

**CONFLICT MANAGEMENT STRATEGIES AND THEIR EFFECTS ON THE
ON THE MANAGEMENT OF STUDENTS' UNRESTS IN SECONDARY
SCHOOLS IN ELDORET WEST DISTRICT, KENYA**

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ABSTRACT

The purpose of the study was to examine the effects of conflict management strategies on students' unrests in public secondary school in Eldoret West District. The specific objectives of the study were to; investigate the types of conflicts experienced in public secondary schools, identify the strategies adopted by teachers in conflict resolution and management, examine the effect of conflict management strategies on student unrests and examine the challenges faced by the management in dealing with these conflicts. The study adopted system 4 theory advocated by Likert (1960) as noted by Lunenburg and Ornstein (1996). The study employed a descriptive survey design based on a target sample population and data was collected using oral interviews and questionnaires which had closed ended questions. The study was carried out in Eldoret West District. The target population of this study was all public secondary schools in Eldoret West District comprising of 56 public secondary schools, 56 deputy principals, 520 teachers and 56 student leaders. The sample size was 56 schools, 46 deputy principals, 168 teachers and 49 student leaders. Secondary schools were stratified then sampled. The sample size was determined by use of Yamane's formula (1967). Simple random sampling technique was used to select the respondents. Data was analyzed using both quantitative and qualitative methods. The data was organized, presented and interpreted using descriptive and inferential statistics. Descriptive statistics included frequencies and percentages and it was presented in tables and charts. Confidentiality was assured to the respondents. Majority of the teachers perceived positively that the most common types of conflicts in public secondary schools are leadership conflicts amongst the students and prefects, conflicts between students and teachers, conflicts between students and administration, conflicts between students and students and classroom conflicts. The use of life skills, discussion of the source of conflicts between the teachers, students and administration, suspension and expulsion of students, improvement of communication between the students, teachers and administration, establishment of ethics and classroom rules, introduction of guidance and counseling and use of disciplinary committees are effective conflict management strategies employed by teachers in enhancing student discipline in public secondary schools. The findings of this study are expected to assist the administration of schools to come up with strategies of solving conflicts in secondary schools so as to improve students' discipline. The school administration should also involve the students more in conflict resolution strategies in public secondary schools to allow for the creation of positive student to student, student to teachers, students to administration and students to non-teaching staff relationships.