

**INFLUENCE OF CONFLICT MANAGEMENT METHODS ON STUDENTS'
ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN
NYANDARUA CENTRAL SUB-COUNTY**

CHARLES KIARITHA KARIUKI

MED/113/04275

**A PROJECT REPORT SUBMITTED TO THE SCHOOL OF EDUCATION IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
THE DEGREE OF MASTER OF EDUCATION OF MOUNT KENYA
UNIVERSITY**

July 2014

ABSTRACT

A great number of public schools in Kenya have been experiencing a general wave of conflicts. The purpose of this study was to investigate conflict management methods used by secondary school head teachers in Nyandarua Central District. The objectives of the study were to identify the causes of conflicts, establish the type of conflicts, find out how conflicts are managed, identify conflict management methods and determine techniques for conflict resolution in schools. The study adopted descriptive survey design. The target population was 20 public secondary schools in the district with a population of 324 teachers. Stratified sampling technique was used to select a study sample of 14 schools. The sampled schools provided the 7 head teachers and simple random sampling was used to select 98 teachers from the sampled schools. Three sets of questionnaire were used as the key data collection tool; one for the head teachers, one for teachers, and an interview schedule for B.O.M and D.E.O. The instruments were piloted in two schools which were not part of the randomly selected schools in the district. Reliability of the Pearson's product moment formula for the test-retest was employed to compute the correlation coefficient. A correlation coefficient of 0.5 was considered high enough to judge the instruments as reliable for the study. The study used content validity to measure the relevance of the research instrument. The researcher personally administered the questionnaires to all the groups. Data collected from the field was coded and entered into the computer for analysis using statistical package for social sciences (SPSS) 17.0. Descriptive statistics was used to analyze the data obtained. The result of the data analysis was presented using frequency tables, bar graphs, pie charts and percentages. From the research finding the researcher noted that conflict over image perception as well as political was rare. However role conflict, conflict over basic values, interpersonal conflict and structural conflict were more common. Employee related issues were found to be the major cause of conflicts among teachers including welfare issues, inadequate staffing unimpressive condition of service. The study achieved its objectives and the researcher concluded that: there are rampant cases of conflicts among all cadres of professional within the teaching, administration and management of public secondary schools in Nyandarua Central Sub-county; most of the conflicts relates to working environment and performance of duties. However there were very little effort geared towards conflict management as well as resolution; conflicts will be recurrent since conflict management and resolution are poorly done; inadequacies of conflict management and resolutions strategies are responsible for the apparent no correlation with academic performance at KCSE level in the area under study. It is recommended that conflict resolution should be encourage and inculcated as routine practice within secondary schools as this is the only sustainable solution to conflicts in schools. Most of causes of conflicts are attributed to lack of professionalism among various cadres of staffs. Therefore professionalism should be encouraged as nurtured to ensure fewer incidences of conflicts arising in future.