$, sampling distribution of means is approximately a normal distribution irrespective of the parent population. Using the same theorem, the researcher sampled 300 respondents, that is, 14.19% of 2114. Stratified sampling was used to create 5 different strata based on the number of zones in the Nyeri Central Sub-county. The 5 schools were sampled to reflect a complete spectrum of the schools in Nyeri Central Sub-county with day, boarding, boys, girls and mixed schools included. From each stratum, 1 principal and at least 1 deputy principal were selected using purposive sampling considering secondary schools which have registered conflicts in the recent past. The Sub-County Director of Education and District Quality Assurance and Standards Officer (**DQASO**) was selected using purposive sampling. This is attributed to the fact that purposive sampling

was appropriate since they hold responsibilities that bring them closer to the learners to relate their ideas and experiences and as implementers of education policies.

Simple random sampling was applied to select teachers and Form III Students. Simple random sampling was suitable for this selection since this helps avoid the feeling of bias amongst the respondents. The sampling procedures adopted enabled the researcher to realize a sample of 5 Principals (3 Male and 2 Female), 7 deputy principals (4 Male and 3 Female), 52 Teachers (28 Male and 24 Female), Sub-County Director of Education, Sub-county DQASO and 234 Form III Students (129 Male and 105 Female) as shown in Table 4:

Table 4: Sampling Techniques

Respondents Category	Target Population	Sample size	%	Sampling technique
Sub-county Director of Education	1	1	0.33	Purposive
District Quality Assurance and Standards Officers (DQASO)	1	1	0.33	Purposive
Principals				
Male	24	3	1	Purposive
Female	14	2	0.667	Purposive
Deputy Principals				
Male	23	4	1.333	Purposive
Female	19	3	1	Purposive
Teachers				
Male	190	29	9.667	Simple random
Female	164	25	8.333	Simple random
Form 3 Students				
Male	923	129	43	Simple random
Female	755	105	35	Simple random
Total	2114	300	100	

Source: Curriculum Support Office - Nyeri Central Sub-County Office 2022.

3.6 Data Collection Instruments

A number of data collection instruments were applied to gather information during this research. They include:

3.6.1 Questionnaires for Principals, Deputy Principals, Teachers and Form III Students

Questionnaires are data collection tools that are often designed for statistical analysis of collected data (Kombo and Tromp, 2006). They contain a series of questions and other prompts for guiding the respondents. In this research, questionnaires were used to collect data from principals, deputy principals, teachers and form III students. The questionnaire had two sections, with the first section collecting respondents' demographic information while the second section will contain questions based on information on the research objective in a Likert format.

3.6.2 Interview Schedules for Sub-County Director of Education and District Quality Assurance and Standards Officer (DQASO)

Orodho (2004) notes that an interview provides a researcher an opportunity to understand what a respondent likes or dislikes, values and preferences as well as attitudes and beliefs. Two types of interview schedules were developed by the researcher depending on the nature of duty and the information they handle. One was for the Sub-County Director of Education while the other was for the District Quality Assurance and Standards Officer. In this research, interviews are important since the researcher was able to ask additional probing questions that focused the discussion on the objective questions. This was in an effort by the researcher to have the verbal responses as valid and reliable measures.

3.7. Piloting of Research Instruments

To assess the clarity and suitability of the questions in the developed instruments, the researcher piloted the research instrument before using them in the actual research. This facilitated a test of relevance of the sought information, language used as well as reliability and validity of the research instruments. In this research, the instruments were piloted amongst 2 principals, 3 deputy principals, 8 teachers and 12 form III students in Sub-Counties neighbouring Nyeri Central Sub-county.

3.7.1 Validity of the Instruments

According to Kothari (2005), a research instrument is intended to measure a certain parameter. Validity is the extent to which an instrument measures what it claims to measure. Face validity of the instrument was tested and improved from the pilot study while the construct and content validity was established and improved through expert judgement. The researcher sought assistance from the university supervisors in improving the construct and content validity of the instrument.

3.7.2 Reliability of Research Instruments

According to Mugenda & Mugenda (2007) reliability is a measure of the extent to which an instrument gives consistent results after repeated trials are done. With the help of the supervisor, the researcher assessed critically the consistency of responses in the pilot questionnaires. This facilitated the making of the judgement on how reliable they are. The appropriateness of the instruments was determined after a detailed examination of the same. Unclear items which may lead to ambiguity in understanding were restated or rephrased. Reliability was established using the test-retest method where the researcher administered the same set of test items to the same group of respondents twice. The Pearson's Product Moment Correlation Method was used to determine the reliability coefficient of the data collected during

the piloting of the instruments. A reliability coefficient of $r=0.729$, 0.781 , 0.796 and 0.748 were obtained giving an average of $r=0.764$. A reliability coefficient of $r>0.75$ is considered as high internal reliability.

3.7.3 Credibility of Qualitative Data

The credibility of data is involved in establishing that the research results are believable. It is about how rich the information obtained is as opposed to how much the collected data is. To ensure that findings are robust, rich, comprehensive and well-developed, the triangulation method through multiple analysts was used.

3.7.4 Dependability of Qualitative Data

Dependability in quantitative research is the stability of data over time and conditions (Kombo & Tromp, 2006). To ensure dependability, each stage of data collection and analysis was reported in detail. The researcher then applied the external audit technique, where an outside researcher conducted an inquiry audit on data collection, analysis and results of the study and shed light on potential blind spots.

3.8. Data Collection Procedures

After the research proposal was successfully presented, the researcher was issued with an introductory letter from the school of Postgraduate of Mount Kenya University. The letter introduced the researcher to the National Commission for Science Technology and Innovation (NACOSTI), where a research permit was procured. The researcher then used these documents to secure authorization letters from the County Director of Education Nyeri and Sub-County Director of Education Nyeri Central Sub-County. The letters introduced the researcher to the sampled secondary schools when seeking permission to carry out the research. The researcher then booked appointments with the respondents, did self-introduction, assured them of confidentiality, then administered questionnaires and conducted interviews to collect data. The

drop and pick method was used for questionnaires where questionnaires were left with the respondents and picked later after 2 weeks or time agreed upon.

Table 5: Data Collection Procedures

Research Questions	Questionnaire	Interviews
How do teaching and learning norms influence conflict management in secondary schools in Nyeri Central Sub-county?	Principals Deputy Principals Teachers Students	Sub-County Director of Education District Quality Assurance and Standards Officer
To what extent do school culture support systems strategies influence conflict management in secondary schools in Nyeri Central Sub-county?	Principals Deputy Principals Teachers Students	Sub-County Director of Education District Quality Assurance and Standards Officer
What is the influence of School values on conflict management in secondary schools in Nyeri Central Sub-county?	Principals Deputy Principals Teachers Students	Sub-County Director of Education District Quality Assurance and Standards Officer
What is the influence of Time culture on conflict management in secondary schools in Nyeri Central Sub-county?	Principals Deputy Principals Teachers Students	Sub-County Director of Education District Quality Assurance and Standards Officer

3.9. Data Analysis

To prepare data for analysis, coding and classification of data were done. Data were quantitatively analysed using both descriptive and inferential statistics. Qualitative data was analysed thematically along with the study objectives and presented in narrative forms whereas quantitative data was analysed using descriptive statistics and inferential with the help of Statistical Packages for Social Sciences (SPSS 28) and presented using tables. This enabled the

generation of cumulative frequencies and frequency and percentages which showed general trends given by the data.

Frequency tables were generated to show the time most conflicts occur across various types of schools. A correlation study was then done to find out the correlation if any, between the common conflicts and the time they happen. Simple statistics were also used to find the level of school values awareness in schools and a correlation analysis was done to determine how the level of knowledge and use of school values correlates to the frequency of conflicts.

The level of availability and use of school culture support systems was determined by calculation of averages and putting them on a Likert scale of 1 to 5 and later comparing this to find out if and how it correlates with the frequency of conflicts. Using frequency tables, availability and level of teaching and learning norms management effectiveness were determined these averages were compared to the frequency of conflicts occurrence.

The results were presented with some brief explanations and the output of the descriptive statistics was presented in frequency tables.

Table 6: Data Analysis Procedures

Research Questions	Independent Variable	Dependent Variable	Quantitative Data Analysis	Qualitative Analysis
How do teaching and learning norms influence conflict management in secondary schools in Nyeri Central Sub-county?	teaching and learning norms	Conflict management in secondary schools	SPSS 28 used Frequencies Percentages Mean Standard deviation Correlation	Thematic analysis
To what extent do school culture support systems strategies influence conflict management in secondary schools in Nyeri Central Sub-county?	school culture support systems strategies	Conflict management in secondary schools	SPSS 28 used Frequencies Percentages Mean Standard deviation Correlation	Thematic analysis
What is the influence of School values on conflict management in secondary schools in Nyeri Central Sub-county?	School values strategies	Conflict management in secondary schools	SPSS 28 used Frequencies Percentages Mean Standard deviation Correlation	Thematic analysis
What is the influence of Time culture on conflict management in secondary schools in Nyeri Central Sub-county?	Time culture	Conflict management in secondary schools	SPSS 28 used Frequencies Percentages Mean Standard deviation Correlation	Thematic analysis

3.10. Ethical Considerations

The researcher followed correct research authorisation procedures and obtained the necessary introduction letter from the University, research permit from NACOSTI, authorisation letters from County Director of Education Nyeri and Sub-County Director of Education Nyeri Central. The researcher respected intellectual property rights by acknowledging the authors of the literature. Data privacy and confidentiality were guaranteed and before revealing any information, the consent of the respondents was first sought.

While some of the learners in Form III may be over 18 years of age, it is expected that minors would be involved in this research. Other than the researcher explaining the purpose and procedure of the data collection process to the minors, parental consent was sought before the students participating in the research. The students too were given assent by signing the Minors' Consent Form before proceeding to fill the questionnaires. Each of the respondents willingly appended their signatures in the consent form after understanding the research process and its purpose.

3.10.1 Confidentiality and Privacy

The researcher assured the respondents that the data obtained from them were used only for the stated purpose and that it was not passed to a third party whatsoever. The researcher undertook to keep private any information given by respondents that touch on the persons or their private life. An assurance was given to the respondent that no information from them would be released to a third party.

3.10.2 Anonymity

The respondents were assured by the researcher that the information they provide would be treated with anonymity and that the identity of the respondents or institution would not be revealed in any form of communication.

3.10.3 Informed Consent

The researcher explained to the respondents the nature and the purpose of the research. Further, the researcher clearly explained the procedure to be followed during the data collection so that the respondents may willingly choose to take part in it.

3.10.4 Storage of Data Collected

The raw data collected was filed for ease of reference. After analysis is done, computer print-outs were also filed while soft copies were stored in a storage device for future reference.



CHAPTER FOUR

RESEARCH FINDINGS/RESULTS AND DISCUSSIONS

4.1 Introduction

The chapter presents the analysis of the study, presentation of findings and interpretations. The presentation starts with the demographic information and the descriptive analysis of the study objectives.

4.1.1 Response Rate

The study sampled 5 School Principals, 7 Deputy Principals, 52 teachers and 234 students from which 5 School Principals, 7 Deputy Principals and 45 teachers and 198 students submitted the completed questionnaires. A total of 300 questionnaires were issued out of which 257 questionnaires were completed making a response rate of 85.7%. According to Baruch and Holtom (2013), a response rate of 70% and over is excellent. Based on the assertion, the response rate was considered excellent. The sub-county Director of Education and District Quality Assurance and Standards Officer were interviewed.

Table 7: Response Rate

Category	Sampled Respondents	Successfully completed	Percentage
Sub-County Director of Education	1	1	100%
District Quality Assurance and Standards Officer	1	1	100%
Principals	5	5	100%
Deputy Principals	7	7	100%
Teachers	52	45	86.5%
Students	234	198	84.6%
Total	300	257	85.7%

4.2 Demographic Information

The study gathered information on the respondents' demographic information. These included gender distribution, age, highest education qualification and experience.

4.2.1 Distribution of respondents by gender

The study sought to establish the distribution of respondents by gender. The results on the gender distribution were as presented in Table 8

Table 8: Distribution of respondents by gender

Gender	Students		Teachers		Deputy principals		Principals	
	f	%	f	%	f	%	f	%
Male	110	55.6	27	57.4	3	60.0	4	80.0
Female	88	44.4	20	42.6	2	40.0	1	20.0
Total	198	100.0	47	100.0	5	100.0	5	100.0

From the results presented in Table 8, the majority of the students (55.6%) were male while 44.4% were female. Majority of the teachers (57.4%) were male while 42.6% were female, 60% of the principals were male while 40% were female, over three quarters (80%) of the deputy principals were male while 20% were female. The respondents were fairly distributed in terms of gender, hence the responses can capture views that might be gender specific.

4.2.2 Highest Education Qualification

The study gathered information on the teachers, deputy principals and the principals highest education qualifications. The results were as indicated in Table 9

Table 9: Distribution of respondents' Highest Education Qualification

Education Qualification	Teachers		Deputy principals		Principals	
	F	%	F	%	f	%
Diploma	13	27.6	1	20.0	0	0
Degree	31	66.0	3	60.0	3	60.0
Postgraduate	3	6.4	1	20.0	2	40.0
Total	47	100	5	100.0	5	100.0

From the findings in Table 9, majority of the teachers (66%) had bachelor's degrees, a few (27.6%) had diplomas while very few (6.4%) had post graduate degrees. Majority of the deputy principals (60%) had bachelor's degree, 20% had diplomas while the other 20% had post graduate degrees. The findings also show that 60% of the principals had bachelor's degrees while 40% had post graduate degrees. The findings denote that the respondents were adequately educated and understood the questions of the study. The findings show that the respondents had attained the required level of education for their respective positions.

4.2.3 Age Distribution of the Respondents

The age distribution of the respondents was established as presented in Table 10

Table 10: Age distribution of the Respondents

Age	Teachers		Deputy principals		Principals	
	F	%	F	%	f	%
25-30 years	6	12.8	0	0	0	0
30-40 years	18	38.3	2	40.0	2	40.0
40-50 years	20	42.5	2	40.0	3	60.0
Above 50 years	3	6.4	1	20.0	0	0
Total	47	100.0	5	100.0	5	100.0

The findings on the age distribution show that 42.5% of the teachers were 40-50 years, 38.3% were of 30-40 years, 12.8% were of 25-30 years while 6.4% were of above 50 years of age. On

the age of the deputy principals, the study shows that there were equal numbers (40%) of deputy principals with 30-40 years and 40-50 years while 20% of the deputy principals were above 50 years. The findings on the age of the principals revealed that 60% were between the age 40-50 years while 40% were between 30-40 years. The outcomes on gender depict that the respondents were fairly distributed with regard to their age.

4.2.4 Distribution by Experience

The research tool gathered information on the respondents' experience in years. The findings of the experiences are presented in Table 11

Table 11: Distribution by experience

Experience	Teachers		Deputy principals		Principals	
	F	%	F	%	f	%
1-5 years	8	17.0	2	40.0	1	20
6-10 years	12	25.5	2	40.0	2	40
11-15 years	15	32	1	20.0	1	20
Above 15 years	12	25.5	0	0	1	20
Total	47	100.0	5	100.0	5	100.0

The findings on the number of years of experience of the teachers' appointments show that 32% had an experience of 11-15 years, 25.5% had an experience of 6-10 years and over 15 years in each case while 17% of the teachers had an experience of 1-5 years.

The findings further reveal that 40% of the deputy principals had an experience of 1-5 years, another 40% with an experience of 6-10 years and the remaining 20% of the deputy principals had an experience of 11-15 years.

The findings also show that 60% of the principals had an experience of 6-10 years, 20% had an experience of 1-5 years and above 15 years in each case. All the respondents had an

experience of over one year hence had knowledge of the school culture and conflict management in the school.

4.3 teaching and learning norms and Conflict Management in Secondary Schools

The study sought to examine how teaching and learning norms, influence on conflict management in secondary schools.

The students' views how teaching and learning norms, influence on conflict management in secondary schools are presented in Table 12

Table 12: Students' views on the influence of teaching and learning norms on conflict management in secondary schools.

	N	Min	Max	Mean	Agreeing %	Std. Deviation
There are enough teachers in our school	198	1	5	1.94	61.2	1.03
There is a set deadline for completion of syllabus well before KCSE	198	1	5	2.16	56.8	1.29
The deadline for completion of syllabus is strictly followed	198	1	5	2.49	50.2	1.25
Syllabus for each class is completed before proceeding to the next	198	1	5	2.21	55.8	1.16
Adequate time is given to complete assignments	198	1	5	2.27	54.6	1.06
There is a predictable and consistent schedule that guides how assignments are done in our school.	198	1	5	2.36	52.8	1.93
There are consistent and predictable schedules that guide how CATs and examinations are done in our school.	198	1	5	2.31	53.8	1.26
There is a fair, clear and predictable motivation system in our school	198	1	5	2.30	54	1.09

All lessons are punctually taught at the scheduled time	198	1	5	2.45	51	1.36
We have predictable scheduled school trips, internal and external school events that happen annually.	198	1	5	2.29	54.2	1.81
Valid N (listwise)	198					

The data gathered from 198 students offers valuable insights into their perceptions of how teaching and learning norms influence conflict management in secondary schools. The findings highlight several significant trends related to students' experiences with school structure and norms. First, the mean score for the statement "There are enough teachers in our school" is at 1.94, with 61.2% of students expressing agreement. This indicates a perceived shortage of teachers, which may contribute to increased conflict due to overburdened staff and insufficient support for students. Additionally, the average scores concerning syllabus completion deadlines are also low, with 2.16 for the presence of a deadline and 2.49 for adherence to those deadlines. Only 56.8% and 50.2% of students agreed on these points, suggesting a lack of confidence in the timeliness of syllabus completion that could foster frustration and confusion, ultimately exacerbating conflicts over academic expectations.

Moreover, students reported low agreement percentages—ranging from 52.8% to 54.6%—regarding the predictability and consistency of assignment and examination schedules. The mean scores of 2.36 for assignments and 2.31 for CATs/examinations indicate a lack of structure that could lead to disputes over workload and assessment expectations. Furthermore, the mean score of 2.30 regarding the clarity and fairness of the motivation system, with 54% of students agreeing, reveals a sense of uncertainty about how their efforts are recognized. This

ambiguity may result in feelings of inequity and dissatisfaction, which are common triggers for conflict.

Regarding lesson punctuality, the mean score of 2.45 shows that only half of the students perceive lessons as starting on time consistently. Such inconsistency can disrupt learning and contribute to frustration, potentially leading to conflicts between students and teachers. Additionally, the scores for the predictability of school events and trips, averaging 2.29, suggest that students are seeking more structure in these areas. With 54.2% agreeing, the lack of predictability may contribute to anxiety and potential conflicts, particularly concerning logistics and participation. These views corroborate with the sentiments of George and Laban, (2006) that orderliness of teaching and learning norms such as syllabus coverage, assessment practices and schedules, provides confidence and predictability in a school allowing formulation of reliable personal schedules which in turn eliminate conflicts due to fear of failure due to unpreparedness.

Based on this analysis, several findings emerge. The perception of inadequate teaching staff is a critical issue that affects conflict management and overall student satisfaction. Unclear academic expectations surrounding syllabus completion and assignment deadlines contribute to stress and conflict among students, indicating a need for clearer communication and structure. Furthermore, the ambiguous motivation system could foster perceptions of unfairness, escalating into conflicts; thus, a transparent reward system may help alleviate this tension. The inconsistency in lesson timing and assignment scheduling disrupts the learning process, leading to potential conflicts between students and teachers. Finally, the expressed desire for more predictable schedules for both academic and extracurricular activities underscores a gap in current school norms that, if addressed, could foster a more harmonious educational environment.

Table 13: Teachers' views on the influence of teaching and learning norms on conflict management in secondary schools.

	N	Min	Max	Mean	Agreeing %	Std. Deviation
There are enough teachers in our school	47	1	5	2.49	50.2	1.18
There is a set deadline for completion of syllabus well before KCSE	47	1	4	1.62	67.6	0.71
The deadline for completion of deadline is strictly followed	47	1	4	1.89	62.2	0.91
Syllabus for each class is completed before proceeding to the next	47	1	5	2.09	58.2	1.18
Adequate time is given to complete assignments	47	1	5	1.87	62.6	0.74
There is a predictable and consistent schedule that guides how assignments are done in our school.	47	1	5	2.45	51	1.04
There are consistent and predictable schedules that guide how cats and examinations are done in our school.	47	1	3	1.51	69.8	0.55
There is a fair, clear and predictable motivation system in our school	47	1	5	2.19	56.2	0.92
All lessons are punctually taught at the scheduled time	47	1	4	1.79	64.2	0.78
We have predictable scheduled school trips, internal and external school events that happen annually.	47	1	5	2.38	52.4	1.03
Valid N (listwise)	47					

Overall, the findings reveal significant concerns about resource availability and the structure of academic expectations. For instance, the mean score of 2.49 for the statement "There are enough teachers in our school" indicates that only 50.2% of teachers feel that staffing levels

are adequate. This perception of insufficient teaching resources is likely to contribute to heightened conflict, as overworked teachers may struggle to provide necessary support to students.

In terms of syllabus management, the mean score for having a set deadline for syllabus completion well before the Kenya Certificate of Secondary Education (KCSE) is low at 1.62, with 67.6% of teachers agreeing on the need for such deadlines. This underscores a crucial gap in the timely completion of the syllabus, which is further emphasized by the mean score of 1.89 for the strict adherence to those deadlines, where 62.2% of teachers acknowledged challenges in compliance. The average score of 2.09 regarding the completion of the syllabus before transitioning to the next level suggests that nearly half of the teachers may be concerned about the effectiveness of the current academic structure, which could lead to conflicts related to student preparedness and expectations.

Teachers also expressed apprehension regarding the scheduling of assignments and assessments. The mean score of 1.87 indicates that a significant portion of teachers feels that adequate time is not given to complete assignments, with 62.6% agreeing on this issue. Additionally, the average score of 2.45 reflects a lack of predictable and consistent schedules for assignments, while the mean score of 1.51 highlights the inconsistency surrounding the scheduling of Continuous Assessment Tests (CATs) and examinations, with 69.8% of teachers acknowledging this inconsistency. These factors can create confusion and tension, exacerbating conflicts around academic demands.

Moreover, the teachers' perceptions of the motivation system within the school also reveal areas of concern. With a mean score of 2.19 and 56.2% agreeing, many teachers feel that the existing motivation system lacks clarity and fairness. This ambiguity can contribute to feelings of

inequity among both teachers and students, potentially leading to conflicts over recognition and rewards for effort and performance.

Lesson punctuality is another critical aspect, as indicated by a mean score of 1.79, suggesting that only 64.2% of teachers perceive lessons as being taught consistently on time. This inconsistency can disrupt learning and create frustration, further contributing to conflict in the classroom. Finally, the mean score of 2.38 for the predictability of scheduled school trips and events indicates that while some structure exists, it may still fall short of teachers' expectations, with only 52.4% agreeing on the predictability of such activities. This lack of predictability can add to the overall sense of chaos and misalignment in the educational environment.

In summary, the findings reveal significant concerns among teachers regarding the adequacy of teaching resources, the clarity of academic expectations, and the predictability of schedules and motivation systems. Addressing these issues may be crucial for improving conflict management and fostering a more supportive and effective educational environment.

Table 14: Deputy principals' views on the influence of teaching and learning norms on conflict management in secondary schools.

	N	Min	Max	Mean	Agreeing %	Std. Deviation
There are enough teachers in our school	5	1	4	2.00	60	1.22
There is a set deadline for completion of syllabus well before KCSE	5	2	3	2.40	52	0.55
The deadline for completion of syllabus is strictly followed	5	2	4	2.60	48	0.89
Syllabus for each class is completed before proceeding to the next	5	1	4	2.20	56	1.10
Adequate time is given to complete assignments	5	1	3	1.80	64	0.84
There is a predictable and consistent schedule that guides how assignments are done in our school.	5	2	4	2.40	52	0.89
There are consistent and predictable schedules that guide how cats and examinations are done in our school.	5	1	2	1.60	68	0.55
There is a fair, clear and predictable motivation system in our school	5	1	4	2.40	52	1.14
All lessons are punctually taught at the scheduled time	5	2	4	2.60	48	0.89
We have predictable scheduled school trips, internal and external school events that happen annually.	5	2	4	2.60	48	0.89
Valid N (listwise)	5					

The insights gathered from the deputy principals regarding the influence of teaching and learning norms on conflict management in secondary schools reveal a range of concerns that may impact the educational environment. The data indicates a significant apprehension about

staffing levels, as reflected in the mean score of 2.00 for the statement "There are enough teachers in our school," with 60% of deputy principals agreeing. This perception of insufficient teaching resources can lead to increased conflicts, as a lack of adequate support for both teachers and students often results in frustration and diminished academic performance.

When it comes to syllabus management, the responses highlight notable issues. The mean score for having a set deadline for syllabus completion before the Kenya Certificate of Secondary Education (KCSE) stands at 2.40, with only 52% of deputy principals agreeing. This suggests a general lack of confidence in the timely completion of the syllabus, which is further echoed in the mean score of 2.60 regarding the strict adherence to these deadlines, where just 48% agree. The mean score of 2.20 for the completion of the syllabus before advancing to the next class indicates that only a little over half of the respondents feel confident about this practice, pointing to potential gaps in academic preparedness that could lead to conflict among students.

The findings also reveal challenges related to assignment and assessment scheduling. The mean score for adequate time given to complete assignments is 1.80, with 64% of deputy principals indicating concern over the time allocated. Additionally, the mean score of 2.40 for a predictable schedule guiding assignments suggests that while some structure exists, it is not consistently perceived, as only 52% agree on its predictability. The situation is even more pronounced regarding the scheduling of Continuous Assessment Tests (CATs) and examinations, with a mean score of 1.60 and 68% of deputy principals expressing concern about the lack of consistency in this area. This unpredictability can create anxiety and conflict among both students and teachers, further complicating the educational dynamics.

The deputy principals also expressed concerns about the fairness and clarity of the motivation system in the school, with a mean score of 2.40 and 52% agreement. This indicates that many

deputy principals see a need for a more transparent and equitable system to acknowledge and reward effort. Without this clarity, perceptions of inequity may arise, leading to further conflicts within the school community.

Additionally, the punctuality of lessons emerged as an area of concern, as evidenced by a mean score of 2.60, where only 48% of deputy principals feel that lessons are consistently taught on time. Such inconsistency can disrupt the flow of learning and lead to frustration, which can escalate into conflicts between students and teachers. The data regarding the predictability of scheduled school trips and events also reflects a similar sentiment, with a mean score of 2.60 and only 48% agreement on the predictability of these activities. This lack of consistency can add to the overall feeling of uncertainty within the school environment.

In conclusion, the views expressed by the deputy principals highlight critical areas that require attention, particularly concerning staffing, syllabus management, assignment scheduling, and the motivation system. Addressing these issues could significantly improve conflict management and enhance the overall educational experience for both students and teachers.

Table 15: Principals' views on the influence of teaching and learning norms on conflict management in secondary schools.

	N	Min	Max	Mean	Agreeing %	Std. Deviation
There are enough teachers in our school	5	1	4	2.00	60	1.22
There is a set deadline for completion of syllabus well before KCSE	5	1	2	1.80	64	0.45
The deadline for completion of syllabus is strictly followed	5	1	4	2.40	52	1.14
Syllabus for each class is completed before proceeding to the next	5	1	4	2.40	52	1.14
Adequate time is given to complete assignments	5	2	4	2.40	52	0.89
There is a predictable and consistent schedule that guides how assignments are done in our school.	5	1	4	2.40	52	1.14
There are consistent and predictable schedules that guide how cats and examinations are done in our school.	5	1	2	1.40	72	0.55
There is a fair, clear and predictable motivation system in our school	5	1	4	2.20	56	1.10
All lessons are punctually taught at the scheduled time	5	1	2	1.30	74	0.55
We have predictable scheduled school trips, internal and external school events that happen annually.	5	1	4	2.20	56	1.10
Valid N (listwise)	5					

The results gathered from the principals regarding the influence of teaching and learning norms on conflict management in secondary schools reveal several critical concerns that impact the overall educational environment. The data indicates a pervasive worry about staffing levels, as

evidenced by a mean score of 2.00 for the statement "There are enough teachers in our school," with 60% of principals agreeing. This perception of inadequate teaching resources suggests that principals recognize the potential for increased conflict arising from overburdened staff and insufficient support for students, which can hinder effective teaching and learning.

Regarding syllabus management, the findings highlight significant gaps. The mean score for having a set deadline for syllabus completion before the Kenya Certificate of Secondary Education (KCSE) is low at 1.80, with 64% of principals agreeing on the necessity of such deadlines. This lack of confidence in timely syllabus completion is further underscored by a mean score of 2.40 for adherence to these deadlines, with only 52% acknowledging that they are strictly followed. The similar mean score of 2.40 for ensuring that the syllabus for each class is completed before moving on indicates that many principals are concerned about academic preparedness, which could lead to conflicts among students if expectations are not met.

The data also reflects concerns surrounding assignment and assessment scheduling. The mean score of 2.40 regarding adequate time given for assignments suggests that half of the principals feel that the current allocation is insufficient. Additionally, the score of 2.40 for a predictable and consistent schedule guiding assignments highlights a lack of clarity in this area, with only 52% agreeing. This inconsistency can create confusion and anxiety, particularly when combined with the low mean score of 1.40 for the consistency of schedules guiding Continuous Assessment Tests (CATs) and examinations, where 72% of principals express concern. Such unpredictability can exacerbate conflicts related to workload and assessment expectations among students and teachers.

Moreover, the principals' perceptions of the motivation system within their schools also indicate potential areas for improvement. With a mean score of 2.20 and 56% of principals agreeing, there appears to be a desire for a more fair and transparent motivation system that clearly acknowledges student and teacher efforts. The lack of clarity in this system can lead to feelings of inequity, which may result in conflicts arising from perceived favoritism or lack of recognition.

Lesson punctuality is another significant concern, as indicated by a low mean score of 1.30, with 74% of principals indicating that lessons are not consistently taught on time. This inconsistency can disrupt the learning process and contribute to frustration among students, potentially leading to conflicts with teachers. Furthermore, the mean score of 2.20 regarding the predictability of scheduled school trips and events suggests that while some structure exists, it may not be sufficient to meet the expectations of the school community, with only 56% agreeing on the predictability of these activities.

The study sought from the Director of Education and District Quality Assurance and Standards Officer on how the teaching and learning norms influence conflict management in secondary schools. The interviewees opined that when the teaching and learning norms are well planned for every stakeholder expects projected outcomes. More so the director of education opined that syllabus coverage provides confidence and predictability in a school which reduces students unrest owing to the fact that they are confident of their expected performance.

These views concur with the opinions of students, teachers, deputy principals and the principals. Similar sentiments were aired by Kigwa (2016), consistent and predictable teaching and learning norms create opportunities for the institution members to be in harmony and eliminate conflicts amongst themselves.

One point of departure is whether all lessons are punctually taught at the scheduled time. It is observed that across the schools, 74% of the principals are in strong agreement (standard deviation=0.55) that this happens while the students, teachers and the majority of the Deputy Principals 56% state that this is not happening as it should.

In summary, the findings from the principals highlight important areas that require attention, particularly regarding staffing levels, syllabus management, assignment scheduling, and the motivation system. Addressing these concerns could significantly enhance conflict management and improve the overall educational experience for both students and teachers, fostering a more conducive learning environment.

4.4 School Culture Support Systems and Conflict Management in Secondary Schools

The study sought to find out the influence of school culture school culture support systems on conflict management in secondary schools. The students views' on the influence of school culture school culture support systems on conflict management in secondary schools were as presented in Table 16.

Table 16: Students' responses on the influence of school culture support systems on conflict management

	N	Min	Max	Mean	Agreeing %	Std. Deviation
Students and teachers were involved in formulating school regulations.	198	1	5	3.22	35.6	1.51
Our school rules/regulations tell us what to do.	198	1	5	1.75	65	0.88
Our school rules/regulations tell us what not to do.	198	1	5	2.11	57.8	1.28
We have a student's governing body fairly elected by students after a campaigning.	198	1	5	2.37	52.6	1.36
We have a school joint open forum (baraza/kamukunji/etc) for the students to meet with administration and freely discuss issues affecting them	198	1	5	3.88	22.4	1.34
I actively take part in one or more of the sport activities	198	1	5	2.31	53.8	1.36
I actively take part in at least one of the club activities in school.	198	1	5	2.16	56.8	1.35
I have acquired conflict management skills from training	198	1	5	3.28	34.4	1.32
There are strong religious societies that cater for students spiritual needs	198	1	5	1.78	64.4	1.16
There is a strong guidance and counseling program in our school	198	1	5	1.87	62.6	1.18
There is a working mentorship/family/buddy system in our school	198	1	5	2.31	53.8	1.12
There is an active peace club in our school.	198	1	5	2.67	46.6	1.48
When conflicts occur, guidance and counseling/mentorship/family/buddy is helpful	198	1	5	2.17	56.6	1.27
There is a continuous orientation programme in our school for all members of school community	198	1	5	2.32	53.6	1.14
Valid N (listwise)	198					

The results from the students regarding the influence of school culture and support systems on conflict management reveal important insights into their perceptions of how these elements

affect their school experience. The data indicates a mix of satisfaction and areas needing improvement, particularly in the formulation of school regulations and the support systems available to students.

Students reported a mean score of 3.22 for the involvement of both students and teachers in formulating school regulations. This suggests a perception that there is limited collaborative input into the rules that govern their behavior, which could lead to feelings of disconnect between the student body and the administration. In contrast, the scores for the clarity of school rules—1.75 for rules outlining expected behaviors and 2.11 for those detailing prohibited actions—indicate that students generally feel the regulations are clear and straightforward. This clarity is crucial as it sets the foundation for expected conduct and helps mitigate potential conflicts.

Despite recognizing the clarity of rules, students expressed concerns regarding their representation and participation in school governance. The mean score of 2.37 for the existence of a fairly elected student governing body suggests that while some form of representation exists, it may not be perceived as robust or effective by the majority of students. Furthermore, the low score of 3.88 for the availability of an open forum for discussing issues indicates a lack of adequate platforms for students to voice their concerns, which can exacerbate feelings of frustration and isolation.

Participation in extracurricular activities also emerged as a factor influencing conflict management. The mean scores for involvement in sports (2.31) and clubs (2.16) suggest that while many students engage in these activities, there remains a significant portion who may not be actively involved. Engagement in such activities can foster a sense of community and belonging, which are essential for reducing conflicts.

The data further reflects on the availability of support systems, with students rating the presence of strong religious societies (1.78) and effective guidance and counseling programs (1.87) relatively positively. This indicates that students find these support structures beneficial for their spiritual and emotional needs. However, the perception of the effectiveness of conflict management training, with a mean score of 3.28, points to a need for more robust training opportunities that equip students with essential skills for resolving conflicts constructively.

Interestingly, the score for the effectiveness of mentorship and buddy systems in resolving conflicts is 2.31, suggesting that while these systems exist, their perceived impact may not be as strong as desired. Additionally, the presence of an active peace club received a mean score of 2.67, indicating moderate recognition of its role in fostering a peaceful school environment.

The findings highlight the importance of enhancing student involvement in governance, expanding platforms for open communication, and strengthening support systems. By addressing these areas, schools can create a more inclusive and supportive culture that actively contributes to conflict management. Improved engagement and representation are likely to foster a stronger sense of community, ultimately reducing conflicts and enhancing the overall school experience for students.

Table 17: Teachers’ responses on the influence of school culture support systems on conflict management in secondary schools

	N	Min	Max	Mea	Agreeing %	Std.
				n		Deviation
Students and teachers were involved in formulating school regulations.	47	1	5	2.49	50.2	1.18
Our school rules/regulations tell us what to do.	47	1	5	1.85	63	0.72
Our school rules/regulations tell us what not to do.	47	1	5	1.85	63	0.72
We have a student’s governing body fairly elected by students after a campaigning.	47	1	5	1.66	66.8	0.94
We have a school joint open forum (baraza/kamukunji/etc) for the students to meet with administration and freely discuss issues affecting them	47	1	5	2.45	51	1.16
I actively take part in one or more of the sport activities	47	1	5	2.02	59.6	1.07
I actively take part in at least one of the clubs activities in school.	47	1	4	1.85	63	0.78
I have acquired conflict management skills from training	47	1	5	2.45	51	1.18
There are strong religious societies that cater for students spiritual needs	47	1	2	1.43	71.4	0.50
There is a strong guidance and counseling programme in our school	47	1	5	1.53	69.4	0.80
There is a working mentorship/family/buddy system in our school	47	1	5	2.13	57.4	1.01
There is an active peace club in our school.	47	1	5	3.00	40	1.32

When conflicts occur, guidance and counseling/mentorship/family/buddy is helpful	47	1	4	1.77	64.6	0.87
There is a continuous orientation program in our school for all members of school community	47	1	5	2.51	49.8	1.28
Valid N (listwise)	47					

The findings show that the teachers strongly agreed that there are strong religious societies that cater for students spiritual needs (mean=1.43, standard deviation=0.50), there is a strong guidance and counseling programme in their school (mean=1.53, standard deviation=0.80), they have a student's governing body fairly elected by students after a campaigning (mean=1.66, standard deviation=0.94) and that when conflicts occur, guidance and counseling/mentorship/family/buddy is helpful (mean=1.77, standard deviation=0.87). The teachers agreed that their school rules/regulations tell them what to do (mean=1.85, standard deviation=0.72), their school rules/regulations tell them what not to do (mean(=1.85, standard deviation=0.72), they actively take part in at least one of the clubs activities in school(mean=1.85, standard deviation=0.78), they actively take part in one or more of the sport activities (mean=2.02, standard deviation=1.07), there is a working mentorship/family/buddy system in their schools (mean=2.13, standard deviation=1.01). This concurs with Koech, (1967) that efficient and reliable guidance and counseling program is instrumental in anchoring values and morals in an institution.

51% of the teachers stated that they have a school joint open forum (baraza/kamukunji) for the students to meet with administration and freely discuss issues affecting them and the same percentage said that they have acquired conflict management skills from training.

50.2% said that students and teachers were involved in formulating school regulations. More than half of the teachers indicated that there is no continuous orientation program in their school for all members of school community. The findings show that 60% of the teachers disagreed with the presence of an active peace club in their schools.

Table 18: Deputy principals' views on the influence of school culture support systems on conflict management in secondary schools

	N	Min	Max	Mean	Agreeing %	Std. Deviation
Students and teachers were involved in formulating school regulations.	5	1	4	2.40	52	1.14
Our school rules/regulations tell us what to do.	5	1	3	1.80	64	0.84
Our school rules/regulations tell us what not to do.	5	1	3	1.80	64	0.84
We have a student's governing body fairly elected by students after a campaigning.	5	1	3	1.80	64	0.84
We have a school joint open forum (baraza/kamukunji/etc)for the students to meet with administration and freely discuss issues affecting them	5	2	5	3.00	40	1.41
I actively take part in one or more of the sport activities	5	2	4	2.40	52	0.89
I actively take part in at least one of the clubs activities in school.	5	2	4	2.60	48	0.89
I have acquired conflict management skills from training	5	1	3	2.20	56	0.84
There are strong religious societies that cater for students spiritual needs	5	1	3	1.80	64	0.84
There is a strong guidance and counseling program in our school	5	1	2	1.60	68	0.55

There is a working mentorship/family/buddy system in our school	5	2	4	2.60	48	0.89
There is an active peace club in our school.	5	2	4	3.00	40	1.00
When conflicts occur, guidance and counseling/mentorship/family/buddy is helpful	5	1	3	1.80	64	0.84
There is a continuous orientation program in our school for all members of school community	5	1	3	1.80	64	0.84
Valid N (listwise)	5					

Table 18 shows that the deputy principals strongly agreed that there is a strong guidance and counseling programme in their school (mean=1.60, standard deviation=0.55), their school rules/regulations tell them what to do (mean=1.80, standard deviation=0.84), their school rules/regulations tell us what not to do (mean=1.80, standard deviation=0.84), they have a student's governing body fairly elected by students after campaigning (mean=1.80, standard deviation=0.84), there are strong religious societies that cater for students spiritual needs (mean=1.80, standard deviation=0.84), when conflicts occur, guidance and counseling/mentorship/family/buddy is helpful (mean=1.80, standard deviation=0.84) and that there is a continuous orientation program in their school for all members of the school community (mean=1.80, standard deviation=0.84). The findings corroborate with those of Muthee and Thinguri, (2017) who acknowledge the need for orientation as a vital support system of culture that can go a long way in minimising mistrust among members thus eliminating potential conflicts.

56% of the deputy principals agreed that they have acquired conflict management skills from training, 52% said that students and teachers were involved in formulating school regulations, 48% actively take part in one or more of the sports activities, and take part in at least one of the clubs' activities in school.

60% disagreed that they have a school joint open forum (baraza/kamukunji) for the students to meet with administration and freely discuss issues affecting them and that there is an active peace club in their school.

The findings illustrate that the schools lack an effective school joint open forum where the students and the administration are supposed to meet and focus on the issues that are of concern which may eventually lead to conflicts if not well handled. The study also reveals that the schools lack active peace clubs which may go a long way in preventing conflicts in the schools.

Table 19: Principals' views on the influence of school culture support systems on conflict management in secondary schools

	N	Min	Max	Mean	Agreeing %	Std. Deviation
Students and teachers were involved in formulating school regulations.	5	1	3	2.00	60	0.71
Our school rules/regulations tell us what to do.	5	1	2	1.40	72	0.55
Our school rules/regulations tell us what not to do.	5	1	2	1.40	72	0.55
We have a student's governing body elected by students after a campaigning.	5	1	2	1.40	72	0.55
We have a school joint open forum (baraza/kamukunji/etc) for the students to meet with administration and freely discuss issues affecting them	5	1	3	2.00	60	0.71
I actively take part in one or more of the sport activities	5	1	2	1.80	64	0.45
I actively take part in at least one of the clubs activities in school.	5	1	2	1.80	64	0.45
I have acquired conflict management skills from training	5	1	5	2.60	48	1.52

There are strong religious societies that cater for students spiritual needs	5	1	2	1.40	72	0.55
There is a strong guidance and counseling program in our school	5	1	4	2.00	60	1.22
There is a working mentorship/family/buddy system in our school	5	1	4	2.60	48	1.14
There is an active peace club in our school.	5	1	4	2.80	44	1.10
When conflicts occur, guidance and counseling/mentorship/family/buddy is helpful	5	1	4	2.00	60	1.22
There is a continuous orientation program in our school for all members of school community	5	1	3	2.00	60	1.00
Valid N (listwise)	5					

Table 19 reveals that majority of the principals strongly agreed that their school rules/regulations tell them what to do (mean=1.40, standard deviation=0.55), their school rules/regulations tell them what not to do (mean=1.40, standard deviation=0.55), they have a student's governing body fairly elected by students after campaigning (mean=1.40, standard deviation=0.55), there are strong religious societies that cater for students spiritual needs (mean=1.40, standard deviation=0.55), they actively take part in one or more of the sport activities (mean=1.80, standard deviation=0.45) as well as actively take part in at least one of the clubs' activities in school (mean=1.80, standard deviation=0.45).

From the findings, the principals agreed that students and teachers were involved in formulating school regulations (mean=2.00, standard deviation=0.71), they have a school joint open forum (baraza/kamukunji/etc) for the students to meet with administration and freely discuss issues affecting them (mean=2.00, standard deviation=0.71), there is a strong guidance and counseling program in their school (mean=2.00, standard deviation=1.22), when conflicts occur, guidance and counseling/mentorship/family/buddy is helpful (mean=2.00, standard deviation=1.22), there is a continuous orientation program in their school for all members of

school community (mean=2.00, standard deviation=1.00), they have acquired conflict management skills from training (mean=2.60, standard deviation=1.52) and that there is a working mentorship/family/buddy system in their school (mean= 2.60, standard deviation=1.14). The table also shows that the principals were undecided on whether there is an active peace club in their school (mean=2.80, standard deviation=1.10).

The study sought from the sub-county Director of Education and District Quality Assurance and Standards Officer on whether there were school culture support systems in schools that promote conflicts resolution. From the interviews, some of the schools have embraced dialogue as a conflict management avenue where informal gatherings are held to air grievances and ideas to enhance cohesion. The district quality assurance and standards officer opined that the schools have counseling programs to solve and prevent conflicts. The schools also have orientation programs to ensure that every member of the school community is well informed and aware of the school programs and operations.”

Similar opinions were indicated by the students, the teachers, deputy principals and the principals. Consistent findings were also revealed by Koech (1967) that efficient and reliable guidance and counseling program is helpful in anchoring values and morals in an institution.

An observation worth noting is that training on conflict management skills for the principals had both the highest standard deviation (1.52) and mean (2.60). Over 50% of the Principals have no such a training. This would be an indicator of Principals in some schools not being well equipped to entrench a culture that would help manage conflicts in schools.

4.5 School Values and Conflict Management in Secondary Schools

The study sought to find out the influence of school values on conflict management in secondary schools.

Table 20: Students' responses on the influence of school values on conflict management

	N	Min	Max	Mean	Agreeing %	Std. Deviation
Our school has a motto, vision, mission statements and core values	198	1	5	1.39	72.2	0.77
students can state our school motto, vision and mission	198	1	5	1.86	62.8	1.04
Our school motto, vision, mission statements and core values were explained to me when I joined the school	198	1	5	2.22	55.6	1.34
students are guided by our school vision statement	198	1	5	2.22	55.6	1.19
students understand our school mission statement	198	1	5	2.08	58.4	1.13
students apply our school core values to resolve conflicts	198	1	5	2.48	50.4	1.22
students know the meaning of items found in our school logo.	198	1	5	2.77	44.6	1.47
students are inspired by the words of our school anthem	198	1	5	1.63	67.4	1.05
Valid N (listwise)	198					

The results from the students' responses regarding the influence of school values on conflict management reveal both strengths and areas needing improvement in how these values are perceived and integrated into the school culture. A significant 72.2% of students affirm that their school has established a motto, vision, mission statements, and core values, as indicated

by a mean score of 1.39. This strong awareness underscores the foundational role these elements play in the school's identity. However, while students generally recognize these components, their ability to articulate them is less pronounced, with only 62.8% able to state the motto, vision, and mission, reflected in a mean score of 1.86. This discrepancy suggests a potential gap in deeper understanding or personal connection to these values.

When examining how these values were communicated, students rated the explanation of the school's motto, vision, mission statements, and core values upon joining at a mean score of 2.22, with only 55.6% feeling adequately informed. Similarly, the perception that students are guided by the vision statement received the same mean score, indicating a need for more effective communication strategies to reinforce these foundational elements. The understanding of the school's mission statement is slightly better, with a mean score of 2.08 and 58.4% agreement, suggesting that while students are aware of these guiding principles, clarity around their significance remains an area for growth.

The application of school core values in conflict resolution is particularly noteworthy, with a mean score of 2.48 and just 50.4% of students indicating they apply these values in conflict situations. This finding points to a disconnect between recognizing the importance of these values and their practical implementation in everyday interactions. Furthermore, knowledge of the school logo's meaning is relatively low, with a mean score of 2.77 and only 44.6% of students familiar with its significance. In contrast, the inspiration derived from the school anthem is high, with a mean score of 1.63 and 67.4% agreement, indicating that some aspects of school culture resonate positively with the student body.

55.4% of the students as shown by a mean of 2.77 are not aware of the meaning of all the items in the school logo. The logos, though appearing in exercise books, and clothes in many

schools, may therefore not inspire students who do not know their meaning. This would also cast doubts in the quality of the orientation programs happening in the schools since school emblems form a key part of school culture orientation.

Table 21: Teachers’ responses on the influence of school values on conflict management in secondary schools

	N	Min	Max	Mean	Agreeing %	Std. Deviation
Our school has a motto, vision, mission statements and core values	47	1	3	1.26	74.8	0.49
Teachers can state our school motto, vision and mission	47	1	4	1.85	63	0.86
Our school motto, vision, mission statements and core values were explained to me when I joined the school	47	1	5	2.17	56.6	0.96
Teachers are guided by our school vision statement	47	1	5	2.32	53.6	0.96
Teachers understand our school mission statement	47	1	5	2.09	58.2	0.83
Teachers apply our school core values to resolve conflicts	47	1	5	2.26	54.8	0.87
Teachers know the meaning of items found in our school logo.	47	1	5	2.32	53.6	0.93
Teachers are inspired by the words of our school anthem	47	1	5	2.00	60	0.98
Valid N (listwise)	47					

Table 21 shows that the teachers strongly agreed that their school has a motto, vision, mission statements and core values (mean=1.26, standard deviation=0.49). They agreed that they can state their school motto, vision and mission (mean=1.85, standard deviation=0.86), they are

inspired by the words of their school anthem (mean =2.00, standard deviation=0.98), they understand their school mission statement (mean=0.09, standard deviation=0.83), their school motto, vision, mission statements and core values were explained to them when they joined the school (mean=2.17, standard deviation=0.96), they apply their school core values to resolve conflicts (mean=2.26, standard deviation=0.87), they are guided by their school vision statement (mean=2.32, standard deviation=0.96), they know the meaning of items found in their school logo (mean=2.32, standard deviation=0.93). Consistent with the study findings, Lezotte, (1991) findings support that the school mission needs to be internalised by all members of the community to whom it is drawn.

Table 22: Deputy principals’ responses on the influence of school values on conflict management in secondary schools

	N	Min	Max	Mean	Agreeing %	Std. Deviation
Our school has a motto, vision, mission statements and core values	5	1	2	1.40	72	0.55
I can state our school motto, vision and mission	5	1	2	1.80	64	0.45
Our school motto, vision, mission statements and core values were explained to me when I joined the school	5	1	2	1.80	64	0.45
I am guided by our school vision statement	5	1	3	2.00	60	0.71
I understand our school mission statement	5	1	3	1.80	64	0.84
I apply our school core values to resolve conflicts	5	1	2	1.40	72	0.55
I know the meaning of items found in our school logo.	5	1	4	2.20	56	1.30
I am inspired by the words of our school anthem	5	1	3	1.60	68	0.89
Valid N (listwise)	5					

As presented in Table 22 majority of the deputy principals strongly agreed that their school has a motto, vision, mission statements and core values and that apply their school core values to resolve conflicts as demonstrated by a mean of 1.40 and a standard deviation of 0.55. They also strongly agreed that they are inspired by the words of their school anthem (mean=1.60, standard deviation=0.89), they can state their school motto, vision and mission (mean=1.80, standard deviation=0.45), their school motto, vision, mission statements and core values were explained to them when they joined the school (mean=1.80, standard deviation=0.45) and that they understand their school mission statement (mean=1.80, standard deviation=0.84). The deputy principals agreed that they are guided by their school vision statement (mean=2.00, standard deviation=0.71) and that they know the meaning of items found in their school logo (mean=2.20, standard deviation=1.30).

The study findings establish the school motto, vision and mission statements are well understood by the deputy principals. The statements were explained to them through the orientation programme. The findings are supported by the revelations by Kagema and Kagoiya, (2018) who hold that the role of the vision is vital in shaping the direction of discussions, dialogue, debates and even arguments held in a given institution.

However, 44% of the Deputy Principals do not understand the meaning of their logos.

Table 23: Principals views on the influence of school values on conflict management in secondary schools

	N	Min	Max	Mean	Agreeing %	Std. Deviation
Our school has a motto, vision, mission statements and core values	5	1	2	1.20	76	0.45
I can state our school motto, vision and mission	5	1	2	1.40	72	0.55
our school motto, vision, mission statements and core values were explained to me when I joined the school	5	1	2	1.60	68	0.55
I am guided by our school vision statement	5	1	2	1.40	72	0.55
I understand our school mission statement	5	1	2	1.40	72	0.55
I apply our school core values to resolve conflicts	5	1	2	1.40	72	0.55
I know the meaning of items found in our school logo.	5	1	4	2.00	60	1.22
I am inspired by the words of our school anthem	5	1	4	2.00	60	1.41
Valid N (listwise)	5					

Table 23 reveals that the principals strongly agreed that their school has a motto, vision, mission statements and core values as illustrated with a mean of 1.20 and a standard deviation of 0.45. The principals further strongly agreed that they can state their school motto, vision and mission they are guided by their school vision statement, they understand their school mission statement and that they apply their school core values to resolve conflicts as demonstrated by a mean of 1.40 and a standard deviation of 0.55 in each case. They also strongly agreed that their school motto, vision, mission statements and core values were explained to them when they joined the school (mean=1.60, standard deviation=0.55). At the same time, the principals

agreed that they know the meaning of items found in their school logo (mean=2.00, standard deviation= 1.22), and that they are inspired by the words of their school anthem (mean= 2.00, standard deviation=1.41).

From the interviews, the sub-county Director of Education and District Quality Assurance and Standards Officer shared that school values ease conflict management since all the stakeholders have a determined focus. The school motto, vision, mission and core values of a school leads the schools towards the institutional goals.

The views of the respondents with regard to the school values show that the schools have their motto, vision, mission and the core values which are well known. The values guide the stakeholders in these institutions. The findings corroborate with Kagema and Kagoiya, (2018) who opined that a common vision and mission among the stakeholders in the schools enhance their commitment and each member of the school community lives each day of their life from the day of joining and inspires them with a common purpose. The role of the vision is therefore vital in shaping the direction of discussions, dialogue, debates and even arguments held in a given community.

It is noted that 40% of the principals as shown by a mean of 2.0, neither know the meaning of items found in logo nor are they inspired by the words of anthem in the schools they lead. This explains why these two elements of school values scored low across the whole sampled population.

4.6 Time Culture and Conflict Management in Secondary Schools

The study sought to establish the influence of time culture on conflict management in secondary schools. The students views were as presented in Table 4.18

Table 24: Students response on the influence of time culture on conflict management

	N	Min	Max	Mean	Agreeing %	Std. Deviation
What do most students like to do when free: Rest	198	1	5	2.33	53.4	0.99
What do most students like to do when free: sleep	198	1	5	2.41	51.8	1.17
What do most students like to do when free: clubs	198	1	5	2.77	44.6	1.03
What do most students like to do when free: sports	198	1	5	2.38	52.4	1.04
What do most students like to do when free: talk to peers	198	1	5	2.26	54.8	1.15
What do most students like to do when free: read	198	1	5	2.38	52.4	1.04
Our school has a common time management strategy/slogan known by all teachers and students	198	1	5	2.08	58.4	1.22
Most conflicts occur during class time	198	1	5	3.62	27.6	1.24
Most conflicts occur during free time	198	1	5	2.20	56	1.07
Most conflicts occur at bed time	198	1	5	4.02	19.6	1.11
Most conflicts occur at preps time	198	1	5	3.80	24	0.90
Most conflicts occur during sports time	198	1	5	3.69	26.2	1.12
Most conflicts occur when going home	198	1	5	3.61	27.8	1.27
Valid N (listwise)	198					

The responses from the students regarding the influence of time culture on conflict management reveal insightful patterns about how students engage during their free time and

their perceptions of conflict within the school environment. The data indicates a preference for relaxation and social interaction, while also highlighting significant concerns related to conflict occurrence.

Students show a marked inclination towards activities that promote rest and social engagement, with a mean score of 2.33 for resting and 2.41 for sleeping. These scores suggest that over half of the students prioritize downtime when they are not in structured activities. In contrast, participation in clubs received a mean score of 2.77, indicating less enthusiasm for organized extracurricular activities. This lower score may reflect a preference for less formal engagement during free time, as students might favor socializing with peers or engaging in sports, which scored a mean of 2.38. The relatively high agreement for talking to peers (mean of 2.26) further underscores the importance of social interaction in students' lives.

Regarding time management, the students indicated a reasonable level of awareness of a common time management strategy within the school, reflected in a mean score of 2.08. With 58.4% of students agreeing on the existence of such a strategy, there seems to be a recognition of structured time management. However, the low mean score suggests that many students might not feel fully engaged or informed about its implementation, indicating a potential area for improvement in communication and student involvement.

When analyzing perceptions of conflict occurrence, the data provides contrasting insights. Most students do not strongly associate class time with conflicts, as indicated by a mean score of 3.62, with only 27.6% agreeing that conflicts frequently arise during this period. This suggests that students view the classroom as relatively controlled, but it raises questions about what might contribute to tensions outside of class. In contrast, conflicts during free time are seen as more prevalent, with a mean score of 2.20 and 56% of students agreeing. This highlights

the potential for unstructured free periods to lead to misunderstandings and conflicts, pointing to the need for effective supervision and structured activities during these times.

Interestingly, the data indicates that bedtime is perceived as a low-conflict time, with a mean score of 4.02 and only 19.6% agreeing that conflicts occur during this period. This may suggest that while students recognize the possibility of conflicts, they do not frequently experience them, perhaps reflecting a disconnect between perception and reality. The scores for conflict during study prep time (mean of 3.80) and sports time (3.69) also show that these structured activities can be sources of tension, indicating that conflicts may arise even in settings intended for learning and teamwork.

Additionally, conflicts when going home received a mean score of 3.61, suggesting that students recognize potential challenges during transitions from school to home. This may relate to academic pressures or social dynamics that are exacerbated during these times.

In conclusion, the findings illustrate that students prioritize relaxation and social interactions during their free time, yet they perceive unstructured periods as critical for conflict occurrences. The acknowledgment of a time management strategy indicates a degree of awareness that could be further developed to enhance student engagement. To foster a more harmonious school environment, it would be beneficial to address the factors contributing to conflicts during free time and ensure that structured activities are available to mitigate misunderstandings and enhance student interactions.

Table 25: Teachers' views on the influence of time culture on conflict management in secondary schools

	N	Min	Max	Mean	Agreeing %	Std. Deviation
What do most students like to do when free: Rest	47	1	5	2.28	54.4	0.88
What do most students like to do when free: sleep	47	1	5	2.49	50.2	1.06
What do most students like to do when free: clubs	47	1	5	2.64	47.2	1.09
What do most students like to do when free: sports	47	1	4	2.23	55.4	0.87
What do most students like to do when free: talk to peers	47	1	4	1.98	60.4	0.82
What do most students like to do when free: read	47	1	5	2.15	57	1.37
Our school has a common time management strategy/slogan known by all teachers and students	47	1	5	2.13	57.4	1.26
Most conflicts occur during class time	47	1	5	3.72	25.6	0.99
Most conflicts occur during free time	47	1	4	1.89	62.2	0.60
Most conflicts occur at bed time	47	2	5	3.85	23	0.72
Most conflicts occur at preps time	47	1	5	3.79	24.2	0.86
Most conflicts occur during sports time	47	1	5	3.85	23	0.78
When going home	47	1	5	3.79	24.2	0.95
Valid N (listwise)	47					

The results from teachers regarding the influence of time culture on conflict management in secondary schools reveal important insights into their perceptions of student behavior and conflict dynamics. Overall, the findings suggest a consensus among teachers about students'

preferences during free time and the potential impact of these preferences on conflict occurrence.

Teachers report that students primarily enjoy resting and engaging in social interactions during their free time, as indicated by a mean score of 2.28 for resting and 2.49 for sleeping. These results suggest that over half of the teachers agree that students value downtime, which aligns with the need for relaxation amid academic pressures. Additionally, the preference for talking to peers received a mean score of 1.98, with 60.4% of teachers agreeing, emphasizing the importance of social engagement in students' lives. However, activities such as clubs and sports received mean scores of 2.64 and 2.23, respectively, indicating a lower level of interest in structured extracurricular activities. This could point to a reluctance among students to engage in organized settings, which may affect their social development and conflict resolution skills.

The teachers also indicated a reasonable level of awareness regarding the school's time management strategies, as reflected in a mean score of 2.13 and 57.4% agreement. This suggests that teachers believe there is some common understanding of time management among staff and students, though the relatively low score indicates that there may be room for improvement in how these strategies are communicated and implemented.

When it comes to conflict occurrence, teachers perceive a stark contrast between class time and free time. A mean score of 3.72 indicates that teachers do not strongly agree that conflicts often arise during class, with only 25.6% acknowledging this. In contrast, conflicts during free time are perceived to be much more prevalent, with a mean score of 1.89 and 62.2% of teachers agreeing. This highlights the notion that unstructured periods can lead to misunderstandings and disputes among students, suggesting that effective supervision and organized activities could help mitigate potential conflicts.

The findings also reveal that teachers view bedtime as a time when conflicts are less likely to occur, with a mean score of 3.85 and only 23% agreeing that conflicts happen during this time. This perception may reflect teachers' beliefs that students are more settled at home compared to the school environment. Similarly, conflicts during study prep time, sports, and when going home also received high mean scores (3.79 and 3.85), indicating that these periods can also be sources of tension. The consistent high scores for these times suggest that teachers recognize the need to address potential conflicts during structured activities.

In conclusion, the findings illustrate that teachers are aware of students' preferences for relaxation and social interaction during free time, and they acknowledge that unstructured periods are significant times for conflict occurrence. The relatively low agreement on conflicts during class time suggests that teachers may perceive the classroom environment as more controlled. To foster a more harmonious school environment, it may be beneficial for schools to enhance their time management strategies and provide structured opportunities for students during free time, thus reducing the potential for conflicts and supporting positive social interactions.

As established from the students' responses, the teachers also support that most conflicts occur during free time. They also concur with the students that most students like to talk to peers when free. The findings also show that conflicts rarely occur during class time, preps time, when going home, at bed time or during sports time. Consistent sentiments were provided by Waweru (2013) that when too much unscheduled time is provided, some learners may never use it constructively. The learners may utilize this time to engage in unconstructive arguments which becomes a source of conflict.

Table 26: Deputy principals' views on the influence of time management on conflict management in secondary schools

	N	Min	Max	Mean	Agreeing %	Std. Deviation
What do most students like to do when free: Rest	5	1	4	2.40	52	1.14
What do most students like to do when free: sleep	5	1	4	2.20	56	1.10
What do most students like to do when free: clubs	5	2	5	2.60	48	1.34
What do most students like to do when free: sports	5	2	3	2.60	48	0.55
What do most students like to do when free: talk to peers	5	1	2	1.40	72	0.55
What do most students like to do when free: read	5	1	4	2.60	48	1.34
Our school has a common time management strategy/slogan known by all teachers and students	5	1	2	1.60	68	0.55
Most conflicts occur during class time	5	1	4	3.00	40	1.41
Most conflicts occur during free time	5	1	2	1.60	68	0.55
Most conflicts occur at bed time	5	2	5	3.80	24	1.10
Most conflicts occur at preps time	5	4	5	4.20	16	0.45
Most conflicts occur during sports time	5	3	5	4.00	20	0.71
When going home	5	4	5	4.20	16	0.45
Valid N (listwise)	5					

The responses from deputy principals regarding the influence of time management on conflict management in secondary schools provide a nuanced understanding of student behavior and conflict dynamics. The findings highlight a recognition of students' preferences during free time, as well as insights into when conflicts are perceived to occur.

Deputy principals indicated that students tend to favor activities that promote relaxation and socialization during their free time. The mean score for resting is 2.40, while sleeping has a mean of 2.20, both reflecting a significant degree of agreement among the deputy principals that students prioritize downtime. However, activities such as participation in clubs and sports scored higher at 2.60, suggesting a lower interest in organized extracurricular engagement. This pattern may imply that while students appreciate social interaction, they may prefer more informal settings over structured activities. The mean score for talking to peers is notably low at 1.40, indicating a strong consensus among deputy principals that this is a favored activity for students, with 72% agreeing.

Regarding the school's time management strategies, a mean score of 1.60 suggests a considerable level of awareness and recognition among deputy principals that such strategies exist and are known to both teachers and students. This awareness is critical, as effective time management can significantly influence students' ability to navigate their schedules and reduce conflict.

When examining conflict occurrence, deputy principals perceive that most conflicts arise during free time, as indicated by a mean score of 1.60 and 68% agreement. This highlights the potential risks associated with unstructured periods where students may have more freedom and less supervision, suggesting that schools should consider implementing structured activities during these times to minimize misunderstandings.

Interestingly, conflicts occurring during class time received a mean score of 3.00, indicating a neutral stance that conflicts can happen but are not prevalent. This perception contrasts sharply with the lower mean scores for conflicts at bedtime (3.80), during study prep time (4.20), and when going home (4.20). These high scores suggest that deputy principals view these periods

as times when conflicts are less likely to occur, potentially indicating that students are in more settled environments away from school during these times.

In conclusion, the findings from the deputy principals reveal a significant awareness of students' preferences for relaxation and social interaction during free time, along with a clear recognition of the potential for conflicts to arise during these unstructured periods. The relatively high level of agreement on the existence of time management strategies underscores the importance of structured time in reducing conflicts. By fostering better time management practices and providing more organized activities during free periods, schools can help create a more harmonious environment that mitigates potential conflicts and supports positive student interactions.

The responses from the deputy principals confirm the earlier established findings that during leisure time most students like to talk to peers and that most conflicts occur during free time. The findings also confirm that the school has a common time management strategy. The study shows that conflicts rarely occur at bed time, during sports time or during preps time.

Table 27: Principals' views on the influence of time culture on conflict management in secondary schools

	N	Mi	Ma	Mea	Agreeing %	Std.
	n	x	n			Deviation
What do most students like to do when free: Rest	5	1	2	1.80	64	0.45
What do most students like to do when free: sleep	5	1	4	2.20	56	1.10
What do most students like to do when free: clubs	5	1	4	2.60	48	1.14
What do most students like to do when free: sports	5	1	3	2.00	60	0.71
What do most students like to do when free: talk to peers	5	1	5	2.20	56	1.64
What do most students like to do when free: read	5	1	2	1.60	68	0.55
Our school has a common time management strategy/slogan known by all teachers and students	5	1	4	2.20	56	1.30
Most conflicts occur during class time	5	3	5	4.00	20	0.71
Most conflicts occur during free time	5	2	2	2.00	60	0.00
Most conflicts occur at bed time	5	3	5	3.80	24	0.84
Most conflicts occur at preps time	5	2	5	3.40	32	1.34
Most conflicts occur during sports time	5	2	5	3.80	24	1.10
When going home	5	2	4	3.40	32	0.89
Valid N (listwise)	5					

The responses from five principals regarding the influence of time culture on conflict management in secondary schools provide valuable insights into how time management and students' preferences may impact conflict dynamics. The data suggests a strong understanding

among principals of what students enjoy during their free time, as well as a perception of when conflicts are most likely to arise.

Principals indicated that students prioritize activities that promote relaxation and social engagement. The mean score for resting during free time is 1.80, with 64% of principals agreeing that this is a common preference. Additionally, sleeping received a mean score of 2.20, showing that students also value downtime for rest. The activities of clubs and sports received mean scores of 2.60 and 2.00, respectively, indicating that while students do participate in organized activities, they are less favored compared to more informal pursuits. The lower preference for clubs might suggest that students lean toward spontaneous social interactions rather than structured engagements. Furthermore, the mean score for talking to peers is 2.20, suggesting that socialization is an important aspect of students' free time, aligning with their desire for connection.

The principals also demonstrated a reasonable level of awareness regarding the school's time management strategies, reflected in a mean score of 2.20 and 56% agreement that these strategies are known by both teachers and students. This awareness is essential, as effective time management can play a critical role in reducing potential conflicts and enhancing the overall school climate.

When examining conflict occurrence, the principals perceive that most conflicts do not happen during class time, as indicated by a high mean score of 4.00. This suggests a belief that the classroom environment is relatively controlled, which may contribute to fewer disputes among students during instructional periods. In contrast, conflicts during free time received a mean score of 2.00, reflecting a significant acknowledgment that unstructured time can indeed lead

to conflicts, with 60% of principals agreeing on this point. This underscores the necessity for schools to consider how to structure free periods effectively to minimize conflict.

The results also indicate that principals believe conflicts are less likely to occur during bedtime, study prep time, and when going home, with mean scores of 3.80, 3.40, and 3.40, respectively. These scores imply that principals view these times as less contentious, possibly because students are in more stable environments. However, the relatively high mean scores for conflicts during sports time (3.80) suggest that even structured activities can be sources of tension, indicating a need for better management of these events to prevent disputes.

In conclusion, the findings from the principals reveal a strong recognition of students' preferences for relaxation and social interaction during free time, alongside an understanding of the potential for conflict during these unstructured periods. The low perception of conflicts occurring during class time suggests that principals believe in the effectiveness of instructional settings, while the acknowledgment of free time as a potential conflict zone highlights an area for improvement. By enhancing time management strategies and offering structured activities during free periods, schools can work towards reducing conflicts and fostering a more positive social environment for students.

The study sought to find out the significance of time management culture in the management of conflicts in schools. From the interviews, it was revealed that time management is essential as it ensures that there is order in all the operations of the schools. Instructional time prescribes school hours that are official for all learners in basic education. Setting time for all the activities to ensure that the students have a routine and are engaged in most of the time to avoid conflicts. Concurring with the study findings, Kelly (2015) opines that effective time management, enhances communication, reduces stress and increases chances of conflict resolution.

The data shows that 68% of the principals rate reading as the students most favourite activity of spending free time. This is in contrast with students, teachers and deputy principals who all agree that most students like to talk to peers when free.

The main conflict resolution mechanisms that are applied in the schools as found from the interviews is dialogue, accommodation strategy, embracing open systems where everyone has a chance to air their views and the areas of conflict discussed openly and encouraging democratic representation in the choice of leaders especially the prefects.

4.7 Nature of Conflict in Secondary Schools

The study sought to reveal the nature of the conflicts in secondary schools. The students, principals, deputy principals and teachers were requested to indicate the frequency in which conflicts in the school were caused by the stated causes. The scale was; 1 for very often, 2 for often, 3 for sometimes, 4 for rarely and 5 for never.

The students level of agreement on the most common courses/sources of conflicts in their school are presented in Table 4.22

Table 28: Students' responses to the conflict management need

	N	Min	Max	Mean	Agreeing %	Std. Deviation
Rise in school fees	198	1	5	3.75	25	1.10
Non Listening teachers	198	1	5	3.80	24	0.93
Inadequate facilities and amenities	198	1	5	3.72	25.6	1.03
Examinations	198	1	5	4.01	19.8	0.83
Prefects	198	1	5	2.07	58.6	1.11
Food	198	1	5	2.15	57	1.06
Too tight school schedules	198	1	5	2.39	52.2	1.25
Rights and privillages are denied	198	1	5	3.63	27.4	1.24
communication gap	198	1	5	3.63	27.4	1.06
Double standards when dealing with students/ unfairness	198	1	5	2.23	55.4	1.17
When forced to do things	198	1	5	2.35	53	1.24
Social Media	198	1	5	3.83	23.4	0.89
Drugs and Substance abuse	198	1	5	2.21	55.8	1.15
Failure to complete assignments	198	1	5	2.32	53.6	1.23
Bullying	198	1	5	3.92	21.6	1.26
Poor performance	198	1	5	2.35	53	1.13
School trips and activities	198	1	5	3.51	29.8	1.31
Absenteeism	198	1	5	2.19	56.2	0.94
Valid N (listwise)	198					

The responses from 198 students regarding their perceptions of conflict management needs reveal several significant concerns that impact their school experience. The data highlights various issues, indicating where students feel conflicts may arise and the importance of addressing these areas for better management.

Students expressed notable dissatisfaction with several factors contributing to conflict. The mean score for "rise in school fees" is 3.75, with only 25% agreeing that it is a significant issue, suggesting that while it is a concern, it may not be at the forefront of their minds compared to other issues. Similarly, the mean score of 3.80 for "non-listening teachers" indicates that students feel teachers are not adequately attentive to their needs, which can exacerbate feelings of frustration and contribute to conflicts. The need for improvement in this area is clear, as communication and support from teachers are essential for fostering a positive school environment.

In terms of facilities, students rated "inadequate facilities and amenities" with a mean of 3.72, indicating a recognition that the lack of adequate resources can lead to dissatisfaction. Additionally, the perception of examination-related stress scored a mean of 4.01, showing that students feel overwhelmed by the pressures of assessments, which can contribute to conflicts within the academic setting.

Interestingly, students indicated more favorable views regarding "prefects" and "food," with mean scores of 2.07 and 2.15, respectively. These scores suggest that students generally feel satisfied with the role of prefects in managing school discipline and the quality of food provided. However, when examining "too tight school schedules," the mean score of 2.39 indicates a moderate concern that could lead to conflicts related to time management and academic pressure.

Issues of fairness also surfaced in the responses. The mean score for "double standards when dealing with students" is 2.23, highlighting students' perceptions of inequity, which can foster resentment and conflict. Similarly, the mean score for "when forced to do things" is 2.35, suggesting that students feel their autonomy is often compromised, leading to frustration.

Several social issues were also reported. Students expressed concern regarding "bullying," with a mean score of 3.92, indicating that this remains a significant issue within the school environment. Additionally, the mean score for "drugs and substance abuse" is 2.21, showing that students perceive this as a concern needing attention. The prevalence of "poor performance" and "failure to complete assignments" both received mean scores around 2.32 and 2.35, respectively, emphasizing the stressors that can lead to conflict among peers and between students and teachers.

The findings underscore the need for effective communication and a supportive school environment. The data suggests that addressing the concerns related to teacher attentiveness, academic pressures, and perceived inequities could significantly enhance conflict management strategies within the school. By focusing on these areas, schools can work toward creating a more harmonious atmosphere that addresses the underlying issues contributing to student conflicts.

The findings show that the nature sources of conflict were in consist to those in the US as established by a study by Waasdorp (2012) who revealed that bullying was common in the schools.

It is important to note that students ranked prefects as the number one source of conflicts in schools. It is concerning to note that this was still a top reason for conflicts in schools, over 25 years since four prefects were burnt in their cubicles in a school in Nyeri. This factor has also appeared in several reports on school.

Table 29: Teachers' views on the conflict management need

	N	Min	Max	Mean	Agreeing %	Std. Deviation
Allegation of corrupt practices in the school	47	2	5	4.13	17.4	0.92
Tardiness/ lateness / lack of punctuality	47	1	5	2.19	56.2	1.06
Drug and substance abuse	47	1	5	2.36	52.8	1.09
Truancy/absenteeism	47	1	5	2.45	51	1.25
Bullying	47	1	5	3.64	27.2	1.11
Dress code	47	1	5	2.45	51	1.10
Failure to complete assignment	47	1	5	1.77	64.6	1.05
Theft	47	1	5	2.34	53.2	1.13
contrabands/items not allowed in school	47	1	5	2.30	54	1.06
sneaking out of school	47	1	5	3.60	28	1.17
Strikes	47	1	5	4.00	20	1.12
Destruction of property	47	1	5	3.30	34	1.20
Teacher-student conflicts	47	1	5	3.53	29.4	1.18
Student-Student conflict	47	1	4	2.36	52.8	0.87
Recurring conflicts	47	1	5	2.70	46	1.12
Others	47	1	4	2.13	57.4	0.54
Valid N (listwise)	47					

Table 4.26 reveals that that majority of the teachers indicated that they very often handle conflict regarding failure to complete assignments as demonstrated by a mean of 1.77 and a standard deviation of 1.05. The teachers indicated that they often handled conflicts as result of tardiness/ lateness / lack of punctuality (mean of 2.19, standard deviation of 1.06), contrabands/items not allowed in school (mean=2.30, standard deviation=1.06), theft (mean=2.34, standard deviation=1.13), student-student conflict (mean=2.36, standard deviation=0.87), drug and substance abuse (mean=2.36, standard deviation=1.09),

truancy/absenteeism (mean=2.45, standard deviation=1.25) and dress code (mean of 2.45, standard deviation= 1.10). The teachers noted that they sometimes handled recurring conflicts (mean=2.70, standard deviation=1.12) and destruction of property (mean=3.30, standard deviation= 1.20).

The teachers, however, revealed that teacher-student conflicts (mean=3.53, standard deviation=1.18), sneaking out of school (mean=3.60, standard deviation=1.17), bullying (mean=3.64, standard deviation=1.11), strikes (mean=4.00, standard deviation=1.12), allegation of corrupt practices in the school (mean=4.13, standard deviation=0.92) were rarely caused of conflicts in the school.

The views of the teachers were similar to those of the students. It can therefore be inferred that the often causes of conflict in the schools were failure to complete the assignments, lack of punctuality and possession of items not allowed in school while the rare causes included the teacher-student conflicts, sneaking out of school, bullying and strikes.

Table 30: Deputy principals' responses on the conflict management need

	N	Min	Max	Mean	Agreeing %	Std. Deviation
Allegation of corrupt practices in the school	5	2	4	3.60	28	0.89
Tardiness/ lateness / lack of punctuality	5	2	4	2.40	52	0.89
Drug and substance abuse	5	1	4	2.60	48	1.34
Truancy/absenteeism	5	1	4	2.20	56	1.10
Bullying	5	3	4	3.80	24	0.45
Dress code	5	2	3	2.40	52	0.55
Failure to complete assignment	5	1	2	1.40	72	0.55
Theft	5	2	2	2.00	60	0.00
contrabands/items not allowed in school	5	1	2	1.80	64	0.45
sneaking out of school	5	2	4	3.60	28	0.89
Strikes	5	2	5	3.40	32	1.34
Destruction of property	5	2	4	2.80	44	1.10
Teacher-student conflicts	5	2	5	3.80	24	1.10
Student-Student conflict	5	1	4	2.20	56	1.10
Recurring conflicts	5	2	4	2.80	44	1.10
Valid N (listwise)	5					

The findings show that majority of the deputy principals indicated that failure to complete assignment (mean=1.40, standard deviation=0.55), and contrabands/items not allowed in school (mean=1.80, standard deviation=0.45) were very often causes of conflicts. They revealed that theft (mean=2.00, standard deviation=0.00), truancy/absenteeism (mean=2.20, standard deviation=1.10), student-student conflict (mean=2.20, standard deviation=1.10), tardiness/ lateness /lack of punctuality (mean=2.40, standard deviation=0.89), dress code (mean=2.40, standard deviation=0.55) and drug and substance abuse (mean=2.60, standard

deviation=1.34) caused conflicts in the school often. The deputy principals noted that sometimes destruction of property (mean=2.80, standard deviation=1.10), recurring conflicts (mean=2.80, standard deviation=1.10) and strikes (mean=3.40, standard deviation=1.34) also caused of conflicts. However, allegation of corrupt practices in the school (mean=3.60, standard deviation=0.89), sneaking out of school (mean=3.60, standard deviation=0.89), bullying (mean=3.80, standard deviation=0.45) and teacher-student conflicts (mean=3.80, standard deviation=1.10) were rare types of conflicts in the school.

The opinions of the deputy principals were crucial in determining the nature of conflicts in the schools since they have a key role in instilling discipline in the institutions. As revealed by the students and the teachers, the views of the deputy principals confirm that the often causes of conflict in the schools were failure to complete the assignments, lack of punctuality and possession of items not allowed in school while the rare causes included the teacher-student conflicts, sneaking out of school, bullying and strikes.

Table 31: Principals' views on the conflict management need

	N	Min	Max	Mean	Agreeing %	Std. Deviation
Allegation of corrupt practices in the school	5	4	5	4.20	16	0.45
Tardiness/ lateness / lack of punctuality	5	1	4	2.60	48	1.34
Drug and substance abuse	5	1	3	2.00	60	0.71
Truancy/absenteeism	5	1	5	2.20	56	1.64
Bullying	5	2	5	4.00	20	1.22
Dress code	5	2	4	2.80	44	1.10
Failure to complete assignment	5	1	2	1.60	68	0.55
Theft	5	1	4	2.60	48	1.34
Contrabands/items not allowed in school	5	1	4	2.20	56	1.10
Sneaking out of school	5	4	5	4.20	16	0.45
Strikes	5	4	5	4.20	16	0.55
Destruction of property	5	2	5	4.00	20	1.22
Teacher-student conflicts	5	2	5	4.00	20	1.22
Student-Student conflict	5	2	5	2.80	44	1.30
Recurring conflicts	5	2	5	3.80	24	1.10
Valid N (listwise)	5					

The findings revealed that majority of the principals revealed that failure to complete assignment (mean=1.60, standard deviation=0.55) caused conflicts very often. At the same time the principals noted that drug and substance abuse (mean=2.00, standard deviation=0.71), truancy/absenteeism (mean=2.20, standard deviation=1.64), contrabands/items not allowed in school (mean=2.20, standard deviation=1.10), tardiness/lateness/lack of punctuality (mean=2.60, standard deviation=1.34) and theft (mean=2.60, standard deviation=1.34) were the often causes of conflicts.

In the same vein the principals indicated that sometimes conflicts were caused by dress code (mean=2.80, standard deviation=1.10) and student-student conflict (mean=2.80, standard deviation=1.30). Nevertheless, the principals noted that recurring conflicts (mean=3.80, standard deviation=1.10), bullying (mean=4.00, standard deviation=1.22), destruction of property (mean=4.00, standard deviation=1.22), teacher-student conflicts (mean=4.00, standard deviation=1.22), allegation of corrupt practices in the school (mean=4.20, standard deviation=0.45), sneaking out of school (mean=4.20, standard deviation=0.45) and strikes (mean=4.20, standard deviation=0.55) were rare causes of conflict in the schools.

The Director of Education and District Quality Assurance and Standards Officer revealed that the main sources of conflicts are failure to complete assignments, drugs and substance abuse, absenteeism, poor performance of the students, students not adhering to the school schedules and rules. Similar opinions were revealed from the principals, deputy principals, teachers and the students.

The study discovered that failure to complete assignments, drug and substance abuse, truancy/absenteeism, contrabands/items not allowed in school, tardiness/lateness/lack of punctuality were the often causes of conflicts. The findings further show that recurring conflicts, bullying, destruction of property, teacher-student conflicts, allegation of corrupt practices in the school, sneaking out of school were rare causes of conflict in the schools. These findings were however inconsistent with the findings of a study in the US by John (2018) which revealed that bullying is the most common manifestations of conflicts in learning institutions.

4.8 Correlation Analysis

The study conducted a person correlation to assess the relationship between the study variables.

Table 32: Correlation Analysis

		Conflict management	Teaching & Learning Norms	Culture Support strategies	School Values	Time culture
Conflict management	Pearson	1	.070	.069	.127*	.136*
	Correlation					
	Sig. (2- tailed)		.264	.270	.041	.029
	N	257	257	257	257	256
Teaching & Learning Norms	Pearson	.070	1	.525**	.291**	.255**
	Correlation					
	Sig. (2- tailed)	.264		.000	.000	.000
	N	257	257	257	257	256
Culture Support Strategies	Pearson	.069	.525**	1	.537**	.174**
	Correlation					
	Sig. (2- tailed)	.270	.000		.000	.005
	N	257	257	257	257	256
School Values	Pearson	.127*	.291**	.537**	1	.073
	Correlation					
	Sig. (2- tailed)	.041	.000	.000		.246
	N	257	257	257	257	256
Time Culture	Pearson	.136*	.255**	.174**	.073	1
	Correlation					
	Sig. (2- tailed)	.029	.000	.005	.246	
	N	256	256	256	256	256

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient of $r(257) = 0.070$, $p(0.264) > 0.05$ shows that there is a weak insignificant relationship between the two attributes. Therefore, there is an insignificant relationship between conflict management and the Teaching & Learning Norms in the schools.

The correlation coefficient of $r(257) = 0.069$, $p(0.270) > 0.05$ shows that there is a weak insignificant relationship between the two attributes. Therefore, there is an insignificant relationship between conflict management and school culture support strategies.

The correlation coefficient of $r(257) = 0.127$, $p(0.041) < 0.05$ shows that there is a weak significant relationship between the two attributes. Therefore, there is a significant relationship between conflict management and school values strategies.

The correlation coefficient of $r(257) = 0.136$, $p(0.029) < 0.05$ shows that there is a weak significant relationship between the two attributes. Therefore, there is a significant relationship between conflict management and time culture.

4.9 Thematic analysis

The analysis and reporting of data from the interviews were conducted using a qualitative thematic analysis approach. First, the recorded interviews were transcribed verbatim to ensure accuracy and preserve the nuances of the participants' responses. Once the transcriptions were completed, the data were thoroughly reviewed to familiarize myself with the content and context of the participants' narratives.

The next step involved coding the transcripts. Initial codes were generated by identifying significant phrases, sentences, and ideas that related to the influence of school culture strategies on conflict management. This coding process was iterative; as I progressed through the transcripts, I revisited earlier codes to refine and expand them based on emerging patterns.

After the initial coding, similar codes were grouped into broader themes. This thematic framework helped in organizing the data into coherent categories, such as “collaborative conflict resolution,” “the role of school values,” and “support systems in managing conflicts.”

Each theme was then analyzed in depth, examining how participants described their experiences and perceptions related to conflict management within their schools.

To enhance the reliability and validity of the findings, I employed a peer debriefing process, discussing the themes and codes with colleagues to obtain feedback and ensure that the interpretations were grounded in the data. Additionally, member checking was conducted, where a selection of participants was invited to review the findings and provide their insights on the accuracy of the representation of their views.

In reporting the results, I adopted a narrative format that highlighted key themes and supported them with direct quotes from participants. This approach not only illustrated the findings but also ensured that the voices of the participants were prominently featured. The final report synthesized the qualitative insights with any relevant quantitative data, providing a comprehensive understanding of how school culture strategies influence conflict management practices in public secondary schools in Nyeri Central Sub-County, Kenya.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, the conclusions and the recommendations made thereof. The chapter also presents suggestions for future studies.

5.2 Summary of the Study

The study sought to assess the influence of school culture strategies on conflict management. The objectives were to investigate how teaching and learning norms influence conflict management in secondary schools in Nyeri Central Sub-county, to find out the influence of school culture support systems on conflict management in secondary schools in Nyeri Central Sub-county, to find out the influence of School values on conflict management in secondary schools in Nyeri Central Sub-county and to establish the influence of time culture on conflict management in secondary schools in Nyeri Central Sub-county, Kenya. The study adopted a descriptive survey design. The target population for the study comprised all secondary schools in Nyeri central sub-county, 1 Sub-county Director of Education, 1 District Quality Assurance and Standards Officer and all Form III Students. Questionnaires and interview were used to collect data. The study was analysed using quantitative and qualitative procedures concurrently. The Qualitative data was analysed thematically and presented in narrative form. Quantitative data was coded and subjected to SPSS version 28 and analysed using descriptive statistics. The analysis was presented using tables and narratives.

5.2.1 Influence of teaching and learning norms on conflict management

The analysis of data reveals several critical findings regarding the influence of teaching and learning norms on conflict management in secondary schools.

First, the perception of insufficient teaching staff is a significant concern, reflected in a mean score of 1.94, with 61.2% of students agreeing that there are not enough teachers in their school. This shortage is likely to increase conflicts due to the added pressures on overburdened teachers, resulting in less support for students.

Second, students expressed a lack of confidence in the timeliness of syllabus completion, as indicated by low mean scores of 2.16 for the existence of completion deadlines and 2.49 for adherence to these deadlines, with only 56.8% and 50.2% of students in agreement, respectively. This uncertainty around academic expectations may contribute to confusion and frustration, exacerbating conflicts related to coursework.

Furthermore, there is a notable lack of predictability and consistency regarding assignment and examination schedules, with mean scores of 2.36 for assignments and 2.31 for CATs/examinations. Only 52.8% to 54.6% of students agreed on the structure of these schedules, which can lead to disputes over workload and assessment expectations.

The findings also highlight concerns regarding the motivation system, with a mean score of 2.30 and 54% of students expressing uncertainty about the fairness and clarity of how their efforts are recognized. This ambiguity may foster feelings of inequity, a known trigger for conflict.

Additionally, students perceive inconsistencies in lesson punctuality, with a mean score of 2.45 suggesting that only half of the lessons start on time. Such disruptions can lead to frustration and conflict between students and teachers. The average score of 2.29 for the predictability of school events and trips, with 54.2% of students agreeing, indicates a desire for more structured planning, which may reduce anxiety and conflict over logistics and participation.

74% of the principals are in strong agreement that all lessons are punctually taught at the scheduled time. This view is not shared with the students, teachers and the majority of the Deputy Principals 56% stated that this is not happening as it should.

5.2.2 Influence of school culture support systems on conflict management

One of the most significant findings is the perceived lack of collaborative input in formulating school regulations, as indicated by a mean score of 3.22. This suggests that students feel disconnected from the decision-making processes that affect their behavior, potentially leading to conflicts. In contrast, the clarity of school rules is rated positively, with mean scores of 1.75 for rules outlining expected behaviors and 2.11 for prohibited actions. This clarity is essential for establishing clear expectations, which can help mitigate conflicts.

However, students expressed dissatisfaction with their representation in school governance, reflected in a mean score of 2.37 for the existence of a fairly elected student governing body. This indicates that while some representation exists, it may not be perceived as robust. Additionally, the low score of 3.88 for the availability of an open forum for discussing issues suggests a need for better platforms where students can voice concerns, as the lack of such avenues can lead to frustration and feelings of isolation.

Participation in extracurricular activities, such as sports and clubs, is also crucial for fostering a sense of community. The mean scores of 2.31 for sports and 2.16 for clubs indicate that while some students engage in these activities, a significant number do not. Encouraging greater involvement in extracurricular activities can help build connections among students, thereby reducing conflicts.

Support systems are viewed positively, with mean scores of 1.78 for religious societies and 1.87 for guidance and counseling programs. These findings suggest that students find these resources beneficial for their spiritual and emotional needs. However, the mean score of 3.28 for the effectiveness of conflict management training points to a need for enhanced training opportunities. Providing students with more robust conflict resolution skills can help them manage disputes constructively.

The effectiveness of mentorship and buddy systems received a mean score of 2.31, indicating that while these systems exist, their impact may not be as strong as intended. Similarly, the presence of an active peace club, with a score of 2.67, shows moderate recognition of its role in fostering a peaceful environment.

Students indicated that the prefects are the major cause of conflicts in schools (56%).

5.2.3 Influence of school values on conflict management

The analysis of students' responses regarding the influence of school values on conflict management yields several key findings.

First, an impressive 72.2% of students acknowledge the existence of a school motto, vision, mission statements, and core values, demonstrated by a mean score of 1.39. This indicates a strong foundational awareness of these elements within the school culture. However, there is a notable gap in the ability to articulate these values, with only 62.8% of students able to state them, reflected in a mean score of 1.86. This suggests that while students recognize the school's guiding principles, a deeper understanding and personal connection to these values are lacking.

Furthermore, the communication of these values needs improvement. Students rated the explanation of the school's motto, vision, and mission upon joining at a mean score of 2.22,

with only 55.6% feeling adequately informed. Similarly, the perception that students are guided by the vision statement also scored a mean of 2.22, indicating a need for more effective communication strategies. The understanding of the school's mission statement, while slightly better with a mean score of 2.08 and 58.4% agreement, still highlights a critical area for growth in clarity and engagement.

The application of core values in conflict resolution reveals significant room for improvement. With a mean score of 2.48 and just 50.4% of students indicating they apply these values in conflict situations, there is a disconnect between the recognition of these values and their practical use. Additionally, knowledge of the school logo's meaning is low, with a mean score of 2.77 and only 44.6% of students familiar with its significance. Conversely, students feel inspired by the school anthem, which received a high mean score of 1.63 and 67.4% agreement, indicating that some cultural elements are positively resonating with the student body.

The correlation coefficient of $r(257) = 0.127$, $p(0.041) < 0.05$ shows that there is a weak significant relationship between the two attributes. Therefore, there is a significant relationship between conflict management and school values strategies.

5.2.4 Influence of Time culture on conflict management

The analysis of student responses regarding the influence of time culture on conflict management reveals several important findings and actionable recommendations. First, students exhibit a strong preference for activities that promote relaxation and social engagement, as evidenced by mean scores of 2.33 for resting and 2.41 for sleeping. This suggests that a significant portion of the student body values downtime over organized extracurricular activities, which received a lower mean score of 2.77. This trend indicates that

many students favor informal social interactions, reflected in a mean score of 2.26 for talking to peers, highlighting the importance of social connections in their school experience.

Regarding time management, there is a reasonable level of awareness among students about the existence of a common time management strategy within the school, indicated by a mean score of 2.08 and 58.4% agreement. However, the relatively low mean score suggests that many students do not feel fully engaged or informed about how this strategy is implemented. This represents an opportunity for schools to improve communication and involve students more actively in time management discussions.

Perceptions of conflict occurrence present a mixed picture. While students do not strongly associate class time with conflicts, scoring a mean of 3.62, they acknowledge that conflicts are more likely to occur during free time, with a mean score of 2.20 and 56% agreement. This suggests that unstructured free periods can lead to misunderstandings and conflicts, emphasizing the need for effective supervision and the introduction of structured activities during these times. Interestingly, conflicts during bedtime are perceived as infrequent, with a mean score of 4.02, suggesting that students experience fewer conflicts in this context, possibly due to the end-of-day transition.

Moreover, conflicts during study prep time (mean of 3.80) and sports time (mean of 3.69) indicate that even structured settings intended for learning and teamwork can be sources of tension. The mean score of 3.61 for conflicts when going home suggests that students recognize challenges during transitions from school to home, potentially linked to academic pressures and social dynamics.

The correlation coefficient of $r(257) = 0.136$, $p(0.029) < 0.05$ shows that there is a weak significant relationship between the two attributes. Therefore, there is a significant relationship between conflict management and time culture.

5.3 Conclusion

5.3.1 Influence of management of teaching and learning norms on conflict management

The study revealed that the principals, deputy principals, teachers as well as students were in agreement that there are consistent and predictable schedules that guide how CATs, examinations are done in their schools and adequate time is given to complete assignments

There are set deadlines for the completion of the syllabus well before KCSE although the deadlines are not strictly followed. Completion of the syllabus for each class before proceeding to the next is not strictly adhered to.

Not all the lessons are punctually taught at the scheduled time and.

5.3.2 Influence of school culture support systems on conflict management

The study revealed that the school rules/regulations tell the Principals, deputy principals, teachers and the students what to do and what not to do. They actively take part in at least one of the clubs' activities in school and when conflicts occur, guidance and counselling/mentorship/family/buddy is helpful. The Principals, deputy principals, teachers and the students actively take part in one or more of the sports activities. There is a working mentorship/family/buddy system in the schools and a continuous orientation program in the schools for all members of the school community.

Majority of the student disagree that students and teachers were involved in formulating school regulations. Most learners indicated that they have not acquired conflict management skills from training.

More than half of Principals, Deputy Principals, teachers and students have not acquired conflict management skills from training.

5.3.3 Influence of school values on conflict management

The study found that the schools have a motto, vision, mission statements and core values. The Principals, deputy principals, teachers and the students can state their school motto, vision and mission. They are inspired by the words of their school anthem and they understand their school mission statement. The Principals, deputy principals, teachers and the students apply their school core values to resolve conflicts. The school motto, vision, mission statements and core values were explained to them when they joined the schools. The principals, deputy principals, teachers and the students are guided by their school vision statement.

A few of the principals, deputy principals and the teachers and students knew the meaning of items found in their school logo however some of the students were unaware of the meaning of the items.

5.3.4 Influence of Time culture on conflict management

The study determined that most conflicts occur during free time.

The findings showed that rarely do conflicts occur during supervised activities such as class time, at preps time, at bedtime and during sports time.

The study further revealed that when free, most students like to talk to peers, read, rest, sports and sleep. Some students engage in clubs' activities during their free time.

Some of the schools have a common time management strategy/slogan known by all teachers and students.

They all get enough resting time in school and get 6 hours or more sleep time. The principals, deputy principals, teachers and the students have a reminder system to remind them of when to do things.

5.4 Recommendations

The study recommends that the syllabus should be completed at the set time which requires the input of the Teachers Service Commission to ensure that all the schools have adequate teachers.

The school management should as well have mechanisms to ensure that the gaps in case of inadequate teachers are filled.

The ministries involved should enhance training of both teachers and administrators in conflict management in learning institutions.

The school management should ensure that the students and teachers are actively involved in formulating school regulations in all the schools. The schools' management should as well support the school's joint open forum for the students to meet with the administration and freely discuss issues affecting them. This will go a long way in reducing the conflicts between the students and the management.

The study recommends that the school management should provide comprehensive orientation to all new students and teachers joining the schools more so on the school's motto, vision, mission statements and core values. The meaning of items appearing in the school logos should

form part of orientation. The stakeholders in the schools should understand their school mission statement and apply their school core values to resolve conflicts.

The study recommends that since most conflicts occur during free time, the school management should ensure that the idle free time is reduced by creating more activities enjoyed by the students which will improve the students' relations and reduce conflicts. The different school clubs should be well supported by the school management to ease conflict management by engaging the students in productive activities.

5.5 Suggestions for further studies

The purpose of the study was to assess the influence of school culture strategies on conflict management. The school leadership may have influence on how the conflict in the schools is managed. The reasons why the principals had different views from the rest of the school community in areas like lessons lesson attendance would be an interesting area of further research. However, the current study did not focus on or reveal this. Further studies should therefore be conducted to establish the influence of school leadership on conflict management.

Prefects are meant to help entrench the desired culture in school. Further research needs to be done to establish why they have carried a negative connotation among students for decades now.

It would also be an interesting study to find out why a large percentage of principals would keep logos whose meaning they do not know and school anthems that do not inspire them.

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APPENDICES

Appendix I: Letter of Introduction to the Respondents

Mount Kenya University

P.O Box 342

Thika- Kenya

Date _____

Dear Respondent,

REF: RESEARCH

I am a student at Mount Kenya University carrying out research on Impact of School Culture strategies on Conflict Management in Public Secondary Schools in Nyeri Central Sub-county, Kenya. Your school has been selected for the study. The purpose of this letter is to request you to allow me to carry out the study. Be assured that the information will be only for the purpose of this study. Kindly be honest as you can in your response and respond to all the items.

Yours sincerely,

Daniel Muthee

Appendix II: Letter of Consent

Principal Investigator: Muthee Daniel Maina - MED/2016/60867

I am a student at Mount Kenya University carrying out research on Impact of School Culture Strategies on Conflict Management in Public Secondary Schools in Nyeri Central Sub-county, Kenya. Your school has been selected for the study. The purpose of this letter is to request you to take part in this research by completing the students/teachers/ questionnaire.

Participation in this study will not do you any harm. There is no direct benefit accruing from participation in this research. Your participation will help us learn more about the Impact of School Culture Dynamics on Conflict Management in Public Secondary Schools in Nyeri Central Sub-county. You may choose to withdraw from participating in the study at any point of the research process.

Be assured that the answers you will give in the questionnaires will be used only for the purpose of this study. This information will be kept confidential during and after the study. After the study, the data will be locked up and protected by passwords. This data will not be released to a third party without your consent. Kindly be honest as you can in your response and respond to all the items. In case you have any question concerning the research feel free to contact the researcher through email, danmuthee@yahoo.com.

Should there be further questions about your rights in the study, please contact **The Chairman, MKU IREC, P.O Box 342-01000, Thika.**

Agreement

By signing this form, I agree to take part in the research described above.

Participant's Name:

Signature:..... **Date:**.....

Researcher:..... Muthee Daniel Maina.....

Signature:..... **Date:**.....

Appendix III: Parent Assent Form for Minors

Principal Investigator: Muthee Daniel Maina - MED/2016/60867

I am a student at Mount Kenya University carrying out research on Impact of School Culture Strategies on Conflict Management in Public Secondary Schools in Nyeri Central Sub-county, Kenya. Your school has been selected for the study. The purpose of this letter is to request you to take part in this research by completing the students/teachers/ questionnaire.

Participation in this study will not do you any harm. There is no direct benefit accruing from participation in this research. Your participation will help us learn more about the Impact of School Culture Dynamics on Conflict Management in Public Secondary Schools in Nyeri Central Sub-county. You may choose to withdraw from participating in the study at any point of the research process.

Be assured that the answers you will give in the questionnaires will be used only for the purpose of this study. This information will be kept confidential during and after the study. After the study, the data will be locked up and protected by passwords. This data will not be released to a third party without your consent. Kindly be honest as you can in your response and respond to all the items. In case you have any question concerning the research feel free to contact the researcher through email, danmuthee@yahoo.com

Should there be further questions about your rights in the study, please contact **The Chairman, MKU IREC, P.O Box 342-01000, Thika.**

Agreement

By signing this form, I give assent to my daughter/son taking part in the research described above.

Parent's Name:

Signature:..... **Date:**.....

Participant's Name:

Signature:..... **Date:**.....

Researcher:Muthee Daniel Maina.....

Signature:..... **Date:**.....

Appendix IV: Questionnaires for Principals and Deputies Principals and Teachers

Dear respondent,

The researcher is a student at the Mount Kenya University carrying out a research on Impact of School Culture Strategies on Conflict Management in Public Secondary Schools in Nyeri Central Sub-county, Kenya. The information you provide will be only used for the purpose of this study and will be treated with confidentiality. Kindly be honest as you can in your response and respond to all the items.

Section I: Background information

Instruction: Please tick against your most appropriate answer and fill the spaces provided.

Gender:

Male Female

Age in years

25-30 30-40 40-50 Above 50

Post

Principal Deputy Principal Teacher

Number of years of experience in your current appointment

1 - 5 6 - 10 11- 15 Above 15

Section B: Conflict Management Need

Conflict management is frequently needed in:

SA=Strongly Agree A=Agree, U=Undecided D=Disagree SA=strongly disagree

	SA	A	U	D	SD
Allegation of corrupt practices in the school					
Tardiness/lateness/lack of punctuality					
drug and substance abuse					
Truancy/absenteeism					
Bullying					
dress code					
failure to complete assignments					
Theft					
contrabands/items not allowed in school					
sneaking out of school					
Strikes					
Destruction of property					
Teacher-student conflicts					
Student-student conflicts					
Recurring conflicts					
Others					

Section C: Culture and conflicts

Rate to what extent you agree with the following statements on school culture and conflicts in secondary schools

Key: **SA**--Strongly Agree **A**--Agree **U**--Undecided **D**--Disagree **SD**--Strongly

Disagree

	SA	A	U	D	SD
i) Influence of time culture on conflict management					
We get enough resting time in school					
We have a reminder system to remind me of when to do things.					
We get 6 hours or more sleep time					
When free, students like to:					
Rest					
Sleep					
Clubs					
Sports					
talk to peers					
Read					
Our school has a common time management strategy/slogan known by all teachers and students					
Conflicts occur during class time					
Conflicts occur during free time					
Conflicts occur at bedtime					
Conflicts occur at preps time					
Conflicts occur during sports time					

	SA	A	U	D	SD
Conflicts occur when going home					
Any comment on time culture:					
ii) Influence of school values strategies on conflict management					
our school has a motto, vision, mission statements and core values					
We can state our school motto, vision and mission					
our school motto, vision, mission statements and core values were explained to me when I joined the school					
We are guided by our school vision statement					
We understand our school mission statement					
We apply our school core values to resolve conflicts					

We know the meaning of items found in our school logo.					
We are inspired by the words of our school anthem					
Any comment on school values:					
iii) Influence of School Culture support strategies on conflict management					
Students and teachers were involved in formulating school regulations.					
Our school rules/regulations tell us what to do.					
Our school rules/regulations tell us what not to do.					
We have a student's governing body fairly elected by students after a campaign.					

We have a school joint open forum (Barraza/kamukunji/etc)for the students to meet with administration and freely discuss issues affecting them					
We actively take part in one or more of the sport activities					
We actively take part in at least one of the clubs activities in school.					
We have acquired conflict management skills from training					
There are strong religious societies that cater for students spiritual needs					
There is a strong guidance and counseling program in our school					
There is a working mentorship/family/buddy system in our school					
There is an active peace club in our school.					
When conflicts occur, guidance and counseling/mentorship/family/buddy is helpful					
There is a continuous orientation program in our school for all members of school community					
Any comment on school culture support strategies:					
iv) Influence of management of teaching and learning norms on conflict management					
There are enough teachers in our school					
There is a set deadline for completion of syllabus well before KCSE					
The deadline for completion of deadline is strictly followed					
syllabus for each class is completed before proceeding to the next					
Adequate time is given to complete assignments					

There is a predictable and consistent schedule that guides how assignments are done in our school.					
There are consistent and predictable schedules that guide how CATs and examinations are done in our school.					
There is a fair, clear and predictable motivation system in our school					
All lessons are punctually taught at the scheduled time					
We have predictable scheduled school trips, internal and external school events that happen annually.					
Any comment on teaching and learning norms:					

Thank you for your cooperation



Mount Kenya University

Appendix V: Questionnaires for Form III Students

Dear respondent,

The researcher is a student at the Mount Kenya University carrying out a research on Impact of School Culture Strategies on Conflict Management in Public Secondary Schools in Nyeri Central Sub-county, Kenya. The information you provide will be only used for the purpose of this study and will be treated with confidentiality. Kindly be honest as you can in your response and respond to all the items.

Section A: General Information

Instruction: Please tick against your most appropriate answer and fill the spaces provided.

1. Gender:

Male

Female

2. Conflict management is frequently needed in:

SA=Strongly Agree

A=Agree **U**=Undecided

D=Disagree

SA=Strongly disagree

	SA	A	U	D	SD
Rise in school fees					
non-listening teachers					
Inadequate facilities and amenities.					
Examinations					
Prefects					
Food					
Too tight school schedules					
Rights and privileges are denied					

Communication gap.					
Double standards when dealing with students/unfairness					
When forced to do things					
Social Media					
Drugs and substance abuse					
Failure to complete assignments					
Bullying					
Poor performance					
School trips and activities					
Absenteeism					
Others					

Rate to what extent you agree with the following statements on school culture strategies and conflicts management in secondary schools

Key: **SA**--Strongly Agree **A**--Agree **U**--Undecided **D**--Disagree **SD**--Strongly Disagree

	SA	A	U	D	SD
i) Influence of time on conflict management					
Students get enough resting time in school					
Students have a reminder system to remind me of when to do things.					
Students get 6 hours or more sleep time					
When free, students like to: Rest					
Sleep					

	SA	A	U	D	SD
Clubs					
Sports					
talk to peers					
read					
Our school has a common time management strategy/slogan known by all teachers and students					
Conflicts occur during class time					
Conflicts occur during free time					
Conflicts occur at bed time					
Conflicts occur at preps time					
Conflicts occur during sports time					
Conflicts occur when going home					
Any comment on time culture:					
ii) Influence of school values on conflict management					
our school has a motto, vision, mission statements and core values					
Students can state our school motto, vision and mission					
our school motto, vision, mission statements and core values were explained to me when I joined the school					
Students are guided by our school vision statement					
Students understand our school mission statement					
Students apply our school core values to resolve conflicts					

Students know the meaning of items found in our school logo.					
Students are inspired by the words of our school anthem					
Any comment on school values:					
iii) Influence of school culture support strategies on conflict management					
Students and teachers were involved in formulating school regulations.					
Our school rules/regulations tell us what to do.					
Our school rules/regulations tell us what not to do.					
We have a student's governing body fairly elected by students after a campaign.					
We have a school joint open forum (Barraza/kamukunji/etc)for the students to meet with administration and freely discuss issues affecting them					
Students actively take part in one or more of the sports activities					
Students actively take part in at least one of the club's activities in school.					
Students have acquired conflict management skills from training					
There are strong religious societies that cater for students spiritual needs					
There is a strong guidance and counselling program in our school					
There is an active peace club in our school.					
There is a working mentorship/family/buddy system in our school					
When conflicts occur, guidance and counselling/mentorship/family/buddy is helpful					

There is a continuous orientation program in our school for all members of school community					
Any comment on school culture support strategies:					
iv) Influence of management of teaching and learning norms on conflict management					
There are enough teachers in our school					
There is a set deadline for completion of syllabus well before KCSE					
The deadline for completion of deadline is strictly followed					
Syllabus for each class is completed before proceeding to the next					
Adequate time is given to complete assignments					
There is a predictable and consistent schedule that guides how assignments are done in our school.					
There are consistent and predictable schedules that guide how CATs and examinations are done in our school.					
There is a fair, clear and predictable motivation system in our school					
All lessons are punctually taught at the scheduled time					
We have predictably scheduled school trips, internal and external school events that happen annually.					
Any comment on curriculum strategy:					

Thank you for your cooperation

Appendix VI: Interview Schedule for Sub-County Director of Education and District Quality Assurance and Standards Officer.

Dear respondent,

The researcher is a student at the Mount Kenya University carrying out research on Impact of School Culture strategies on Conflict Management in Public Secondary Schools in Nyeri Central Sub-county, Kenya. The information you provide will be only used for the purpose of this study and will be treated with confidentiality. Kindly be as honest as you can in your response and respond to all the items.

1) What are the commonly managed conflicts in schools in your sub-county?



2) What are the main conflict resolution mechanisms that you apply in your schools?

3) What is the significance of a time culture in management of conflicts in schools?

4) Are there school culture support strategies in schools that promote conflict management?

5) In your view, how do teaching and learning norms influence conflict management in secondary schools?

6) What is the influence of School values on conflict management in secondary schools?

Muthee Daniel Maina

PART VIII—OFFICIAL SCHOOL HOURS

84. (1) The official operating hours for all day public or private institutions shall be Monday to Friday—

Official school hours.

- (a) 8.00 a.m. to 3.30 p.m. for class hours; and
- (b) 3.30 p.m. to 4.45 p.m. for co-curriculum activities.

(2) No day institution of basic education and training shall require learners to report earlier than 7.15 a.m.

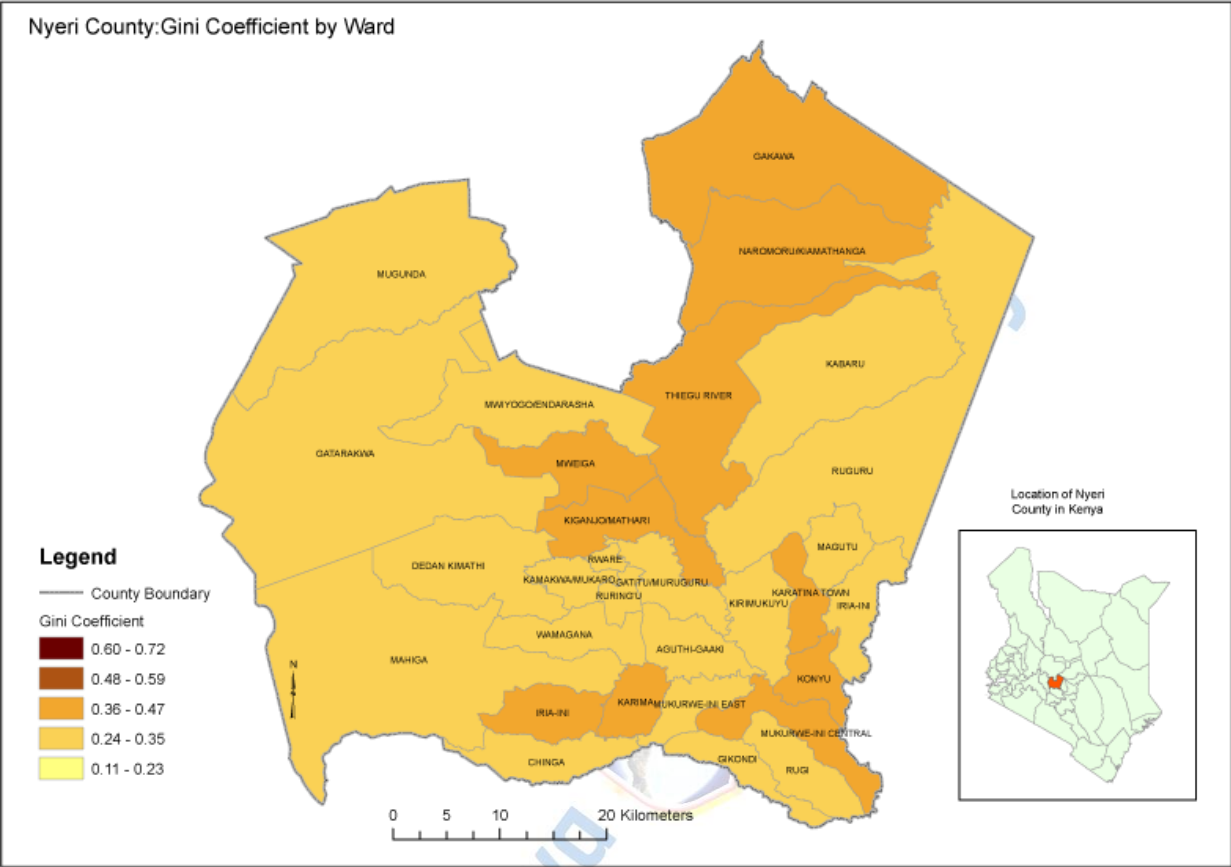
(3) Notwithstanding paragraph 84 (1), all institutions with boarding facilities shall operate 24/7 hour basis as follows—

- (a) 8.00 a.m. to 3.30 p.m. for class hours Monday to Friday;
- (b) 3.30 p.m. to 4.45 p.m. for co-curriculum activities Monday to Friday;
- (c) 5.00 p.m. to 7.30 p.m. for self-directed activities Monday to Friday;
- (d) 7.30 p.m. to 9.30 p.m. preps Monday to Friday;
- (e) 9.30 p.m. to 6.00 a.m. bedtime Monday to Friday; and
- (f) 6.00 a.m. to 8.00 a.m. supervised routine activities.

(4) No boarding institution shall send away an unaccompanied learner later than 9.00 a.m.

(5) The latest reporting time for learners to a boarding institution shall be 5.00 p.m.

Appendix VIII: Map of Nyeri County, Kenya



Appendix IX: Map of Nyeri Central Sub-County, Nyeri County



Mount Ken

Appendix X: Permissions and approvals

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
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REPUBLIC OF KENYA



National Commission for Science
Technology and Innovation

RESEARCH LICENSE

Serial No.A 25459

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MR. DANIEL MAINA MUTHEE
of MOUNT KENYA UNIVERSITY,
2384-10140 Nyeri, has been permitted
to conduct research in Nyeri County

on the topic: **ANALYSIS OF THE
INFLUENCE OF SCHOOL CULTURE
DYNAMICS ON CONFLICT MANAGEMENT
IN PUBLIC SECONDARY SCHOOLS IN
NYERI CENTRAL SUB-COUNTY, KENYA**

for the period ending:
24th June, 2020

Applicant's
Signature

Permit No : NACOSTI/P/19/70252/30741
Date Of Issue : 25th June, 2019
Fee Received : Ksh 1000


Director General
National Commission for Science,
Technology & Innovation



REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

E-Mail –centralpde@gmail.com
Telephone: Nyeri (061) 2030619
When replying please quote

OFFICE OF THE COUNTY
DIRECTOR OF EDUCATION
P.O. Box 80 - 10100,
NYERI

CDE/NYI/GEN/23/VOL.3/69

9th July, 2019

Daniel Maina Muthee
Mount Kenya University
P.O. Box 342-01000
THIKA

RE: RESEARCH AUTHORIZATION

Reference is made to Secretary National Commission for Science, Technology and Innovation letter Ref. NACOSTI/P/19/70252/30741 of 25th June, 2019 on the above subject.

Kindly note that you have been authorized to undertake the research on *“Analysis of the influence of school culture dynamics on conflict management in public secondary schools in Nyeri Central Sub-County, Kenya”* for a period ending 24th June, 2020.

Note: Before visiting any of the schools, make sure that you liaise with the Sub County Director of Education Nyeri Central.



PETER KIMONDO

FOR: COUNTY DIRECTOR OF EDUCATION

NYERI

c.c.

National Commission for Science,
Technology and Innovation
P.O. Box 30623-00100
NAIROBI

The Sub County Director of Education
NYERI CENTRAL



THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL
GOVERNMENT

Telephone: 061 2030619/20
Fax: 061 2032089
E-mail: nyericountycommissioner@yahoo.com
When replying please quote

COUNTY COMMISSIONER
NYERI COUNTY
P.O. Box 33-10100
NYERI

REF: NYC/ADM I/57 VOL. VII/56

9th July, 2019

Daniel Maina Muthee
Mt. Kenya University
P.O. Box 342-01000

THIKA

RE: RESEARCH AUTHORIZATION

Reference is made to your letter dated 9th July, 2019 on the above subject.

Approval is hereby granted to carry out a research on ***“Analysis of the influence of school culture dynamics on conflict management in public secondary schools in Nyeri Central Subcounty, Nyeri County”***.

The period of study ends on 24th June, 2020.


M. Kiama
For: County Commissioner
NYERI COUNTY

SCHOOL OF POSTGRADUATE STUDIES

MED/2016/60867

22nd May, 2019

*The Director, Research Coordination Division
National Commission for Science, Technology & Innovation
Utalii House, 8th & 9th Floor
P.O Box 30623- 00100
NAIROBI*

Dear Sir/Madam,

RE: MUTHEE DANIEL MAINA - REGISTRATION NO. MED/2016/60867


The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management & Curriculum Studies** in the **School of Education**.

The title of his research is *"Analysis of the Influence of School Culture of Dynamics on Conflict Management in Public Secondary Schools in Nyeri Central Sub-county, Kenya."*

He has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his research between **May and July, 2019**.

Any assistance accorded to his will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D
Dean, School of Postgraduate Studies
Enc.

Mount Kenya University
Dean, School of Postgraduate Studies
P. O. Box 342 - 01000
Thika

REF: MKU/ERC/1190

TO: MUTHEE DANIEL MAINA

REG: MED/2016/60867

Date: 17 May, 2019

Dear Sir/Madam,

RE: ANALYSIS OF THE INFLUENCE OF SCHOOL CULTURE OF DYNAMICS ON CONFLICT MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN NYERI CENTRAL SUB-COUNTY, KENYA


This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **594**. The approval period is **17/05/2019 – 16/05/2020**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by **Mount Kenya University**.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,


The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Chair, IERC



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Wayaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/70252/30741**

Date: **25th June, 2019.**

Daniel Maina Muthee
Mount Kenya University
P.O. Box 342-01000
THIKA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Analysis of the influence of school culture dynamics on conflict management in public secondary schools in Nyeri Central Sub-County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Nyeri County for the period ending **24th June, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Nyeri County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


DR. ROY B. MUGIIRA, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education