STRATEGIES ADOPTED BY SCHOOL MANAGEMENT IN CONTAINING CONFLICTS IN PUBLIC PRIMARY SCHOOLS IN LAMU COUNTY

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A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE CONFIREMENT OF MASTER OF EDUCATION LEADERSHIP AND MANAGEMENT DEGREE OF KENYA METHODIST UNIVERSITY

SEPTEMBER, 2021.

DECLARATION

I declare that this Thesis my original work and has not been submitted for examination in any other University or learning institution.

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DEDICATION

I dedicate this research thesis to my beloved wife, Swalha Said Hassan, for her overwhelming support, prayer and encouragement.

ACKNOWLEGMENT

I thank the Almighty God for keeping me well and strong throughout my education. I convey my gratitude to Mr. Benjamin Mwandoe Mwawasi and Mr. Paul Mwenda, my supervisors and lecturers, for their effort, understanding, and providing highly helpful edits that went a long way in making my thesis writing explicitly good. My research lecturer, Mr. Eric Mathuva, was particularly helpful in offering knowledge on research and thesis writing. I also want to express my gratitude to the Kenya Methodist University (KeMU) library staff for providing me with suitable materials for my thesis writing, which made my task a lot easier. I am also grateful to Swalha Said Hassan, my great wife, who has supported me financially and spiritually, as well as given me time and counsel, to accomplish this goal.

ABSTRACT

Conflicts appear to be a constant component in today's educational institutions, and they are becoming a part of academic life. Schools frequently appear to be a hotbed of conflict, and they can also be a reflection of broader societal issues. Individual members of a school must be able to work in a conflict-free environment for it to be effective. The overall goal of the study was to look into the impact of school management practices on conflict resolution in Lamu County's public elementary schools. The study attempted to determine the impact of school management's competing strategy, collaborating strategy, and compromising approach on conflict resolution in Lamu County's public primary schools. The research was founded and based on the dual concern theory and max conflict theory. Target population for this study included 68 public primary schools of Lamu County with 4 respondents each, and therefore targeted a population of 272 respondents comprising of the school's head teachers, Deputy Head teachers, senior teachers and Chairmen of Boards of Management respectively. The sample size was 80 respondents randomly selected from the 68 schools in both Lamu East and Lamu West Sub-Counties. Using SPSS software version 23, the data was analyzed using descriptive statistics (frequency, percentages, means, and standard deviations) and inferential statistics (t-test). The study used a descriptive survey design in which data was analyzed using both qualitative and quantitative methods. Piloting of the study questionnaires was done in 7 schools randomly selected which did not take part in the real research. Information about the number of schools is as recorded by the MoEST and the TSC County offices. This excludes the schools prone to frequent attacks by the Al-Shabaab militia from both sub counties. In general, it is intended that the findings of this research study would aid in better understanding of school management's conflict-resolution tactics. According to the findings, school administrations have been harmed by a lack of conflict management knowledge, as most administrators addressed conflict by trial and error because there were no particular protocols and methods for dealing with conflicts. It is therefore recommended that no one strategy is enough in conflict containment hence the study recommends that school management to consider a blend of two or more strategies in containing conflict to enhance effective conflict containment. It further recommended that it is from the source of conflict where the best strategy shall be employed in containing the nature of conflict. It is therefore necessary to identify causes of conflict in an institution and subsequently suggest the best strategy to put in place.

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LIST OF ACRONYMS/ABBREVIATIONS

ASAL: Arid and Semi-Arid Land

BOM: Board of Management.

CBC: Competency Based Curriculum

CWEF: Common Wealth Education Fund.

KeMU: Kenya Methodist University.

MoEST: Ministry of Education Science and Technology.

NACOSTI: National Commission for Science, Technology and innovation.

NGO'S: Non-Governmental Organizations.

PA: Parents Association.

SPSS: Statistical Package for Social Science.

SMC: School Management Committee.

TSC: Teachers Service Commission.

USA: United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Conflict is a general scenario experienced in the management of any social institution. It is considered as one of the major problems in the management of primary schools in Kenya. It has caused unrests ranging from sit in to violent destruction of property and loss of lives arising from the misunderstanding from members within an organization or institutions. Cases of student unrests became more rampant from 2017 triggered by fire at Moi Girls High School in Nairobi that claimed the lives of nine girls. Conflicts have been reported for example in Uasin Gishu, according to a document submitted to the District Schools Heads Association by Adhiambo (2015), owing of the tensions, 10% of the head teachers in Uasin Gishu were transferred and 2% departed headship entirely.

In human life, the conflict has become unavoidable and most organizations, individuals and institutions have invested sufficient resources in place to curtail such an occurrence (Nguvumali, 2016). This point of view was endorsed by Ferlie and Ongaro (2015) by suggesting that conflict is part of the transition and hence unavoidable. Consequently, news of high conflict levels in secondary schools is not surprising. Dependence and interdependence are suggested by conflict. The parties depend to a certain degree on the other actors to achieve their objectives. Such interdependence can be either beneficial (cooperative), harmful (competitive) or combined of both negative and positive.

Conflict within the learning institutions takes multiple facets; teachers, for example, seem unwilling to respect the school principals by not abiding by the set guidelines or undertake additional work, they rarely understand each other with their school principals easily. Principals adopt an authoritarian approach, such as requiring teachers to complete

schoolwork with no interruption. And hence, it is normal that disputes amongst teachers and the principal of the school always take place within the school at any given time (Oboegbulem & Alfa, 2013). In organizations, because of their frequent interaction with one another, conflict happens between different individuals. Conflict is an affirmation of animosity among staff members, antagonism and confusion. Conflict involves effective tension and cognitive. Someone usually experiences anxiety or resentment whenever they perceive obscured targets and conflicts. Conflict is emotionally charged, as revealed by many writers (Sinaceur et al. 2013), but the feeling does not inherently have to be classified as a negative emotion. Few individuals genuinely enjoy confrontation. Cultural, historical, and personal forces also characterize emotional experiences in conflict (Lindner, 2014). The more students as well as teachers gain a better understanding of the dispute, the deeper they are prepared to proactively settle disputes.

The triggers of conflicts are numerous. They can vary from basic problems such as lateness, dislike from other colleagues, and gossip to more complicated issues such as complex inferiority, role incompatibility or dominance or styles of leadership within the organization. A research by Özgan (2016) found that in the United State high schools' controversies are caused by resources sharing, discrepancies in priorities, discrepancies in values and ideas, disparities in job necessities and quality of the task, whereas united nations children funds [UNICEF] (2010) stated that school-related conflicts in Sub - Saharan Africa are triggered by inequality, sexual harassment and educational system

In addition, provided that schools belongs to the service industry and teachers are encouraged to attain performance levels in order to better satisfy the expectation and interests of the society as well as the community (Saiti, 2015), and that a learner autonomy

characterizes the teaching profession since preparation, because growth and advancement are dependent on competence, and collaboration development in the educational setting is so limited, it is logical to predict that conflicts will arise more frequently inside schools.

Occasionally, educational institutions in Kenya encounter dispute of various kinds, for various reasons, most of which end up being harmful to peoples' life and the destruction of properties. Conflict management among groups in school, the influence of work and target interconnection on resolving conflict and the outcome of group effectiveness show how task structure and goal relationships influence the way of managing conflicts among team, that in turn influence the performance of team (Obuobisa-Darko, 2014).

Some four head students were smeared with oil in the Central Region of Kenya, Nyeri County, Nyeri High School, then set ablaze while they were a slept in their rooms. The Learners set their school dorm rooms on flame in Kyanguli secondary school in Machakos County, which is known today as Machakos District. A total of 68 learners were burned to death and with several wounded. A serious concern was the seriousness of learner’s unrest. In 2016, the Ministry of Education announced that student conflict had disrupted up about 254 (4.5 percent) of Kenya's secondary schools. The disturbances involved vandalism as well as other heinous incidents. Owing to the extent of the damage, about 163 educational institutions remained closed (United Nations Organization Office for the Coordination of Humanitarian Affairs, 2016). With a certain span of years, Kenya's newspapers were full of public, private and seminary educational institutions reporting students on the rampage. The major contributors of unrests in schools were revealed to be cheating in National examinations, poor living conditions, drug abuse, post-election violence and high handedness.

According to Adhiambo and Simatwa (2015), there can be negative effects like protests, riots, emotional stress, poor performance among student, destruction of school infrastructures, and misallocation of resources, absence and anger when ineffective management strategy is used. Intriguingly, the primary schools head teachers in Kenya are much more essential for the delivery of educational services in some way. ul Disputes are definitely an integrated component of every social structure and should be carefully handled to maintain a better organizational atmosphere which is so essential for the successful performance of duties assigned (Makori, 2013). For conflict resolution, a variety of management solutions are offered. These include: effective communication and avoidance, compromising, climate of trust, control of rewards collaboration, formal authority, coercion, confrontation, accommodation and reconciliation (Saiti, 2014).

While many research investigations have been conducted in Asia and the United States, Bangladesh, Nigeria, Tanzania, Ghana, as stated by Afful-Broni (2012), and many other parts of Kenya on conflict in schools and other places where people interact, it is to the knowledge of this researcher that no empirical studies have been undertaken in Lamu County. There are many instances in recent years where schools' administrators have resigned their positions, teachers being transferred from stations to another and parents transferring their students to private schools or taking them to other counties for learning. Education environment in Lamu County lacks comprehensive investigation on strategies for conflict containment to be specific. Educational scholars in Lamu County, such as this researcher, have paid attention to the topic of conflict in schools. Conflict exists in all institutions, including schools, as this background statement has demonstrated.

Kenyan schools, particularly those in Lamu County, are not immune to conflict. What has not been fully established in Kenya, and particularly in the instance of Lamu County, is the impact of school administration and board of management tactics on dispute resolution in public primary schools in Lamu County. The purpose of this study is to determine the impact of school management practices on conflict resolution in Lamu County's public elementary schools.

1.2 Statement of the problem

Conflict is a common and a general scenario experienced in all learning institutions in Kenya ranging from primary schools to higher institutions of learning. This is supported by Kipyegon (2013) who found that the roots of conflicts in most high schools in Kenyan includes, resources sharing, insufficient facilities, fundamental values, interpersonal relationships and resource misappropriation and many more. According to Info-Trak Research and Consulting (2016), conflicts are sparked by unreasonable rules, a lack of ethics and accountability among students, poor relationships between administration and teachers, stress among students, negative peer pressure, and poor communication between students and teachers, among other things. The principals of schools should employ strong conflict management policy in order to avoid disruptive disputes.

Conflicts in schools, according to Lefebvre and Thomas (2017), may weaken strengths and resources such as social support and integration among instructors and all those involved in education, resulting in a rise in school difficulties. Several research has been conducted in the field of secondary school conflicts and conflict resolution solutions. These studies include a study in Malaysia by Salleh (2013) and a study in Nigeria Uchedu (2013) among many others. However, none of the papers examined provided conclusive empirical

evidence on strategies adopted by head teachers and board of management at large in Lamu County has been successful at resolving disagreements in public primary schools. It is however anticipated that, competing, collaboration, avoiding and compromising are among strategies employed by Lamu County school management in resolving disagreements in public primary schools. The increased unrest from Lamu Bujra primary school, Mpeketoni and others schools within the county has generally attributed to the need to resolve a long-lasting managerial solution to the problems in public primary schools. It was also suggested that large productivity would be increased when there is peaceful co-existence in the school and administrations, teachers and students would be in a better spot to perform the job without resentment. The questions that guided this research therefore was to seek to address various gap in strategies that when implemented will aid in avoidance, compromising, and collaborating, completing to contain conflicts in public schools specifically within Lamu County.

1.3 Purpose of the study

The purpose of this study was to look into the impact of conflict-resolution tactics in Lamu County's public primary schools.

1.4 Objectives of the study

i. Establish the influence of competing strategy on containing conflicts in public primary schools in Lamu County.
ii. Determine the influence of collaboration strategy on containing conflicts in public primary schools in Lamu County.
iii. Analyze the influence of avoiding strategy on containing conflicts in public primary schools in Lamu County.

iv. Determine the influence of compromising strategy on containing conflicts in public primary schools in Lamu County.

1.5 Research questions

The study attempted to answer the following research questions: -

i. What is the influence of competing strategy on containing conflicts in public primary schools in Lamu County?

ii. What is the influence of collaboration strategy on containing conflict in public primary schools in Lamu County?

iii. What is the influence of avoiding strategy on containing conflict in public primary schools in Lamu County?

iv. What is the influence of compromising strategy on containing conflict in public primary schools in Lamu County?

1.6 Scope of the study

The study was carried out within Lamu County. The county is located in the Northern coast of Kenya and stretches right to the Kenya Somali boarder. It consists of the mainland and the Lamu archipelago that covers an area of approximately 6,273 square kilometers. The county is bordered on the south and east by the Indian Ocean, on the west and south by Tana River County, and on the north by Garissa County. The study covered schools selected from both the mainland and the Islands of Lamu. The county consists of two sub-counties. Lamu East sub-county that constitutes of most of the Islands except for the Kiunga division which joins to Somalia on her mainland to the west and the Indian Ocean to her east. There is also Lamu West sub-county that occupies most of the mainland except for Lamu Island. The study targeted all the 68 fully registered primary schools avoiding

the feeder schools within the county as they do not have fully confirmed school boards of management to run the schools. The study targeted the school management members who consist of the head teacher, the teacher representative in most cases the senior teacher, the board chair and the deputy head teacher who normally attend board meetings to take minutes for and on behalf of the head teacher and therefore in this research considered as member of school management. None the less the deputy is the chair of the guiding and counselling committee in a school.

1.7 Significance of the study

The researcher felt it was vital to look into the impact of school management practices on conflict resolution in Lamu County's public primary schools. This was for the purpose of guiding both the school's management and other stakeholders to adopt, modify or completely change on their management strategies and hence lay on way forward in future conflict arising in their school. It would also assist the Ministry of Education Science and Technology (MoEST) and the Teachers Service Commission (TSC) offices to monitor the performance of their staff. Similarly, the findings aimed to assist the policy makers in understanding the position and strength of the school administrators and Board Members in managing conflicts in schools and hence coming up with better strategies in addressing issues of conflicts among school stakeholders in general.

The findings of this study considerably aided in closing the information gap on school management techniques for managing conflicts in public primary schools in Lamu County, allowing for the identification of such strategies and the resolution of conflict problems in Lamu County's primary schools. The findings of this study could help school administrators and, to a large extent, all county educational stakeholders understand some

of the most pressing difficulties they confront in managing school conflicts and how best to resolve them in Lamu County's public primary schools. Particularly, Findings helped head teachers and other school administrators who include the deputy head teachers and the senior teachers to critically understand influence of the strategies they employ on containing conflicts in public primary schools. Because all school boards of management in Lamu County are under the control of the MoEST directorate, the study findings may be relevant to County Education Officers in understanding the issues that school management confront in containing conflicts in public primary schools.

The study also may be useful to MoEST and the policy makers in understanding head teachers' and other school management's capability on containing conflicts in public primary schools. On the other hand, the findings of this study were of significant importance to primary school head teachers in terms of identifying the most effective and efficient strategy to use in resolving conflict in their respective institutions. Teachers would gain high job satisfaction as a result of improved conflict strategies in public primary schools in Lamu County.

The TSC would adopt the findings of the study for better management of teachers and to improve her human resource management department. The MoE would also use the findings in formulation of management policies in the education sector and Board of Management. Finally, the study contributed knowledge on existing literature related to conflicts management strategies in school contexts; hence laying foundations for further studies in the field of educational management.

1.8 Limitations of the study

Data was collected from the school management, which involved the heads of the institutions, their deputies and the senior teachers, and chairperson from the BOM from selected primary schools within Lamu County. Some of the respondents declined to respond to the questionnaire given and no reasons were given to that effect whereas other respondents provided incorrect information for fear of intimidation. The distance between schools posed a challenge especially due to poor road network and therefore the researcher was forced to use motorbike to reach the targeted schools on the mainland with the rough roads. This was specifically for the Lamu west sub-county which forms the mainland of Lamu. With the rough oceans as a result of the strong winds that blew from the north, the north monsoon winds, the researcher had to use speedboats and canoes along the sea channels as means of transport for the Lamu archipelago which was ideally expensive and very risky.

The strong waves are known to capsize boats hence destruction of life. Fear of security in Lamu was also a major challenge. Security in Lamu paused a great challenge to the researcher arising to the many evident attacks initiated by the Al-Shabaab group of army men and women. The researcher however, was able to acquire information with great assistance from the school management as expected since the situation in Lamu had calmed and the security within the mainland and the islands of Lamu had been intensified by the Kenya Defense Forces.

1.9 Assumptions of the study

The researcher assumed that while conducting this study, all the respondents did co-operate and gave reliable and credible information based on their experience and personal integrity

and that the respondents answered all the questions honestly and that the sample size used in this study was independently drawn from a population which is normally distributed within the two sub counties of Lamu, that is the Lamu East and Lamu West Sub-Counties.

1.10 Operational definition of terms

Conflict: Emphasizes the contrast among two or more people in the organization or any institutions arising from the inability to respond to real or expected answers.

Management: This is the process of preparing, coordinating, guiding and managing to organize all resources to accomplish standing goals**.**

Conflict Containment: It is the way of being aware of real or possible disputes, identifying their existence and context, and using effective technique to mitigate the power of emotions, involving and allowing disputants to consider and overcome their discrepancies in the context of schools.

Conflict Containment Strategy: It is the technique to establish diplomatic channels to eventually end a condition of dispute is suggested.

Public Schools: Schools that are supported by the Government.

School management: All persons involved in the administration of a school.

Stakeholders: Any person who forms the school community, native or foreigner, or has interest in school development issues within the county.

CHAPTER TWO

LITERTURE REVIEW

2.1 Introduction

The researcher discusses ideas and reviews related literature in this chapter to analyze the tactics used to manage conflict in Lamu County's public elementary schools. It therefore discusses on the Thomas Kilmann theory, Dual concern Theory and Max and conflict theory. Review of the empirical literature on the strategies will include; competitive strategy, collaborative strategy, avoiding strategy and compromising strategies adopted on containing conflict in public primary schools in Lamu County.

2.2 Theoretical review

Conflict theory

The eminent sociologist and philosopher Karl Marx's conflict theory looks at society as a battle for scarce resources in his publications between 1818 and 1883. This is a macro-level perspective often associated with the writings of German philosopher and sociologist Ludwig Wittgenstein, who saw community as made up of citizens from various social groups competing for social, material, and political resources such as food and housing, jobs, education, and leisure time. Collins and Sanderson (2008) says that this theory is a Marxist opinion and conceptual framework of how the community is organized. This view shows society as being typically controlled by disputes.

Dispute is the determining factor of how to distribute the available resources and who gains most from these resources' allocation. Control is often achieved by conflict, and it is used to control the less-powerful and to favor a few individuals until that control is obtained. As cited by Collins and Sanderson (2008) that not agreement, but rivalry, which ultimately ends in recurrent disputes, is the fundamental mode of interaction in human

society. Along with intention of securing profit and controlling the other, each faction or person compete directly against perceived rivals.

Karl Marx introduced this theory by stressing the reality that rivalry, but not agreement, governs, connects and connects with each other via various groups in stratified society (Collins & Sanderson, 2008). The wealthy and powerful utilize conflict to intimidate their poor subjects and maintain the status quo. In the other side, the marginalized organize and then use disputes to press for a revolt which could undermine the rich who profit from the capitalist systems' advantages. Therefore, such conflicts are maintained by every party's desire to use its preferences control society at large institutions and operations. He has well argued that there are two major social classes that stratify society. These are just the proletariat and the bourgeoisie.

What Marx considered to be a transformative reform arose from the tension between these two large social classes. The aspiration of the proletariat and own factors of production, like industries, electricity, land and some other precious assets, is the likely point of contention between the bourgeoisie and the proletariat (Collins & Sanderson, 2008). In either side, the bourgeoisie is not prepared to surrender such money by giving up its dominant powerful positions and vast wealth and asset.

There is a classification of community into groups, as per Karl Marx. Bourgeoisies, land-owners, and the proletariat constitute the groups. The property-upper-class is a minority, whereas the large numbers are the proletariat. In several of their works, Wood (2004) mentions Marx's analysis of the key characteristics of all of these groups. For instance, the factors of production are controlled by the bourgeoisie. It was because of massive improvements people have established in the industry in factories and machinery. Those

who own land have rentals being their key source of revenue. The proletariat provides low-cost labor, which they sell in exchange for the wages that they rely on to make a living (Collins & Sanderson, 2008).

Capital expenditure provides a lot of benefit for the bourgeoisies. In relation to the following main groups, Marx conceptualized society's structure. The author reflects on the fundamental tensions amongst the proletariat and the bourgeoisie, which, though the democratic revolutions, are the guiding force behind the phenomenon of social reform. Class is characterized throughout the view of Marxists by the degree of wealth and power that someone has (Wood, 2004). This authority is used to circumvent certain asset groups and positions of authority. Just at cost of the proletariat, bourgeoisies use their authority to further their individual ambitions and accumulate additional assets. In Karl Marx's comprehension, these 3 separate groups working towards achieving a common goal but have different ambitions that turn them against one another (Wood, 2004).

The bourgeoisie, for instance, is involved in protecting its wealth in companies, raising income and reducing cost. It enables them recruit the proletarians in the farmland as workers to accomplish this task at fairly low salaries. On the one hand, proletarians organize and mobilize themselves to jointly battle for fair wage and working conditions in both factories and industries, and to combat against their owners' harsh and tyrannical authorities. They are therefore fighting to form an alliance to overturn the bourgeoisie and dominate the firms and industries by radical movements (Wood, 2004). What drives the social groups against one another is their conflict of interests. Similarly, disputes that deny them from reaching a desirable and fruitful consensus, define society as suggested by Marx, who anticipates a society based on perpetual disputes.

Over time, the struggle between the groups is likely to expand more and more as the workers' circumstances worsen further. That's also bound to contribute to the social building's dissolution. Collins and Sanderson (2008) proposed that revolutionary and bourgeois tensions will turn into more of industrialization. It would represent the victory of the proletariat over the bourgeoisie, resulting in a higher in the proletariat's access to funding and productive capacity. According to Marxists, this resulted in the end of imperialism and the beginning of socialism, which was defined more by public ownership of the means of production.

As a result of the proletariat-led industrial revolution, capitalism and bourgeoisies will collapse, resulting in a classless society as political authority fades (Wood, 2004). Thus, according to Marxists, the factors driving social change and not any other evolutionary processes are class and class conflict. In relevance to the Karl Marx theory of conflict, Lamu county being among the most affected areas with the coastal Kenya through factors such as early marriages among the girl child, drugs and drug abuse, terror attacks and threats, natural calamities such as droughts, and flooding during el-Niño rain seasons. Individuals including school going children competes for the limited available resources within their disposal which situation ally arises to conflicts within themselves, either at community, society and school set ups severely affects the performing of schools within the county and its boarders.

Dual Concern Theory

This theory is associated with Blake and Mouton's older research (1964) as well as Deutsch's Theory of Competition and Cooperation (Deutsch, 1968). It claims that conflict resolution, coupled with high or low power dissipation others, is a feature of high or low

regard for oneself. It also claims that dispute needs to balance the concern for achieving someone's objectives and the interest for other persons and preserving meaningful relationships (Langton, 2013). Persons can differ mostly on range of certain two problems, whereby workers typically utilize several of the following key conflict management strategies (Sadri, 2013).

According to Pruitt and Rubin (1986) Conflict analysis and theories appear to align with the theory of dual concern, related to Blake and Mouton's earlier work (1964) and to the theory of cooperation and competition by Deutsch (Deutsch, 1968). It implies that conflict resolution at work is a function of critical significance for oneself and high affinity for others, resulting in a preference for pushing, based on putting individual's views on other people. The researcher will employ this theory as a tool to guide in identifying the low and the higher needs of the respondents in relation to the strategies employed by the head teacher and BOM in managing conflicts in Primary Schools in Lamu County, as shall be identified by the research tool filled in by the respondents, i.e. the head teachers and the BOM chairmen elected from the randomly selected schools.

As per Lee (2008), the theory of dual concern is one of the most efficient strategies that have been used worldwide for the conflict management processes. It suggests that managing disputes can be efficiently achieved by presenting for both individual and the team involved in the conflict with a simultaneous concern, albeit in varying degrees of management (Chou & Yeh, 2007). As per Popovic and Hocenski (2009), the philosophy of dispute resolution does not aim to eradicate conflicts, and to examine how to handle them and reduce the likelihood of non-productive intensification.

As stressed by Thalgodapitiya (2010) and Howe (2013) the number of uncontrolled disputes is increasing exponentially every year and, as a result, most disputes are created, calling for containment of conflicts or totally resolving underlying disputes in various organizations. The yearly cost and time consumption in conflict management has grown at an unprecedented pace (Howe, 2013). Therefore, there is a clear key for effective dispute resolution at any construction project's post-contract period.

In conflict management literature, the principle of dual concern, introduced by Pruitt and Rubin (1986), is the most commonly cited theory. Furthermore, as per Desivilya, et al. (2010), Blake and Mouton laid the theoretical foundation for the theory of dual concern. Chou and Yeh, (2007) argues that conflict resolution could be more effective if activities such as a sense of high or low self-interest combined with high or low care for others were taken into account. In dual concern theory, the productive use of dispute resolution styles means that the extent upon which the theory is effectively used to manage and reduce disputes in a manner that they would never be a disruption to the progress of the project.

Diversity is all the distinctions that people experience and have that distinguish them from everyone else (Perry-Smith and Shalley, 2003). Such distinctions among different categories of persons living together, like ethnicity, sex beliefs and working experience, can be visible or invisible. According to Litterer (1966), the theory assumed that for an entity based on the features of the mission and individual members concerned, dispute may be positive or negative. Positive dispute suggests healthy situation since parties involved will tend to work together towards realizing an ultimate desirable goal, unlike when it is negative where conflict will tend to lead towards destruction and misunderstanding among parties involved and therefore causing total failure in the whole system. In addition, the

structure presumes that dispute has many aspects, so every aspect is a framework that describes the influence on team success of work-team diversity. It has generated consensus and is based on three studies from a series of literature that indicate contradictory associations among conflict and work-team performance.

The study by Karen Jehn (1995) provides insights about the existence of dispute and its function in recognizing diversity and the performance of teams. According to the study area of employees in the logistics sector by Jehn (1995), two dimensions of dispute among work teams are evaluated: relational conflict and conflict of tasks. Relational dispute also known as interpersonal discrepancies and it entails teammates' frustration, anger, and aggression. Work dispute is the inconsistent of team members with concepts, knowledge understanding, and resolutions to an organizational problem faced by the team (Jehn, 1995).

Jehn (1995) discovered that team achievement has an upside-down correlation with work conflict: group achievement is poor at all levels of work conflict, whereas a medium level of task dispute enhances team effectiveness. Conflict in relationships is extremely harmful to team success. In addition, the essence of the mission moderated the severity of effects between the two dimensions of conflict and the success of the team. Teams that encountered any sort of confrontation cannot excel in their routine tasks, however normal amounts of work conflict were a benefit, not a burden, in non-routine tasks as revealed by (John, 1997).

Another article is that which was published by Jehn's (1997) on a case study of groups of persons which involved a household items moving company. Ideally, John explored the link that lay between the aspects of the partnership and work conflict with the performance

of the team and, more specifically, bring into light the concept of process conflicts amongst different cadres of persons. Incompatible preferences on how a task should be performed are involved in process conflict; for example, the resources distribution, whoever does it and by when (Jehn, 1997). A modern model introduced by John on conflict with the various dimensions of dispute as antecedents, group success as the result, and a host of team features as representatives were introduced. Process conflict had a clear negative side effect on group success and teammate satisfaction, as was relational conflict.

His investigation of partners in the homegrown economy is the last worldview paper of the multicultural strategy. Jehn et al. (1999) related the highlights of authoritative development with group adequacy, utilizing parts of debate as arbitrators. The highlights of labor force variety included parts of social gatherings like sex and nationality, information highlights like instruction and setting), and worth highlights; like amount against worth and closures versus implies.

Jehn et al. (1999) revealed that information variety expanded assignment strife among partners that emphatically influenced group execution. Second, esteem variety expanded social clash inside the group that adversely influenced group execution. Ultimately, esteem variety expanded cycle struggle among partners that adversely influenced colleague slants of camaraderie, goal to remain, and responsibility. One cycle methodology that can be utilized to determine strife among hierarchical individuals is exchange; nonetheless, as we will see, what individuals ought to do in an arrangement isn't equivalent to what they really do.

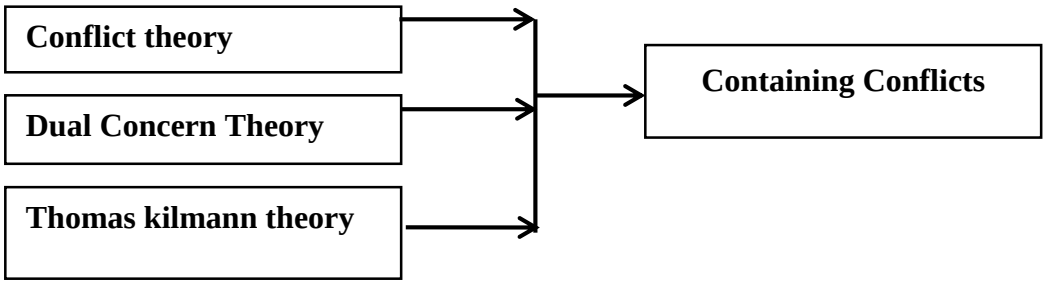
Thomas kilmann theory

Kenneth Thomas and Ralph Kilmann defined five basic conflict resolution styles in the 1970s, each with varying degrees of cooperativeness and aggressiveness. They claimed that people have a preferred method of resolving conflicts. The Thomas Kilmann conflict mode instrument, or TKI, is a popular conflict resolution training tool that distinguishes five unique conflict resolution modes (Thomas & Kilmann).

This study was guided by Kenneth Thomas' theory of analysis on conflict styles 1976 (Miller, 2006). The theory provides a useful typology for examining five conflict resolution strategies. The idea distinguishes two types of behavior that might lead to conflict: striving to meet one's own concerns (in the case of principals, institution demands) and attempting to satisfy the interests of others (individual needs of the members). Striving to meet institutional demands can be categorized as assertive or passive; attempting to meet individual needs can be categorized as uncooperative or cooperative.

Figure 2.1:

Theoretical Framework



2.3 Empirical review

This section contains the review of past researches on the study strategies adopted by school management in containing conflicts in public primary schools in Lamu County.

Competitive Strategy

Competing style describes self - confidence and uncooperativeness in competitive strategy that happens whenever the parties concerned operate at the detriment of the opposing party for their respective benefits. It is also described as a power-focused style which can be summarized better this strategy. The research by Wagude (2015) aimed to establish factors causing conflicts in Kenya's higher learning institutions, here focusing on the secondary schools. The research revealed that it is necessary to disclose and settle conflicts before it ruins the connections of persons or it would degenerate to aggression which threatens the stability and performance of the learning institution. On either side, the investigation found that resolving social disputes in higher education institutions will necessitate moral authority and leadership dignity. If they are not resolved, they might have a negative impact on the institution's overall success in all learning processes.

Hojbotă, Butnaru, Rotaru, and Tiţa conducted research on the use of dispute resolution approaches to improve the organizational performance of Nordic enterprises in Iceland (2014). It was discovered that, even though managers' satisfaction with their workers' is on the level of productivity, they still have a number of concerns about stress at work from their employed staff members. It may contribute to potential tension if the management disregards such kinds of complaints. Gellin conducted research on intra-secondary school conflict in complicated circumstances (2018), revealed that the research in the context of Sierra Leone found that most participants had negative opinions regarding conflict management. It also implies that individuals' socioeconomic, political, and cultural realities or contexts are important and affect the way they interpret and interact with conflict and therefore conflict would always change its status depending on causes of the conflict and the strategies that would be employed to address the nature of conflict.

Conflict management is seen by Manesis et al. (2019) as a theory and a collection of skills that allow people or groups of persons to properly learn to cope with uncertainty as it occurs in all areas of their lives. Conflicts are never positive or negative as a definition, but they have often become something of a central and result-oriented aspect of school life. It provides the company with a competitive and cooperative background, but they differ depending on the circumstances. There are issues in conflict management whenever the background is competitive and individualistic, or if the background and processes for resolving conflict are completely inconsistent. Whenever the classroom and school background is competing, the usefulness of resolving disputes and peer mediation programs can be reduced (Gellin, 2018).

Intellectual, emotional, and relational capacities are needed to effectively manage conflict cohesively to exchange knowledge, lead to creating value, and address differences constructively among different categories of persons within the organization, (Wagude 2015; Tjosvold, 2014). A competitive-destructive mechanism, on the other hand, contributes to loss of resources acquired by an organization and hence attaining frustration, worsening stakeholders' relationships and as well as poor psychosocial results on at least one party losing a win-lose background (Deutsch, 2014).

In the case of 4 learning institutions in Masvingo Zimbabwe, Munyaradzi (2014) regarding dispute resolution among heads and educators, he revealed that educators and heads can dispute on a daily, weekly or monthly occasion over some issues. It also indicated that most disagreements with schools are resolved at the school level, with school heads playing a role in dispute resolution in circumstances when he/she is involved.

People with this form of conflict will confront dispute as a contest they need and want to win. These persons could also go out of their direction to manipulate areas of conflict, causing new disputes that need to be resolved. In certain situations, an individual with that kind of dispute style can make a business dispute personal, trying to get under the skin of a colleague who has a differing view on the matter. Competitive individuals can be assets to an organization, particularly those with a competitive confrontation style, if they can learn to temper their competitiveness with a genuine compassion for the corporation's and its employees' well-being. However, a competitive employee can be viewed as a tyrant and a troublemaker without this concern. Staff on the losers of a dispute could feel depressed, that may undermine the morale of the workplace (Klein & Roberts, 2016).

Oboegbulem and Alfa (2013) noted that disputes are bound to occur in all human interactions, especially in organizations where a great number of characters are involved, and here in particular the learning institutions. Similar to any other organizations, due to the obvious selection of people with different personalities, disputes are unavoidable in schools. Conflict can be harmful if it contributes to ineffective deterioration of contact and working relationships, stress, argument, low team members' success and animosity, low esteem that will indirectly influences the better operation of the learning institution (Bano et al., 2013; Makaye & Ndofirepi, 2012). When disputes are managed properly, therefore, advantages can accrue; leading to unity within opposing groups and unification of moral obligations whereby associations are enhanced in turn, improving the identification of issues and solutions, improving knowledge/skills, and safeguarding stability. For school leaders, the ability to handle or settle disputes is therefore essential for the better operation of the school.

Research on conflict management agrees that disputes are positive and damaging, rather constructive and destructive, and unavoidable (Munyaradzi 2014, Deutsch et al. 2014). It discusses the core conceptual and functional issue of understanding how and when, for the good of the company and themselves, employees and managers should resolve and deal with their disputes. These studies verified that disputes must be created, intensified and resolved at times, because disputes are known to be healthy as they keep every individual, within an organization, in line to be careful of what they are doing. It's not really shocking, considering the many ways and contexts in which disputes occur that authors have established different conflict theoretical frameworks. Indeed, controversy over the research of conflict management occurs. Various organizational researchers have revealed detailed information by using theoretical frameworks for dispute resolution styles, (Ferlie & Ongaro, 2015).

The puzzling of dispute with competition illustrates both in our measures and in our discussions the challenges that come with using the word conflict. For instance, the word "dispute "unaltered by phrases" includes survey measures of task and relationship conflict." Provided that a number of people believe that dispute is competition, with no further clarification, any element that uses the word conflict then tests competition and conflict. By using word dispute without clarifying, it can lead well to the overall point that task and dispute association measurements are poorly linked to team effectiveness (Salleh, 2013).

Evidently, clear prove revealed that contrasting role and partnership measurement is associated with competitive measurements (Tjosvold, 2014). Groups with high ratings on relationship or task dispute measurements had great marks upon on measurement of competitor, conflicts of win-lose and low ratings on the assessment of the collaborative

approach to dispute resolution; groups with high ratings were also unproductive on task and relationship conflict. Disputes are faced by both people and groups every day. In a social situation, disputes appear as any controversy over the problems of content or emotional resentment that creates tension amongst specific individuals or groups. In a fight, collusion, a war, a contest, a mental dispute, anguish, among others, disputes are usually manifested. Disputes may be positive or negative. Dispute is a source of inspiration and performance development when held under acceptable boundaries; when these limits are exceeded, it becomes destructive. The organization needs to maintain an optimal level of conflict, i.e. It needs enough conflict to avoid stagnation, motivate innovation, and allow conflict to be released while promoting the fruits of transformation and rejuvenation, but not so much that it disrupts or discourages activity coordination.

Collaborative Strategy in Managing Conflict

Conflict management studies have usually stated that a collaborative win-win approach where all actors in a dispute pursue a successful and encourages positive determination is the most effective strategy (Näykki & Järvenoja, 2014; McDougall & Banjade, 2015). Collaborative conflict management may assist with forest conflict prevention and management. This encompasses a broad range of informal strategies which include: partners collaborating together just to find consensus on contentious issues; and the promotion of social education to address forest-related conflicts among persons, groups and organizations.

They suggest that a collaborative approach to dispute resolution can increase confidence levels and collaboration between the manager and the committee members. The collaboration can be a particularly effective technique of dispute resolution and/or control and to alleviate the pressure of disunity wherever dispute includes parties with separate resources and power. A research on conflict resolution in secondary schools in Osun state, Nigeria, was conducted by Oladitan, et al (2014). The study found that lack of understanding of conflict resolution negatively impact school administration since many administrators managed disputes through trial and error strategy but there were no clear conflict resolution techniques and methods employed.

In a South African research on conflict resolution and school leadership, Bush and Glover (2016) observed that dispute wasn't just a dimension required in schools because it appears to delay. He also thought that because of the energies that were typically targeted at stopping these disputes, schools that witnessed dispute advancement would never succeed in achieving their aims, mission and vision statements. Concerning conflict management

methods and administrative efficiency in Nigerian universities, Ajewole (2014) observed that conflict management methods were key variables in effective governance and creating competent graduates in Nigerian universities.

Bayat Louw and Rena (2014) undertook a research on conflict management tactics and techniques of high school educational administrators in South Africa, which revealed that the use of tactics and techniques for dispute resolution based on number of factors. At Bondo University in Kenya a research done by Makori and Onderi (2013) in Nyamira County concerned with the study of the awareness, expectations and influences of resolving conflicts processes, reported that conflict resolution approaches and techniques differ according to their causes.

Collaboration is a managing conflict approach in which an individual attempt to collaborate with the other individual (Crystal, 2007). It is referred to as positive partnership strategy by Kofman, (2015). He argues that this technique shows the desires and limitations of individuals and includes ever member in that organization in building solutions that go far much beyond the original alternatives. By employing collaboration, effectiveness in performance is undoubtedly maximized. Nevertheless, it is the most unique management strategy because it has to switch from unilateral power to shared learning. He further asserts that mutual cooperation among member partners enables each individual to express and appreciate the needs of one another and find creative resolutions. It approaches the mission through consensus decision-making, relationships built on mutual understanding, and the subconscious mind of each individual by considering their wants and beliefs.

Consequently, an individual ensures that the general desires of both participants and both individuals involved in the dispute are met accordingly in this approach. It is a scenario

wherein the interests of each individual concerned are properly considered even before final decision has been made and is considered among the best dispute management strategies (Blaauw, et al., 2014). If this policy is implemented by the school head teachers among other persons involved in management accordingly, the conflict and arson attacks will be unimaginable of as the needs of the students would have been understood well on time and solutions-building strategies implemented. Heads of institutions and the entire team of school management should ensure close monitoring of all school trends, from time to time, of any suspected conflicting situations in an array to contain such conflicts in their learning institution before they get out of control. The students will have no excuse to go on a rampage and cause any damages to the institution and themselves because they are all interested in the creation of the remedy.

In Charsadda District, Pakistan, Shah, et al. (2018) carried out a comparative study to evaluate the view - points of conflict resolution among both public and private high school principals. The research followed a descriptive method of research and used data collection survey questionnaire. The analysis showed that the principals of the two groups of schools used similar methodology to contain conflicts in their institutions. They employed Collaboration strategy which was their favorite conflict management style. The research suggested that the appropriate form of managing conflict must be followed by all the principals based on the circumstance at hand. It also suggested that before employing any management strategy, it is necessary to identify the root causes of that conflict at hand so as to be effective and efficient when addressing it.

A research on conflict mitigation strategies was conducted in Port Harcourt, Rivers State, Nigeria, by Kalagbor and Nnokam (2015). The goal of the study was to determine the

extent to which conflict mitigation strategies by principals and teachers: cooperation, rivalry, agreement and avoidance of conflict management styles for high school students and their performance factors in school administration among others were the challenges facing the institution. The research focused on the following goals: to assess the extent of use of integrative approach by school educators and principals, to dominate strategy, to compromise technique in management of schools and to assess extent of which avoiding strategy influence student conflict management.

The research showed that school principals used more methods for teamwork and consensus than educators. Their conversation shows that the high school principals chose the integration approach since it is a tactic that inspires learners, help them have happy part of the leaning institution and gives them a reasonable hearing environment in behavior as well. In addition, principals preferred integration methods because they were able to reduce the negative planned and unplanned actions of learners, rather indiscipline in schools, and increase administrative efficiency and most desirable academic performance at all levels of learning was attained by the students.

Momanyi et al. (2019) conducted research in Masaba South, Kisii County, Kenya, with the main purpose of evaluating the influence of principals' conflict management techniques on the performance of educator positions in public high schools. The main goals were to define the impact of the compromise conflict management style of the principal on teacher performance; to investigate how the collaborative conflict management style of the principal affects the performance of teacher duties; to assess the influence of the conflict management style of principals on teacher performance; to determine how the principals

A descriptive survey research design was adopted in the report that extensively discussed the independent variables.

Among other aspects, the research concluded that the high school principals that use two or more conflict management strategies will ideally have employed a collective form of managing conflict and are thus able to amicably settle disputes, as he and the other educators collaborate. The educators, therefore, carry out their duties effectively. Along with other suggestions, the research proposed that: the school Principals need to investigate other factors that could influence the efficiency of their responsibilities.

Collaboration is proactive or co-operative, as per Christine, et al. (2016). They claim that collaboration, as it could be lengthy, is a path often not travelled, and takes certain ability and determination. They argue that teamwork is about projecting constructive purpose and seeing stuff in depth from both sides. It includes understanding and embracing differences and seeking potential strategies that address the needs and interests of all. Like they figure out, when the problems are relevant to all, cooperation is a valuable conflict management technique, and both parties have to be devoted to the remedy. This is also mentioned where negative emotions or resentment need to be worked through. Nevertheless, they suggest that the right decisions are taken by adapting collaboration strategy amongst the team players. When school principals implement this approach, they would be forced to adapt to the concerns, and resolve the effective approach for the learners and keep any sort of unrest at bay.

Lynch, et al. (2014) agrees that the use of a collective approach to manage interpersonal conflict situations has several benefits. They claim that engaging with other group facilitates innovative conflict resolution, as it is a way of encouraging mutual respect and

communication. Therefore, school principals who utilize teamwork can openly interact with the learners and consider their interests until there is a dispute and establish mediation structures attained, and prevent any unpleasant actions that may otherwise occur which probably would cause destruction in the whole system.

Collaborating takes some time, though, as per Wager (2013), and sometimes cases of dispute are often quite immediate or far too trivial to validate the amount of time needed to collaborate. However, this analysis reveals that there are several conflict issues that can be managed instead of collaborating with one of the other four dispute management techniques. Great coaches are those that can understand circumstances of interpersonal conflict, conflict between or among people, then use the right technique to manage for each circumstance. Therefore, the effective use of situations of conflict for teachers and learners would indeed facilitate school discipline and adverse conduct resulting in arsons and other types of violence would be reduced drastically.

Huan and Yazdanifard (2012) contend that individuals who choose a style of partnership settle disputes in the best possible way that almost every party concerned come to a consensus. They see the approach as genuine and generally something that honestly and frankly approaches the problems of disagreement, between and among parties involved in that conflict, without the leader getting involved and engaging with both parties as well.

Collaboration encourages task-goal accomplishment and is linked to employee's job satisfaction, as revealed by Shah (2018). For teachers and students alike, this satisfaction results in high achievement, both in curricular and co-curricular activities of learning. Collaboration is high in aggressiveness and would be functioning better if both sides are relevant to the challenges at hand and the nature of the associations so created. Notably,

conflict may happen in personal level to be referred to as intrapersonal conflict or family problems to be known as interpersonal conflict. It is typically mostly suggested because of the length of time, energy, confidence, and collaboration involved in the matter when the nature of the issue is deemed to be highly critical. If this is not the case, it might be much effective and successful to compete, agree, accommodate or prevent other ways of dispute resolution.

Communication and collaboration are among the core competences given more emphasis by the current Competence Based Curriculum (CBC) in the Kenyan system of education that stands to replace the 32 years old 8-4-4 system of education. Scholars found that initiating collaboration is one of the best ways a learner would undertake learning instructions with ease. This is a collection study carried out by education task force. Learners would exchange views, share experiences, opinions and ideas in handling any task ahead of them without necessary involving the teacher. So shall they address any conflicting issues as they would have internalized the collaboration strategy. Collaboration as a strategy is therefore widely supported by researchers as one of the best strategies to employ in conflict containment.

Avoiding Strategy in Managing Conflict

Avoiding Strategy is neither both unassertive and uncooperative to avoid strategy; in this approach, the individual concerned does not function against their own gain or interrupt the other group. This is often deemed appropriate since it operates on the premise of leaving one alone and never bothers about any ones' problems as it aims at running away from other person's issues. The collaborative approach is opposed to avoidance and is marked by other assertiveness and cooperativeness. The aim of this style is to meet the interests of all people associated. The entire team agrees on working together in this respect.

Nebgen (1978) carried out a report on conflict management for the secondary education director in the United State of America. The research centered on particular methods utilized in educational settings and mentions four types of conflict management strategy which includes avoiding conflicts, the use coercion, involving the third party, and rational techniques. The analysis revealed that, depends on the underlying cause of the disputes, the efficacy of using balanced methods to management of dispute (persuasion, agreement and hostility) varies based on dispute courses.

The research on the connection within five approaches of the dual concern model and the individually characteristics of the Japanese Big Five such as extraversion, openness to experience, compatibility, neuroticism and conscientiousness done by Mendiburo-Seguel, et al. (2015) posited that avoidance has been greatly affected by neuroticism and compatibility, and adversely affected by frankness to experience and conscientiousness when employed.

Similarly, Schaufeli (2016) utilized this form of association as a factor in the research to assess the associations amongst face consciousness, cultural self-construction, public self-consciousness as well as the five model techniques of dual concern. The study revealed that with face perception, use of submission and avoidance techniques improves in low familiarity experiences with the key players among other persons in an organization. Findings have also shown that interdependent self-construction has a beneficial impact on approaches of submission and avoidance. Each of these researches, nevertheless, included salient contradictions, and neither concentrated directly on non-salient techniques in conflict management.

In the actual collaborative initiatives, interpersonal conflict might save the action to overcome disputes. Nevertheless, disputes avoidance isn't just a simple task. It needs additional commitment that must not be disregarded. Dispute avoidance can also impact the overall performance of the group, since two high-performing individuals may not function together in that place. Furthermore, in order to carefully quantify the gains of dispute avoidance, we have to build models to examine and assess similar activities (Roloff & Wright, 2015).

Many individuals actually choose to avoid disputes and function as though the disagreement doesn't really exist. Dispute avoidance is not a terrible idea in certain situations; conflicts can drain away or settle itself with time in some cases. Individuals who avoid confrontation are never generally violent but are unable to intensify a situation within the workplace which is already tense. Preventing or retreating from a dispute needs little bravery or consideration the opponent. They simply assume that it neither happened nor does it occur by just avoiding the conflict. The other forms of conflict avoidance or segregation involve claiming that nothing is wrong, obstructionism or closing down entirely (Pellis, 2019).

It can be disastrous for organizational health to avoid confrontation, prevent it, or authorize chronic unhealthy disputes to remain unresolved (2017). Conflict avoidance is categorized by behavior which either avoids the dispute or declines to be part of it. Even though avoidance is seen as a poor approach, it demonstrates little regard for the interests of the members. Dispute avoidance is often a strategic reason, particularly when the association is not long term and the problem is not essential or if the circumstances may intensify into

war. It is a strategy to attempt avoiding being responsible and not willing to own a problem as an issue to attend.

According to Zhang and Wei (2017) conflict avoidance also involve claiming that the problem is not crucial enough to invest time on it or suggesting that there is not adequate time to provide justice (Zhang & Wei, 2017). Delay is the goal that uses avoidance. This managerial style is acceptable when dealing with low-priority issues, minimizing controversy, or buying time. Avoidance entails that an individual has a low-power role and with very little influence over the circumstance, then the individual has to allow some people to deal with dispute, or if the issue is part and parcel of a much bigger problems and someone needs to concentrate on its core issue, avoidance is often acceptable and would work without causing further damage.

Excessive usage of the avoiding style however, can lead to a low level of feedback, decision-making, and festering problems, which can lead to deterioration in communication among members of the team, as Okoth (2012) put it. In fear of consequences, individuals who misappropriate avoidance do not talk honestly. Excessive usage of conflict avoidance may also be the product of experiences in adolescence, previous work-related events, and adverse dispute resolution experiences. A relatively mild type of avoidance activity is when in the circumstance where decisions are being made, the group members delay over getting work done and purposely considers an alternate opinion improperly, or withdrawn.

When avoidance is overused, extreme behaviors may emerge (Yang, 2015). An individual is starting to be pessimistic, critical and sardonic. Some habits of extreme avoidance may involve being reactive through being unreliable and not listening attentively at conferences

particularly in comparison to some other kinds, which can as well give this form more value even if individual has dedicated quite ample to the style (Zhang & Wei, 2017).

Avoidance has its issues as well. Any disputes are not going anywhere or resolving it. Some workers become irritated when someone continually avoids dispute by postponing conferences, reconfiguring their plan or attempting to hide in their working stations running into a coworker or not responding to emails. In addition, options can be missed when project is not completed (Bak & Pepper, 2014).

Conflicts of expectations always encompass conflicts of judgments. Under such circumstances, to combat these challenges, negotiation and problem solving are useful. Conflicts of opinion, nevertheless, cannot always be overcome and should be handled, even with no agreed alternatives are acceptable. Within a background of perceived interdependence, disputes arise. The prominent form is a poker game, in which group's gains become directly linked to anyone's losses (s). When the conflicting groups are not interdependent, such that one group actions fail to have any effect on each other, and conversely, there would be no conflict. This helps explain the fear of conflict (Miyashita, et al. 2015).

In the organization, executives often avoid coping specifically with disputes between co-workers simply by dividing them. Employees can refrain from conflict as rather dangerous or unpleasant in the organization and some circumstances where prolonged communication with an individual wouldn't be terminated, choosing rather to resist explicitly coping with the circumstance by venting to someone or participating in passive aggressive attack methods like speculation (Huang & Chen, 2018). In the working sector, unresolved dispute

has been correlated with poor communication due to misunderstanding or failure to comply, intensified tension and mistrust.

Some potential conflict-averse outcomes, as noted by Knoth and Pebesma (2018), typically involve managers who perform poorly can thrive because the administrator may not assess or respond to workers' complaints; disputes amongst different department often become malignant due to lack of tie breaker to compel determination; and incompetent executives are transferred between department to another. Direct conflict or administration debate might have involved precise planning of the organization with an implicit recognition of the group's unity. Because this case illustrates, though, avoidance could also produce mutual trust and connection (Vasyliev, 2015). It's needed during and for a relatively short period after the event that harmony generated by avoidance was more lasting than what might be required for conflict. Avoidance has contributed to more lasting unity as a more universal and long-term form of resolving disputes.

ChengHe and Zhang (2016) assert that avoidance is much more of a continuous mechanism and therefore its "consistency" performance work to it being an intrinsic part of the community as well as its participants' daily lives. Much like avoidance is a daily phenomenon, one could claim that harmony and solidarity are much more rooted in this way. In attempt to comprehend avoidance, it is therefore necessary to note its consequences not only for conflict resolution, as well as for person bonding, team building and maintenance Kombeiz, et al. (2017).

Compromising Strategy in Managing Conflict

Compromising technique is a mid-way technique to conflict resolution in handling conflicts. It takes an interim path among assertiveness and cooperativeness, and this is useful when all members concur to sacrifice those interests for the solution to be achieved. According to Kibui, et al. (2014)'s research on conflict resolution in Kenyan public high schools, the best factors that lead to conflict in public high schools in Nyakach district are harshness by support staff, negative attitudes toward teachers, student discipline, late payment of school fees by parents, poor work performance by staff, and financial exploitation.

According to Saeed, Almas and Niazi (2014), Negotiation, Arbitration, mediation and an atmosphere of confidence, partnership and constructive communication are the considered effective strategies. Greek school administrators agree with the view because they're more willing to use the negotiation approach to settle disputes, as revealed by a number of Greek educational researchers Saiti (2015), although, as a second choice, they deem conflict avoidance an acceptable conflict approach.

The outcome is in line with Mboya, et al. (2016).), which also suggests that managing school disputes by using a reconciliation approach doesn't really create a situation of 'winners-losers,' since something will have to be given up by each party.

In addition, as noted by Andrews and Tjosvold (1983) quoted in Nissa and Halepota (2018), a prior standard measure of the option of conflict resolution technique is the severity of the conflict in learning sectors. An avoidance technique as well correlated positively with efficacy in continuous school disputes, while a negative correlation was revealed with truthfulness and efficacy in low and moderate intensity conflicts. The

Nyagawa (2018) research related student unrest to poor communication in higher education sectors in Tanzania. The analysis revealed that the participation from every member to a team project is needed, as well as information sharing and resources and collaboration are needed due to the more the members of the group collaborate, the higher they participate in the educational councils to the achievement of common team objectives.

Noermijati, et al. (2019) indicates that disputes are an essential aspect of the social structure and that they should be managed properly in order to establish an organizational environment for safety which is so critical for the successful execution of obligations. An individual who involves selecting a compromising style of dispute aims to align the interests of every party in a dispute by allowing them to give in on at most certain criteria. This dispute form will take more time and require more "interpersonal skills" than other strategies for resolving conflict.

This is, nevertheless, sometimes viewed as less troublesome than resistance, compromise or competitive forcefulness in a market setting. Negotiating is a major step in settling disputes. If all parties look for mutual understanding, both bravery and consideration are used. They decide to discuss relevant points just let it go through the weaker ones; the consequent reduction is expedited by this style. The compromising individual can sometimes utilize passive-aggressive strategies to confuse some other group, so be very careful.

Compromise is rarely the best method for resolving disputes because it permits all parties to give up everything in order to reach an agreement for the sake of reaching an agreement. It may, in some manner, contribute to neither party's actual satisfaction, thereby exacerbating the problem. As a result, when other options aren't available or when the

situation calls for it, compromise may be an effective and appropriate tactic. The readiness of stakeholders to debate the subject and decide that reaching an agreement would be in everyone's best interests, resulting in the adoption of such a policy (Gunkel, et al., 2016). The importance of compromise however, is conveyed to many individuals when they were still children playing together and at times causing misunderstanding amongst themselves. The compromise strategy of resolving conflict is always a useful skill that is needed, especially for entrepreneurs who, while making choices or reaching an agreement, would have to align various values and needs. There're many occasions, nevertheless, where compromise isn't in the greatest advantage of an organization (Smith, 2016). It could therefore be necessary to understand fully how to compromise with other fellows at times of conflicts than just to know how to compromise.

Workplace disputes are unavoidable, so it is safe in several situations. Factory owners, executives and rank-and-file workers sometimes distinctly view challenges or learn that they have conflicting agendas. If dispute arises clear, without pressing charges, then it will be upon parties concerned to fix the dispute. In several organizations, people are required to work professionally to settle disputes (Chan, et al. 2014). Nevertheless, under certain situations, administrators or even business directors might have to interfere in an effort to either get the opposing members to respond to one another and come to a compromise. Explanations why it can be hard to settle disputes in the organization would be that different individuals have distinct types of confrontation adolescence are sometimes acquired but might represent the family dynamics of the employees. It lacks of continuity and dispute style, and also the dispute form itself, can cause animosity and negative emotions. The

settlement of important issues may also be postponed, and crucial information and programs can even be derailed.

A common technique to settling conflicts in negotiation and mediation processes is the use of compromise. Although an agreement can be made, compromise doesn't always address issues that include underlying individual or institutional dispute. It is due to compromise is always a "resolved" solution to the issue and not necessarily the optimization method that any group is looking for (Bommel, 2014). A practical or resource remedy might well be produced, however psychopathological issues related to the conflict might not be solved. As a consequence, when parties proceeds to have interaction with one another, either or both parties within conflict could proceed to harbor negative emotions or other resentment that can emerge again.

The use of agreement to resolve a dispute or disagreement allows the parties concerned to be totally aware that perhaps the result may be little than they had initially expected. The one which is appropriate though not optimal could be the ultimate verdict. If the outcome looks like that of a loss, there could be hesitation or opposition to the use of compromise as an alternative to conflict resolution. Nevertheless, when the emphasis is on whatever is done, instead of what's already been surrendered, there's also a stronger possibility that perhaps the groups would exit with emotions of happiness and recognition. "Compromise is much more effective whenever the actors have a set of concrete results that are self - adjusting in a way that only the ultimate verdict stays for all sides "inside the package" (Tidström, 2014).

In other occasions, there could be a necessity "agree to disagree" whenever the conflict appears unsolvable and the fact that they're not willing to cooperate fully kicks in. Where

there is conflict about beliefs or ideals instead of evidence or procedures, consent to disagree is necessary quite frequently. If all sides are truly capable to listen and strive and appreciate the other group's viewpoint politely, they will also come to recognize their differences. The shared recognition of disagreements increases the possibility that the conflict can be resolved productively (Saeed, 2014).

Compromise may be an efficient way to handle disputes and disagreements, but it is not the right option. Putting an end to compromise where other conflict strategies (fighting, accommodating, avoiding or cooperation) would be much suitable may lead in a mechanism or consequence which is not beneficial for the matter at hand. It's also critical that, throughout the process of compromise, essential problems or critical specifications are not overlooked. Many innovative ideas are required often. There is little need for arbitration with all conflicts and disputes. Successful people understand if compromise can be used and if certain techniques to problem solving are required (Bommel, 2014) (Bommel, 2014).

In Nigeria, Longe (2015) discovered that the problem of managing conflict was central to the achievement of its target in Osun state, which educators used to have to carry on either a lengthy boycott over the introduction of the national government's announced coordinated wage structure. These are possible causes of workplace strife, not just in learning institutions, but as well within the state civil service. Wagude (2015) argues that, for various reasons, higher learning sectors in Kenya have often encountered conflicts of varying nature, many of which turn to be harmful to person and property. The influence of mission and objective interdependence in problem involved and team effectiveness results on the resolution of disputes in student organizations, Milton and Barakat (2016) imply

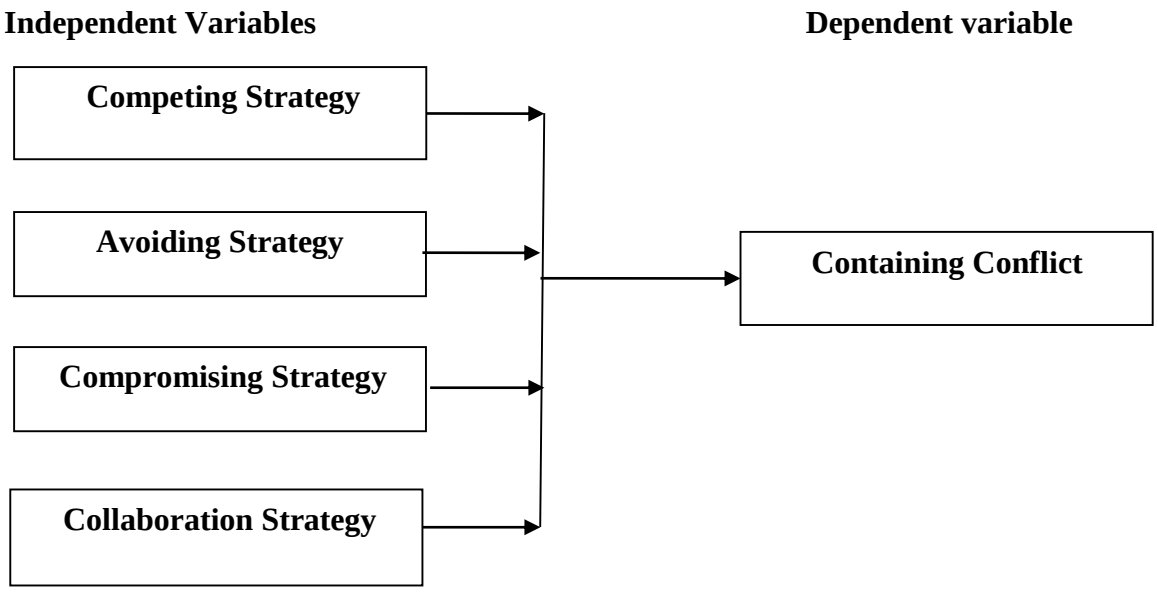
that the design of activity and goal interdependence influences the dispute resolution skills of a team, which then influence performance of the team members Although this was common, this research aimed to determine the efficacy of methods used in the management of conflicts by school heads and board members in public primary schools in Lamu County.

2.4 Conceptual framework

A Conceptual Framework is a fundamental structure made up of abstract bricks that reflect the observation, experimentation, and analysis phases of a research project. This section will determine the factors which are going to affect the variables, used in the study, referred to as the independent variables. The relationship is as seen in figure 2.2

Figure 2.2:

Conceptual Framework

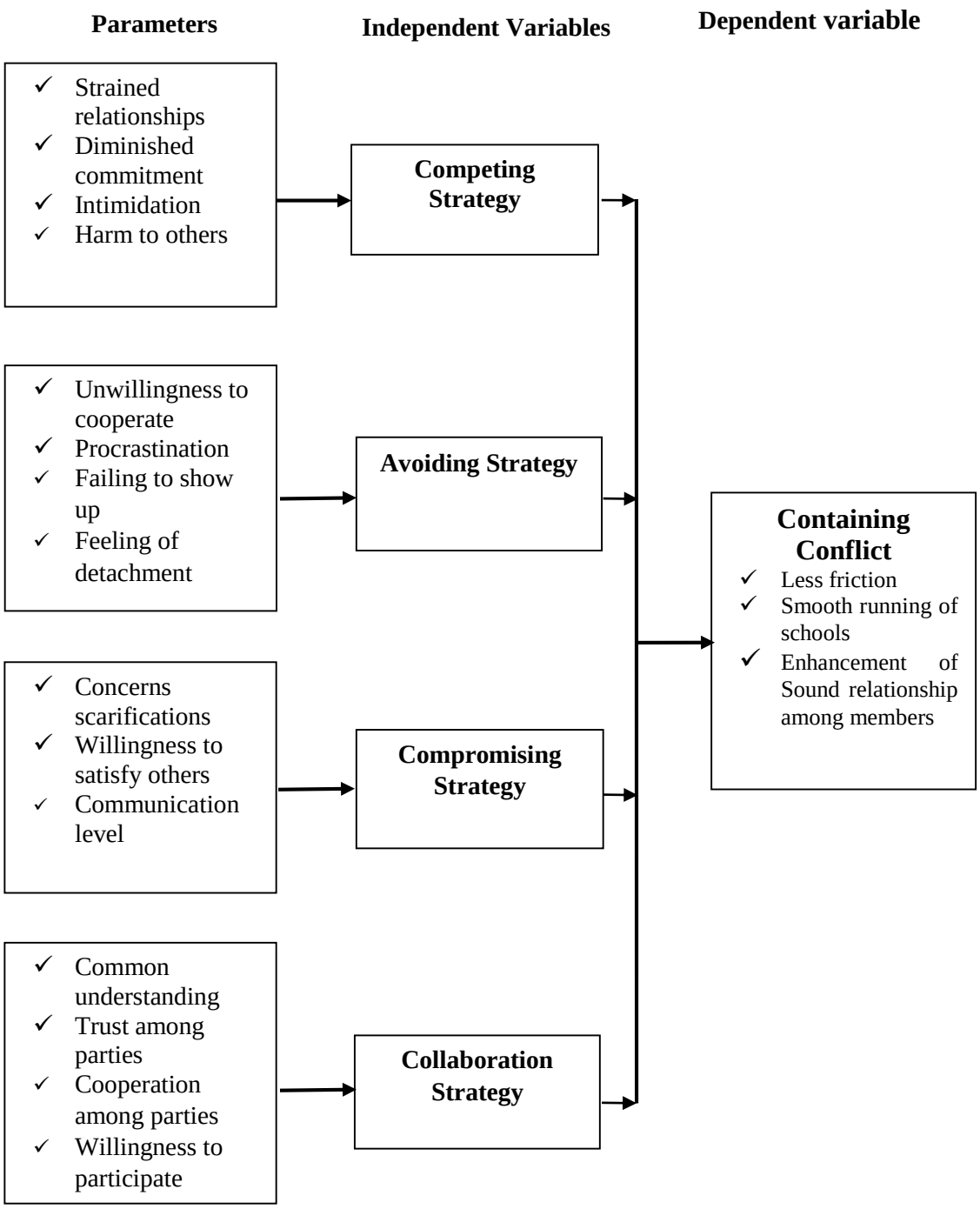


2.5 Operational Framework

The operational framework for the research was displayed on the parameters used to describe each of the independent variables and the research's dependent variable. The researcher derived the contents of the questionnaire utilized in the study from the operationalization of the conceptual framework. This is depicted in Figure 2.3.

Figure 2.3:

Operational Framework



2.6 Research gap

The research, Shapiro (2014), depends on traditional methods for self-reporting which were put together during one online tool. Secondly, the survey asked questions only as far as the workplace was concerned. Therefore, the outcomes of personalities and dispute style of management in terms of setting and meaning must be carefully considered. Thirdly, it is also possible to doubt the reliability of the testing tools in this report. The analysis relies on conflict management, Awan and Saeed (2014), may be applicable to the financial industry instead of other sectors and societies, for which this must be studied in the potential as required. Consequently, a detailed analysis with focus group interviews needs to be performed to draw clear conclusions about organizational conflicts and to establish suitable approaches to effectively resolve them.

Ajike, (2015), study in Nigerian Access Bank analysis indicated that conflict management variables could only explain 54% of organizational performance, hence need to incorporate more independent variables to explain organizational performance. Due to the limitation of previous studies this research therefore, designed to look into the impact of school management practices on conflict resolution in Lamu County's public elementary schools. This will fill in the knowledge gap on conflict within management of public schools in the county where research on the factors has not been significant. By comparing what is known abroad with what will be established in Lamu County, the research will also help bridge the knowledge gap.

Shapiro (2014) described the factors affecting the actions of human resource professionals in the organization in managing conflict. Quantitative and correlation analysis method was adopted by this report. The analysis revealed that the harmonious, individual-person

relationship with the aggressive conduct of conflict resolution was important. Furthermore, the study found that conflict resolution (CR) education and training in the field of HR are required. In addition, the research advises that HR practitioners with the information needs better understand them self and everyone else around them in the respective working environment. Furthermore, the analysis revealed that the area of HR can strengthen working relationships which could be used to build a much more effective professional atmosphere.

Awan and Saeed (2014) researched on problem solving and Askari Bank's business effectiveness in Pakistan. In order to obtain data from a particular number of participants, the research adopted a structured questionnaire and the survey approach was used. For the purpose of data analysis methods, descriptive research tools like frequency, percentage, mean, standard deviation & variance and key metric analysis was employed. The research revealed that the impact of dispute on organizational performance is important. In addition to maintaining a free flow of contact among management and employees and fostering interpersonal relationships among both employees to raise their morale, the research suggested that management should implement conflict resolution techniques that enhance the efficiency of the company.

Ajike, et al. (2015) investigated the impact of conflict management on the performance of Nigerian Access Bank's financial services. The analysis was based on a selected sample of eighty-one (81) out of the bank's staff members in 3 merchant outlets located in the state of Lagos. The study showed that there was an important positive relationship ($r= 0.725$; $p<0.05$) involving conflict management and organizational efficiency. It is also suggested that governments must establish varied but effective dispute resolution and training

methods when they occur until the company continues to escalate to an uncontrollable level.

Khanzadi, et al. (2017), studied on conflict in an organization between and among participants which was a common issue in a project delivery system. Supported by (Li et al., 2018), they both confirm that conflict has been studied widely from various angles owing to its great importance. For example; conflicts between constructions stake holders in their processes of operations, such behaviors being capable of influence and affecting each other.

Min, et al. (2018) investigated a six-part paradigm model that was developed to describe patterns of the causes and results of conflicts for each and every construction project. The model included project characteristics, conflicts events, conflict factors, main agents' actions, clients' reactions, and conflict results. Similarly, Gyan and Ampomah (2016) found that stakeholder conflicts have a negative influence on community development initiatives, and they recommended that stakeholders pay attention to their relationships throughout the project process. Its recommendation suggested on employing of collaboration strategy as one of the most effective among other strategies to be employed in managing and containing conflicts in working environments.

In his research on organizational behavior management in the high schools in Tanzania, Msuya (2016)) observed that dispute can be reduced when school principals recognize the key stages of conflict management styles and post-conflict stages. This implies the incorporation of post-conflict process completion that deals with strengthening organizational processes in order to reduce possible dispute. It has also been found that potential disputes reduction techniques articulate priorities that eliminate uncertainties and

enhance policies, processes and regulations. A research on conflict management for educators in the Mbeya region was also carried out by Kamete (2014). The researchers revealed why there is a requirement for thorough and accurate approaches for resolving conflict in which disputes are resolved properly along with forms of disputes and causes and consequences in the high schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the technique that will be utilized in the study on the impact of school management practices on conflict resolution in Lamu County's public elementary schools. It includes information about the research design, study location, target population, sample size and sampling procedure, data collection method and equipment, data processing method, and analytical approach to assess the study's objectives. There will also be a discussion of ethical considerations.

3.2 Research design

The processes that a researcher will use to establish the relationships between dependent and independent variables are referred to as research design (khan, 2008). It's a master plan that lays out the methods and procedures for gathering and analyzing data (Zikmund, 2006 cited in Meyers, et al. (2016). A descriptive survey research design was used in this study. A descriptive research strategy is a fact-finding study that uses descriptive statistics such as mean, mode tables, and graphs to learn about the current condition of affairs (Lewis, 2015).

Because this study involved defining the link that exists between the collections of variables specified, a descriptive survey research method was utilized, with the dependent variable being school management practices and the independent variable being conflict management. Any research study's general framework is known as the research design. The descriptive research design gathered quantitative and qualitative data about the target respondents, which was then used to make statistical inferences about them via data analysis.

The research design provides readers with information as well as a framework for understanding how data is collected and processed in every given study (Bryman, 2012). As a result, a descriptive survey was necessary to meet the research's goals and objectives, as well as to examine the link between the variables. A questionnaire prepared expressly for this study was used to collect data. The researcher surveyed schools from the target population at random. Though the method was relatively broad, findings of the research were generalized to other parts of the county. According to Ponto (2015), survey method is appropriate when researcher wish to gather information about behaviors, opinion, attitude, life experience or personal characteristics of a population. This design was suitable since aim of the research was designed to generate awareness by analyzing the methods of containing conflict implemented by school head teachers as well as other board members and their efficacy in resolving conflicts in Lamu County public primary schools. According to Mugenda and Mugenda (2003), a questionnaire is an attempt to acquire data from a population sample in order to assess the right status of that group in relation to one or more factors.

3.3 Target population

According to Keller (2007), the term "population" refers to everything that a statistician is interested in. These are all findings of relevance in an entire collection, such as individuals or events (Burns & Burns, 2008). It could also be referring to as the set of components that the writer needed to draw conclusions about (Copper & Schidler, 2005). In this analysis, the population served as the basis from which the samples were obtained for the study. The population is an entire group of people with characteristics common to the entire group as noted by Kombo and Tromp (2009). They also propose that all members, persons, or

groups that are expected to be included in the study form a target population. With four respondents from each of the 68 public primary schools in Lamu County, the survey targeted all Head teachers, Deputy Head teachers, Senior Teachers, and Chairman of the Board of Management.

This implied a total of 272 respondents were targeted. They were singled out because they are directly involved in school administration, and their appearance in resolving all school conflicts is crucial. The chair to the BOM is elected by other board members of the school whose name together with other board members were submitted to the education office for recognition and official appointment. whereas the head teacher is an employee of the TSC and is subsequently the secretary to his board and directly answerable to the Ministry of Education (MoE), state department of Basic Education, and to his employer the Teachers Service Commission (TSC), on all school administration and management issues. The head teacher is the Chief Executive Officer of the school and is expected to ensure effective implementation of all education policies as enshrined in the 2015 revised education Act.

3.4 Sample size and sampling technique

According to Mugenda and Mugenda (2003), for analysis and reporting, a sample size of 10% to 30% is suitable. The researcher drew 30 percent of the overall target population of 272 people from Lamu County's 68 primary schools. This imply that, a sample of 80 respondents from 20 schools were surveyed with each of the head teacher, the deputy head teacher, senior teacher and BOM chairperson from sampled schools as respondent to the study, as shown in table 3.1 below.

The sampling technique involved simple random sampling with schools from Sub-Counties of Lamu County, the East and the West sub-counties. This implied that schools

from the East and those from the West were included and placed in draw for sampling. Random sampling, according to Sdorrow (1994), is the selection of a sample from a population so that each character in the sample has an equal probability of being included.

Table 3.1:

Population and Sample size of the study

Categories	Total Population	Sample Size	Sample Percentage
Head teachers	68	20	30%
Deputy head teacher	68	20	30%
Senior teacher	68	20	30%
Chairperson BOM	68	20	30%
Total	**272**	**80**	

The TSC and the MoEST County offices in Lamu County provided information on the population of all registered public primary school head teachers, deputies, and senior teachers in Lamu County in 2018.

3.5 Data collection instruments

Because the target group was so dispersed, questionnaires were created as the primary data collection tool. To areas where the researcher did not access it was really easy to send the questionnaires while waiting for responses from the respondents. A questionnaire is widely used to acquire crucial information on a community under research, according to Mugenda and Mugenda (2003). The questionnaire items were created in such a way that they were closed-ended, making it easy for responders to respond. Closed ended question categories are recommended because they allow for the collection of detailed quantitative data and are the most comprehensive method of conducting the study.

The questionnaires were given to the principals, the deputy head teachers, the senior teachers and the school BOM chairmen because they are the school leaders who are directly

involved in the management of their institutions. Subsequently the tool is easy to administer as all of them went through education system in Kenya. None the less, Head teachers are chosen because they are the secretaries to their boards and do adopt the strategies in managing conflicts together with the rest.

3.6 Pretesting

To enable the researcher to ascertain that the questions set are fit for collecting data, the questionnaire was pretested immediately before embarking on data gathering process. According to Mugenda and Mugenda (2003), a pretest sample should range from 1% to 10% of the total sample size, and a pretest sample of 10% of the 68 schools will be employed in this study. The piloting study was randomly executed in some selected schools in the county. Because of the small population of schools for the county, pretest sample of 10% was appropriate to give a more reliable comparison from the responses. It therefore implied that 7 questionnaires had to be administered to a seven non sampled target population perceived to be knowledgeable in conflict management, so as to assess the relevance of the questions and identify any ambiguities in the tool.

The questionnaire was then gathered and examined to see if it met the validity and reliability criteria, with any required revisions made to guarantee that it suited the study's objectives. Piloting is very significant as it equips the researcher with the necessary information regarding the nature of the study participants, before the actual process of the survey (Newing, 2011). Piloting considered schools from both sub-counties with 3 schools from East and 4 schools from the West sub counties. A higher number was considered from the west as it consists of higher number of registered public primary schools. However, schools that were piloted did not participate in the actual research. These piloted

schools from both the sub counties of Lamu provided fairness, equity and equality in administering the research tool.

3.7 Validity and reliability

Validity

In order to evaluate the dispute containment techniques in every research component carried out by the researcher, factor analysis was performed. Hair (2010) stressed that in analysis, factor Analysis is needed to assess for construct validity and highlight heterogeneity between measured variables as well as to test for any associated variables in order to minimize data redundancy. Mwiti (2013) indicated that the most reliable factors are those with the highest significance and influence as well as those with factor loadings greater than 0.5. Validity of research instrument seeks to find out whether the instrument measured the task expected. The instrument was valid as shown in table 3.2

Table 3.2:

Validity of the Research Instruments

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.797
Bartlett's Test of Sphericity	Approx. Chi-Square	784.44
	Df	465
	Sig	0.000

There were 0.797 KMO measurements on research variables that reflected great acceptability of the use of factor analysis and adequate inter-correlations. The Sphericity Test by Bartlett is significant (chi-square=784.44, $p<0.000$). Bartlett's test examines whether the correlation matrix found varies significantly from matrix of identity.

Reliability

The researcher was able to determine the consistency of the measured factors thanks to the reliability and validity of research instrument estimation (Sekaran & Bougie, 2010). To establish the internal consistency of the measured component, the researcher used Cronbach's Alpha coefficient in this study.

Table 3.3:

Reliability of the instruments

Variable	Cronbach Alpha	Number of Items
Competing Strategy	0.806	6
Collaboration Strategy	0.780	6
Avoiding Strategy	0.996	6
Compromising Strategy	0.855	6
Containing Conflict	0.810	6

The aggregate alpha coefficients of Cronbach for all the structures in the analysis reached 0.811. The research measurements were proven to be considerably accurate in that they all had an alpha coefficient more than the minimum alpha coefficient of 0.70 agreed by Cronbach (Hair, 2010). Compromising strategies had an alpha of 0.806 while collaboration strategy had an alpha of 0.780, avoiding strategy had an alpha of 0.996, compromising strategy had an alpha of 0.855 and finally containing conflict had an alpha of 0.810 as indicated above.

3.8 Data analysis and presentation

The goal of this research study was reached by data analysis and descriptive statistics were used to examine the data acquired (measures of central tendency which included: - Mean, Mode and Median, and measures of variations). The Social Sciences Statistical Package (SPSS) version 23.0 was used to examine the data. The mean, standard deviation, percentages and frequency distribution were used to summarize the responses and to

display the magnitude of the results as demonstrated by survey participants from academic disciplines the within County.

The findings were presented in tables and figures. Moreover, the research used a Multiple Linear Regression Analysis to classify tactics implemented by school head teachers and the board member in the containment of dispute in Lamu County public primary schools. The reason for using this statistical tool is that it has been tried at the Kenyatta University among other public universities to determine the pedagogical approaches in performances and found successful, (Kombo & Tromp, 2009). Similarly, this study has demonstrated how effective the tactics used by head teachers in resolving conflicts are. The following is the regression model:

$Y=ß0+ ß1\ X1+ ß2\ X2+ ß3\ X3+ ß4\ X4+\varepsilon;$

Whereby:

Y = Managing conflict

ß0 = Constant Variable

X1= Competing strategy

X2= Collaborating Strategy

X3= Avoiding Strategy

X4= Compromising Strategy

ε= Error Term

3.9 Ethical consideration

This report adhered to all the required ethical principles that a researcher is required to uphold in the course of the study. The researcher ensured enhanced confidentiality by protecting the sources of critical and sensitive information provided by all the respondents

who cooperated in providing information. All information was therefore given the utmost confidentiality it deserved. As a requisite, the researcher obtained written permission from the University, in this case Kenya Methodist University, to conduct the research. Permission document from the university provided the basics requirement for the researcher to seek authority from other relevant authorities in charge of schools to commence with data collection from respondents. The data collected were handled with the maximum confidentiality needed. The researcher also requested permission from commission in charge of researches in Kenya and was served with a certificate from the National Commission for Science, Technology and Innovation (NACOSTI), for authority to collect data for the intended research topic as approved by the university. Similarly, the researcher being an employee of the TSC and undertaking research in Lamu County public primary schools under MoEST, obtained written permission from both independent bodies to continue collecting data from management of schools for his research. Members of the School Management Committees and Parents Association (Chairperson) of the selected schools were contacted prior to the exercise to avoid inconveniency during the research exercise. Permission was also sought from the County Commissioner who communicated to his Deputy County Commissioners from both Sub-Counties to allow and support the researcher where necessary to conduct his research.

CHAPTER FOUR

RESULTS AND DISCUSION

4.1 Introduction

The data analysis, interpretation, and presentation of the findings were the focus of this chapter. The study's major goal was to look into the impact of conflict-resolution tactics in Lamu County's public primary schools.

4.2 Response rate

The survey addressed 80 respondents from Lamu County's 68 primary schools, with an emphasis on school principals, deputy principals, senior teachers, and the BOM Chairperson. Table 4.1 below show that the researcher distributed structured questionnaires to the respondents and only 55 out of the 80 sampled respondents filled and returned the questionnaires. According to Mugenda and Mugenda (2013), a 50 percent response rate is considered acceptable for analysis and reporting, a 60 percent response rate is decent, and a 70 percent or higher response rate is considered excellent for research; thus, the response rate was good for analysis and reporting, as 69 percent (55) responded to the surveys, while 31 percent (25) did not, indicating that the sample was well represented.

Table 4.1:

Response rate

Category	Frequency	Percentage
Respondent	55	69
Non-Respondents	25	31
Total	**80**	**100**

4.3 Demographic Information of the respondents

In this section, the respondents were asked to indicate their gender, their age bracket, level of education, length of service in the organization and finally the participants were requested to respond if they had experienced conflicts in their school.

Gender of the Respondents

The respondents were asked to specify which gender they belonged to on the first question of the survey.

Table 4.2:

Gender of respondents

Gender Category	Frequency	Valid Percent
Male	32	58.2
Female	23	41.8
Total	**55**	**100**

From table 4.2, it was evident that 58.2% (32) of the respondents were males as compared to 41.8% (23) of the respondents who were females. This showed that there were two thirds gender representation among head teachers, deputy head teachers, chairpersons of board of management and senior teachers in Lamu County. This is an agreeable rate as provided for by the Kenyan constitution on representation of gender in every field of activities, schools included.

Age Bracket of the Respondents

In addition, respondents were asked to indicate their age bracket in which they belong so as to find out the level of maturity that would be envisaged by the respondents in answering the tool. The findings were as depicted on table 4.3 below.

Table 4.3:

Age Bracket of the Respondents

Age Category	Frequency	Valid Percent
21-30 years	7	12.7
31-40 years	21	38.2
41-50 years	17	30.9
Over 50 years	10	18.2
Total	**55**	**100**

Table 4.3 revealed that 38.2 percent (21) of the respondents were between the ages of 31 and 40 years, 30.9 percent (17) were between the ages of 41 and 50 years, 18.2 percent (10) were over the age of 50 years, and 12.7 percent (7) were between the ages of 21 and 30 years. This demonstrates that head teachers, senior teachers, deputy head teachers, and chairpersons of the Lamu County Board of Education are all members of the Lamu County Board of Education comprised of persons of various ages spread out from as low as 21 to that retiring age of 60 years. However, the majority were the middle-aged persons, 31 to 40 years, meaning that they were quite able and had enough work experience to respond to the statements in the questionnaire as expected of them.

Level of Education

The researcher also wanted to know what degree of education the respondents had, which included head teachers, deputy head teachers, senior teachers, and board of management chairpersons. This was purposely done to ascertain whether the respondents had acquired some knowledge in management practices as different education level would justify that one had covered some units in management. Components of management are studied right from teachers colleges, primary teacher 1 level, and advance as one progress in their education levels. Information is as displayed by table 4.4.

Table 4.4:

Level of Education

Level of Education	Frequency	Valid Percent
Certificate	9	16.4
Diploma	19	34.5
Undergraduate	22	40.0
Masters	5	9.1
Total	**55**	**100**

Based on the analysis on the education level, 40% (22) of the respondents had undergraduate qualification, while 34.5% (19) of the respondents indicated that they had diploma qualification, 16.4% (9) of the respondents had a certificate qualification and finally 9.1% (5) had a master's qualification. According to the findings, the majority of the respondents had the qualifications to comprehend the study's requirements and was also aware of the school's dispute resolution processes. Management of schools is a component pursued at primary teachers colleges at a low level but units to that effect get learnt as ones level of education advances. School management and leadership styles are components that every teacher should undergo before completion of their study. Similarly, the Ministry of Education guides provides that the chair of board of management for primary schools should at least have learnt to form four level so that they are conversant with leadership issues, rather educated leaders. It is therefore right to state that most of the personnel had the opportunity to study management at some level.

Length of Service

The respondents were also requested to provide the amount of time they had worked at the institution, as well as their teaching experience, and the results were provided in table 4.5.

Table 4.5:

Length of Service

Length of work	Frequency	Valid Percent
0-5 years	15	27.3
6-15 years	19	34.5
15-20 years	13	23.6
Over 20 years	8	14.5
Total	**55**	**100**

Table 4.5 showed that 34.5% (19) offered service in their school for 6 to 15 years, while 27.3% (15) had worked in the school for less than 5 years, followed by 23.6% (13) had served in the school for 15 to 20 years and finally 14.5% (8) had worked in their school for over 20 years respectively. This indicated that most of the respondents in the research had gathered enough experience on the conflict containment strategies in their respective schools. These findings backed up Braxton's (2008) assertion that respondents with a lot of work experience are more likely to provide credible data on the study subject because they have technical knowledge and familiarity with the problem.

Experience in Conflict

Finally, the respondents were asked if they had ever faced disagreement in their schooling or throughout their professional careers.

Table 4.6:

Experience in Conflict

Experience	Frequency	Valid Percent
Yes	41	74.5
No	14	25.5
Total	**55**	**100**

The analysis indicated that 74.5% (41) of the respondents indicated that they had experienced conflict compared with 25.5% (14) of the respondents indicated that they had not experienced conflict in their school. This indicated that majority of the schools had experienced conflict.

4.4 Descriptive Statistics on the Study Variables

Descriptive statistics was used to quantitatively describe and summarize features from data collected. In this section, the researcher presented mean and standard deviation on the study variables (both dependent and independent variable).

Competing Strategies

The respondents were asked to score how much they agreed with various statements about the effects of competing techniques on conflict resolution in the classroom. Table 4.7 summarizes the findings

Table 4.7:

Competing Strategies

Opinion Statements	Mean	SD
There is strained relationship among members when managing conflicts	3.77	1.063
There is diminished commitment among members when managing conflicts	3.80	1.400
There is intimidation among members when managing conflicts	4.15	.933
There is harm from one to others when managing conflicts	3.87	1.005
There is overriding of best interest by individual interest when managing conflicts	4.33	0.530
The employees have complaints about the conflicts	4.18	0.823

The analysis showed that the respondents strongly agreed there was overriding of best interest by individual interest when managing conflicts with (M=4.33; SD=0.530) and they also agreed that the employees have complaints about the conflicts with (M=4.18; SD=0.823). The analysis further indicated that the respondents strongly agreed that there was intimidation among members when managing conflicts with (M=4.15; SD=0.933). The respondents agreed that there was harm from one to others when managing conflicts with (M=3.87; SD=1.005) and they agreed that there was diminished commitment among members when managing conflicts with (M=3.79; SD=1.400). The respondents agreed that there was strained relationship among members when managing conflicts with (M=3.77; SD=1.063). The majority of respondents believed that competing techniques have an impact on conflict resolution in Lamu County's schools.

Wagude (2015) concluded that it is better to uncover and resolve disagreement before it damages people's relationships or even degenerates into violence, which weakens school

stability, morality, ethical growth, and general academic achievement. He went on to say that resolving social issues in educational institutions requires moral power and leadership integrity. They can have a disruptive influence on institutional performance in all learning processes if they are not handled. None the less it would lower learners' ability to perform in academics and other co-curricular activities. Self-esteem among learners is another component that would highly be affected as the learners will generate fear to explore their talents.

Collaboration Strategy

The respondents were also asked to score how much they agreed with various assertions about the effects of collaborative tactics on conflict resolution in the classroom. Table 4.8 summarizes the findings.

Table 4.8:

Collaboration Strategy

Opinion Statements	**Mean**	**SD**
There is common understanding among members when managing conflicts	3.59	1.409
There is trust among members when managing conflicts in your school	4.00	0.973
Members cooperate while managing conflicts in your school	3.92	1.222
There is willingness to participate in managing conflicts by members	3.92	1.178
Collaboration strategies can enhance trust and cooperation among conflicting parties	3.62	1.29
Collaboration strategies can be used by stakeholders with differential power and resource.	3.87	1.240

The respondents strongly agreed that there was trust among members when managing conflicts in the schools with (M=4.00; SD=0.973). The respondents also agreed that members cooperate while managing conflicts in the schools with (M=3.92; SD=1.222) and

they also agreed that there was willingness to participate in managing conflicts by members with (M=3.92; SD=1.178). The respondents agreed that collaboration strategies can be used by stakeholders with differential power and resource with (M=3.87; SD=1.23926) and collaboration strategies can enhance trust and cooperation among conflicting parties with (M=3.62; SD=1.29). The respondents finally, agreed that there was common understanding among members when managing conflicts with (M=3.59; SD=1.409). It was evident majority of the respondents strongly agreed that the collaboration strategy affects conflict containment.

According to Crystal (2007), collaboration is a form of conflict resolution in which a person tries to work together with another person while sharing thoughts and opinions in order to achieve a common goal. He also claims that this method shows people's preferences and restrictions, and that it involves everyone in developing solutions that go well beyond the original options. Through cooperation and collaboration, it maximizes effectiveness and efficiency.

Avoiding Strategy

On the third variable, respondents were also asked to rate how much they agreed with the various claims made above about the consequences of using avoiding methods on conflict containment in the classroom. Table 4.9 summarizes the findings.

Table 4.9:

Avoiding Strategy

Opinion Statements	Mean	SD
There is unwillingness by members to cooperate when containing conflicts in schools	3.79	1.361
There is non-prioritizing of conflict management by members	4.36	1.038
Members procrastinate conflict management	3.72	1.338
There is a feeling of detachment among members about containing conflict	4.15	1.136
Members have always failed to show up during conflict management	4.28	0.887
Avoidance strategies increases with face consciousness with the conflicting parties	4.09	1.010

The respondents strongly agreed that there was non-prioritizing of conflict containment by members with (M=4.36; SD=1.038) and they also strongly agreed that members fail to show up during conflict management with (M=4.28; SD=0.887). The respondents further strongly agreed that there was a feeling of detachment among members about containing conflict with (M=4.15; SD=1.136) and they also strongly agreed that avoidance strategies increase with face consciousness with the conflicting parties with (M=4.08; SD=1.010). The respondents agreed that there was unwillingness by members to cooperate when containing conflicts with (M=3.79; SD=1.361) and they agreed that members procrastinate conflict containment. The analysis indicated that the respondents strongly agreed that avoidances strategies affects conflict containment in the schools.

Conflict avoidance, according to Roloff and Wright (2015), saves time and effort when resolving disagreements during actual collaborative activities. Conflict avoidance, on the other hand, is not a simple task. It necessitates additional effort that should not be overlooked. He also noted that conflict avoidance in the workplace might have an impact

on overall team performance, as two persons with high performance levels cannot work in the same position.

Compromising Strategy

On the last independent variable, compromising strategy in conflict containment, respondents were also asked to indicate in the questionnaires to what extent they agreed with the various assertions about the effects of school management's compromising strategy on conflict containment in the school. Table 4.10 summarizes the findings.

Table 4.10:

Compromising Strategy

Opinion Statements	Mean	SD
There is concern for sacrificing during conflict containment	4.10	0.940
Members are willing to satisfy the interest of others during conflict containment	4.00	0.973
There is communication by members during conflict containment	3.92	1.178
Conflicting parties are ready to have a mid-way approach in conflict resolution	3.92	1.222
Compromising strategy consumes a lot of time for the arbitrators	3.87	1.239
Mediators are required in the compromising strategy for conflict containment	3.62	1.290

The respondents strongly agreed that there was concern for sacrificing during conflict containment with (M=4.10; SD=0.940) and they strongly agreed that members are willing to satisfy the interest of others during conflict management with (M=4.00; SD=0.973). They further agreed that there was communication by members during conflict containment (M=3.92; SD=1.178) and they agreed that conflicting parties were ready to have a mid-way approach in conflict containment with (M=3.92; SD=1.222). The respondents further agreed that Compromising strategy consumes a lot of time for the arbitrators with (M=3.87; SD=1.240) and they agreed that mediators were required in the

compromising strategy for conflict resolution with (M=3.62; SD=1.290). It was evident that majority of the respondents agreed that compromising strategies contributes to conflict containment.

According to Tidström (2014), using a compromising technique to resolve conflicts in negotiation and mediation processes between competing parties is a common solution to resolving problems. He also claims that compromising is more successful when the parties have a variety of tangible possibilities to choose from, so that the final decision stays "inside the box" for both parties involved in the disagreement.

Containing Conflicts

In the last dependent variable, respondents were asked to rate how much they agreed with various statements about how to keep disputes at school at bay. Table 4.11 summarizes the findings.

Table 4.11:

Containing Conflicts

Opinion Statements	Mean	SD
The management of conflict is very important for the school	3.31	1.123
Conflict helps in the management of interpersonal situations	3.18	1.021
The management is aware of the possible causes of conflicts	2.99	1.137
Preventive measures have been put in place in the containment of conflicts	2.98	1.343
The management has put in place mechanisms in conflict identification in the school	2.67	1.164
Communication mechanisms has been put in place to manage conflicts	2.58	1.077

The respondents agreed that the management of conflict was very important for the school with (M=3.31; SD=1.123) and they agreed that conflict helps in the management of interpersonal situations with (M=3.18; SD=1.021). They were neutral on the statements that the management was aware of the possible causes of conflicts with (M=2.99; SD=1.137) and they were neutral on the statements that preventive measures had been put in place in the containment of conflicts with (M=2.98; SD=1.343). The respondents were further neutral on the statements that the management has put in place mechanisms in conflict identification in the school with (M=2.67; SD=1.164) and they were neutral that communication mechanisms had been put in place to manage conflicts with (M=2.58; SD=1.077). It was evident that majority of the respondents were neutral on the statements about containing conflicts in the school.

4.5 Diagnostic Tests

Prior to running a multiple regression analysis and correlation analysis, normality, homoscedascity and multi-collinearity tests were done. This was performed to avoid spurious regression results from being obtained and confirming the assumptions of regression.

Normality Test

The statistical method was used to determine the distribution's normality. Because it can handle sample sizes of up to 2000, Shapiro Wilk was used to assess the data for normality. This study adopted Shapiro-Wilk test owing to its higher power compared with Kolmogorov-Smirnov test as recommended by Ghasemi and Zahedisl (2012).

Table 4.12:

Shapiro-Wilk Tests

Variable	Statistics	Df	Sig
Competing Strategy	.934	55	.132
Collaboration Strategy	.968	55	.881
Avoiding Strategy	.971	55	.691
Compromising Strategy	.960	55	.433
Containing Conflict	.958	55	.393

As revealed by Ghozali (2015), Test for Normality is observed, by looking at the Shapiro-Wilk p-value measure. The residuals are treated to be normally distributed when the p-value is bigger than the 5 percent significance level. When it's less than 0.05, the data greatly diverge from the normal distribution. The test results for independent, mediating and dependent variables are provided the table at which test is conducted by Shapiro Wilk revealed that the p-values ranged from 0.132 to 0.881 and were higher than 0.05, so the data was normally disbursed.

Homoscedascity Test

The variance of the residual terms in order to achieve homoscedasticity must be constant at each step of the predictor variable(s). The value of the Durbin-Watson statistics used to assess independence and variance varies from 0 to 4, and as a thumb rule, when that Durbin-Watson statistics are close to 2 and an appropriate range is 1.50-2.50 the predicted value is not correlated (Hair 2016). Nonetheless, the recommended values in Durbin and Watson's paper (1951) as a rather conservative thumb rule, values less than 1 or larger than 3, are cause for concern. Table 4.19 shows the Durbin- Watson statistic for the first model, which was 1.704. This is within the allowed range, implying that the residuals are uncorrelated.

Multi-Collinearity

This phrase refers to the inter-correlations or inter-associations that exist between the in variables. When more than two independent variables are highly correlated, this is known as multi-collinearity (Cooper & Schindler, 2016). Tolerance and its reciprocal variance inflation factor can be used to detect multi-collinearity (VIF). Tolerance should be greater than 0.20 (Menard, 2005), and this was the study's cut-off value. When the tolerance value is less than 0.10 and the VIF value is larger than 10, significant multi-collinearity is evident (Ghozali, 2015).

Table 4.13:

Multi-Collinearity for the Study Variables

Variables	Tolerance	VIF
Competing Strategy	.940	1.052
Collaboration Strategy	.910	1.086
Avoiding Strategy	.887	1.125
Compromising Strategy	.916	1.090

The tolerance values for all variables were greater than 0.2 and the VIF were less than 10. This meant that multi-collinearity among variables was not an issue, and the proposed model in Chapter 3 was correct. To be sure, all of the variables utilized in the multiple regressions models had tolerance values greater than 0.20, indicating that as seen in Table 4.14, multi-collinearity was not an issue in our investigation.

4.6 Correlation Analysis

The theoretical proposition involving correlations between independent, moderating, and dependent factors was tested using Pearson correlation analysis. This study was also used to determine the relationship between the variables as a first step in statistical modeling.

The values are read as 0 (no relationship) or 1 (strong association) (perfect relationship). Also, when r = 0.1 to 0.29, the association is deemed modest, when r = 0.30 to 0.49, the relationship is considered medium, and when r is 0.50 and above, the link is considered strong.

Table 4.14:

Correlation Analysis

		Containing Conflict	Competing Strategy	Collaborating Strategy	Avoiding Strategy	Compromising Strategy
Containing Conflict	Pearson Correlation	1				
	Sig (2-tailed)					
Competing Strategy	Pearson Correlation	.304*	1			
	Sig (2-tailed)	0.025				
Collaborating Strategy	Pearson Correlation	.267**	-.025	1		
	Sig (2-tailed)	.004	.550			
Avoiding Strategy	Pearson Correlation	.403**	.165	-.163	1	
	Sig (2-tailed)	.002	.234	.242		
Compromising Strategy	Pearson Correlation	.313*	-.028	.091	.221	1
	Sig (2-tailed)	0.021	0.634	.512	.110	

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Table 4.16 showed that the correlation analysis among the various variables. The output indicated that there existed a significant and positive relationship between containing conflicts and competing strategy since (r=0.304; p=0.025). It was further determined that there existed a significant and positive association between containing conflicts and collaborating strategy since (r=0.267; p=0.004). The results indicated that there was a

significant and positive relationship between containing conflicts and avoiding strategy since (r=0.403; p=0.002). Finally, it was determined that there was a significant and positive relationship between compromising strategy and containing conflicts.

4.7 Regression Analysis without Moderating Variable

The link between a single dependent variable and several independent variables is investigated using multiple linear regression analysis (Hair et al., 2010). Multiple regression analysis was chosen because it is thought to be an appropriate method for determining the nature and relationship between independent variables (competing strategy, collaborating strategy, avoiding strategy, and compromising strategy) and dependent variables (competing strategy, collaborating strategy, avoiding strategy, and compromising strategy) and dependent variables (competing strategy, collaborating strategy, avoiding strategy, and compromising strategy) (containing strategy).

Coefficient of Determination

To determine the percentage of School management performance which can be explained using the independent variables, R2 was determined.

Table 4.15:

Coefficient of Determination without Moderation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.613[a]	.376	.326	.4054

a. Predictors: (Constant), Competing Strategy, Collaborating Strategy, Avoiding Strategy, Compromising Strategy

The analysis indicated there a strong positive relationship between conflict management strategies and conflict containment since (r=0.613) The analysis further showed an adjusted r2 of 0.326, which implied that conflict management strategies (competing strategy,

collaborating strategy, avoiding strategy and compromising strategy can explain only 32.6% of containing conflicts in Lamu County.

Analysis of Variance

To determine the significance strategic alliances in determining the general School management performance the study used Analysis of Variance (ANOVA) as displayed by table 4.16

Table 4.16:

Analysis of Variance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.773	4	1.1933	7.56019	.001[b]
	Residual	7.892	50	.15784		
	Total	**12.665**	**54**			

a. Dependent Variable: Containing Conflict
b. Predictors: (Constant), Competing Strategy, Collaborating Strategy, Avoiding Strategy, Compromising Strategy

The ANOVA model showed (F {4, 50} = 7.56019; p=0.001), the analysis indicated that the model was statistically significant since p-value<0.05. Hence conflict management strategies incorporated in this study significantly determines containment of conflict.

Regression Coefficients

A regression coefficient was carried out in order to explain the nature and relationship between each independent variables and dependent variable.

Table 4.17:

Regression Coefficients without Moderation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.679	.511		1.327	.190
	Competing Strategy	.185	.082	.258	2.233	.030
	Collaborating Strategy	.212	.078	.314	2.701	.009
	Avoiding Strategy	.204	.067	.364	3.019	.004
	Compromising Strategy	.072	.136	.492	3.533	.004

a. Dependent Variable: Containing Conflicts; Durbin-Watson= 1.704

Based on the regression coefficient table, the following regression equation was determined:

Y=0.679+ 0.185X1+ 0.212X2+ 0.204X3+ 0.072X4

Whereby:

Y = Containing conflict

X1= Competing strategy

X2= Collaborating Strategy

X3= Avoiding Strategy

X4= Compromising Strategy

Table 4.19 showed that competing strategy and containing conflicts were positively and significantly related (β=0.185; p=0.030), which means that a unit increase in competing strategy will lead to significantly 18.5% improvement in containing conflicts. Further the analysis showed that there was a positive and significant between collaborating strategy and containing conflicts (β=0.212; p=0.009), which means that a unit increase in

collaborating strategy will lead to significantly 21.2% improvement in containing conflicts. Further, on the relationship between avoiding strategy and containing conflict as (β=0.204; p=0.004), which means that a unit increase in avoiding strategy will lead to significantly 20.4% improvement in containing conflict. Finally, on the relationship between compromising strategy and containing of conflict as (β=0.072; p=0.004), which implied that a unit increase in compromising strategy will lead to significantly 7.2% improvement in containing conflict.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter contains a summary of the study findings, as detailed in chapter four, as well as inferences drawn from the findings and recommendations offered by the researcher in light of the findings. The goal of the study was to look into the impact of school management practices on conflict resolution in Lamu County's public elementary schools. Precisely, this work focused on the influence of competing strategy, collaborating strategy, avoiding strategy and compromising strategy on containing conflict in public primary schools in Lamu County. The following are the specific breakdowns of the summaries of the major findings based on SPSS Version 23 output of the descriptive and correlation analyses guided to answer the four objectives of the study.

5.2 Summary

The findings revealed that when a competing strategy is used, conflict is exposed and resolved before it damages people's relationships or degenerates into violence, which weakens school stability and performance. The findings therefore showed that competing strategy can be adopted so that the school can achieve overall desired conflict containment. The studies on collaboration approach revealed that using it increases confidence and cooperation between the president and the board of directors. Collaboration can be a particularly effective technique for resolving and/or managing conflicts and relaxing the grip of discord when there are parties with varying levels of authority and resources. The findings therefore showed that collaboration strategy can be conducted so that the school can achieve overall desired conflict containment.

The majority of respondents responded that the avoidance strategy deals with changing organizational practices in order to decrease future conflict, and that the best ways to reduce future conflict are to clarify goals, reduce ambiguities, and strengthen policies, procedures, and rules. The findings therefore showed that avoiding strategy can be conducted so that the school can achieve overall desired containment of conflict. On the other side, the study found that the compromise strategy is a middle ground technique for conflict resolution that takes a middle ground between assertiveness and cooperation and is effective when both parties agree to sacrifice certain issues in order to reach a solution. The findings therefore showed that compromising strategy can be utilized so that the school can achieve overall desired conflict containment.

5.3 Conclusions

According to the findings, the competing strategy is characterized by assertiveness and uncooperation, which occurs when the parties involved work for their own interests at the expense of the other party, making it ideal for situations involving conflicts in educational institutions, which require moral authority and leadership integrity to resolve conflict. They can have a disruptive influence on institutional performance in all learning processes if they are not handled.

In terms of collaborative strategy, the study found that school administrations have been harmed by a lack of knowledge of conflict resolution, as most administrators dealt with conflict through trial and error because there were no specific procedures and methods for resolving conflicts in the county's public primary schools. When used effectively, the collaborative method increases trust and collaboration between the president and the board of directors. Ideally, communication and collaboration are among the core values

emphasized by the current Competency Based Curriculum (CBC), the new education system in Kenya, replacing the 8-4-4 system of education that is long overdue. Bu instilling collaboration strategy we would be nurturing the learner's talents as well as creating a conducive learning atmosphere in the institution. Collaboration enhanced collective governance and management as it ensures a collective management responsibility and problem solving. It therefore aims to address all the gaps in management and containing of conflicts whenever they arise or before they are made to arise. Conflicts may be planned purposely or by coincidence.

In relation to the avoiding strategy, the study came to a conclusion that, the strategy is neither unassertive nor uncooperative; It urged that those involved in a conflict work for their personal advantage rather than for the good of the other party. This is sometimes seen to be the greatest because it operates on the idea of leaving one alone; rather laisses-Fare style of leadership. This could only be applicable where persons involved are experienced in their tasks and job description a situation that is not the case to most school managers. Managers require to be trained specifically to handle all management issues arising in their institutions and to address issues of conflicts. However, the situation of the school administrators is that they are just appointment on experience or speculated talents invested in them.

The study revealed that when it comes to resolving conflict, a compromising technique is a good middle ground since it takes a middle ground between assertiveness and cooperation. It works best when both sides agree to sacrifice certain issues in order to reach an agreeable long-term solution It is vital to observe a consensus when addressing conflicting issues in management of institutions of learning for the purpose of achieving

an ultimate goal. And this could be realized when parties come to comprise whenever a conflicting situation arise. Otherwise the study concludes that, most school managers have adopted management by crisis as they resolve issues anyhow without consultations or seeking any clarification from within and amongst the conflicting parties.

5.4 Recommendations

This research study came to various conclusions about the impact of school management practices on conflict resolution in Lamu County's public elementary schools. Based on the findings, the following recommendations are provided as a measure of interventions for improving the degrees of influence of school administration positions on conflict resolution in Lamu County public primary schools.

The study recommends that in a conflict resolution process, the school conflict management board consider the utilization of two or more strategies in order to contain conflict amicably. A blend of two or more management strategies in containing conflict will enhance effective conflict management. The study also recommends that the school management asses the conflict source or sources before ascertaining the best strategy to employ in containing the conflict. It is from the source of conflict where the best strategy to employ in containing conflict shall be identified and hence applied accordingly without use of trial and error.

The study also recommends that the school boards of management to organize training of its members, members of staff and administrators on an array of conflict containment strategies so as to enhance prompt and effective conflict resolution in all public primary schools within the county and by far extension all learning institutions as they are all under the department of Basic education and early learning within the Ministry of Education and

as provided for by education Act 2015. Finally, all school management should involve all the educational stakeholders, school sponsors, donors and well-wishers, to facilitate training sessions for school managers by providing all the required resource so as to impart the required knowledge and skills in management of educational institutions within the county.

5.5 Areas for Further Study

The study indicates that conflict containment helps in improving the school performance. There is therefore need for further studies to be undertaken covering other variables enhancing conflict resolution. A study also needs to be undertaken specifically for the purpose of evaluating on the best practices that lead to high levels of conflict in the schools especially between students and teachers while not forgetting conflict between fellow teachers and students inhibiting good performance in the schools.

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APPENDICES

Appendix i: Research Questionnaire

Dear Respondent;

RE: Request for participation in Research Study

My name is OMAR SHEE SHEMOTE, a student at Kenya Methodist University, Mombasa taking a Master's degree in Education Leadership and management. I am conducting a research titled ***"Influence of strategies adopted by school management in containing conflict in Public Primary schools in Lamu County"***. I kindly request you to participate in this study by answering the questions below. All the information provided shall be treated with utmost confidentiality deserved and are for academic purposes only.

Yours' Faithfully.

Shemote Omar Shee

Appendix ii: Questionnaire

Please tick in the corresponding **bracket/option** that matches your responses to the questions.

Section A: Respondents Profile

Name of the School (Optional)…….

1. Gender of the respondent: Male [ ] Female [ ]

2. What is your age blanket: 21-30 [ ], 31-40 [ ], 41-50 [ ] over 50[ ]

3. What is your level of education?

Secondary [ ]

Certificate [ ]

Diploma [ ]

Undergraduate [ ]

Postgraduate (Masters/PhD) [ ]

Others. (specify)…….……....

4. How long have you served in this school

0-5 years [ ]

6-15 years [ ]

15-20 years [ ]

Over 20 years [ ]

5. Does your school experience conflicts? Yes [ ] No [ ]

Section B: Competing strategy

Using the Likert scale; strongly disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (1). Indicate the extent in which you agree with the following statements on competing strategy in the school when containing conflicts

	Opinion Statements	1	2	3	4	5
6	There is strained relationship among members when managing conflicts					
7	There is diminished commitment among members when managing conflicts					
8	There is intimidation among members when managing conflicts					
9	There is harm from one to others when managing conflicts					
10	There is overriding of best interest by individual interest when managing conflicts					
11	The employees have complaints about the conflicts					

Section C: Collaboration strategy

Using the Likert scale; strongly disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (1). Indicate the extent in which you agree with the following statements on collaboration strategy in the school when containing conflicts

	Opinion Statements	1	2	3	4	5
12	There is common understanding among members when managing conflicts					
13	There is trust among members when managing conflicts in your school					
14	Members cooperate while managing conflicts in your school					
15	There is willingness to participate in managing conflicts by members					
16	Collaboration strategies can enhance trust and cooperation among conflicting parties					
17	Collaboration strategies can be used by stakeholders with differential power and resource.					

Section D: Avoiding strategy.

Using the Likert scale; strongly disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (1). Indicate the extent in which you agree with the following statements on avoiding strategy in the school when containing conflicts

	Opinion Statements	1	2	3	4	5
18	There is unwillingness by members to cooperate when managing conflicts					
19	There is non-prioritizing of conflict management by members					
20	Members procrastinate conflict management					
21	There is a feeling of detachment among members about conflict management					
22	Members fail to show up during conflict management					
23	Avoidance strategies increases with face consciousness with the conflicting parties					

Section E: Compromising strategy

Using the Likert scale; strongly disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (1). Indicate the extent in which you agree with the following statements on compromising strategy in the school when containing conflicts

	Opinion Statements	**1**	**2**	**3**	**4**	**5**
24	There is concern for sacrificing during conflict management					
25	Members are willing to satisfy the interest of others during conflict management					
26	There is communication by members during conflict management					
27	Conflicting parties are ready to have a mid-way approach in conflict resolution					
28	Compromising strategy consumes a lot of time for the arbitrators					
29	Mediators are required in the compromising strategy for conflict resolution					

Containing Conflicts

Using the Likert scale; strongly disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (1). Indicate the extent in which you agree with the following statements on containing conflicts in the school.

	Opinion Statements	**1**	**2**	**3**	**4**	**5**

30 The management of conflict is very important for the school

31 Conflict helps in the management of interpersonal situations

32 The management is aware of the possible causes of conflicts

33 Preventive measures have been put in place in the containment of conflicts

34 The management has put in place mechanisms in conflict identification in the school

35 Communication mechanisms has been put in place to manage conflicts

Thank you for your time.

Appendix iii: List of Public Primary Schools in Lamu County

Name	School Type	Sub-county
1. Ama Pri Sch	Public	Lamu West
2. Bahari Pri Sch	Public	Lamu West
3. Bahati Pri Sch	Public	Lamu West
4. Bomani Pri Sch	Public	Lamu West
5. Ndambwe Pri Sch	Public	Lamu West
6. Faza Boys Pri Sch	Public	Lamu East
7. Heshima Pri Sch	Public	Lamu West
8. Hindi Pri Sch	Public	Lamu West
9. Hongwe Pri Sch	Public	Lamu West
10. Kangaja Pri Sch	Public	Lamu West
11. Katsakakairu Pri Sch	Public	Lamu West
12. Kauthara Pri Sch	Public	Lamu West
13. Bondeni Pri Sch	Public	Lamu West
14. Kihongwe Pri Sch	Public	Lamu West
15. Kilimani Primary Sch	Public	Lamu West
16. Kipungani Pri Sch	Public	Lamu West
17. Kiunga Pri Sch	Public	Lamu East
18. Kiwayuu Pri Sch	Public	Lamu East
19. Kizingitini Pri Sch	Public	Lamu East
20. Lake Amu Pri Sch	Public	Lamu West
21. Lake Kenyatta Pri Sch	Public	Lamu West
22. Lake Side Pri Sch	Public	Lamu West
23. Lamu Boys Pri Sch	Public	Lamu West
24. Lamu School For The Mentally	Public	Lamu West
25. Majembeni Pri Sch	Public	Lamu West
26. Manda Pri Sch	Public	Lamu West
27. Manda Maweni Pri. School.	Public	Lamu West
28. Mangu Pri Sch	Public	Lamu West

29. Mapenya Pri Sch	Public	Lamu West
30. Matondoni Pri Sch	Public	Lamu West
31. Mbwajumwali Pri Sch	Public	Lamu East
32. Mini Valley Pri Sch	Public	Lamu West
33. Mkokoni Pri Sch	Public	Lamu East
34. Mkomani Primary Sch	Public	Lamu West
35. Mkunumbi Pri Sch	Public	Lamu West
36. Moa Pri Sch	Public	Lamu West
37. Mokowe Arid Zone Pri Sch	Public	Lamu West
38. Mokowe Pri Sch	Public	Lamu West
39. Msefuni Pri Sch	Public	Lamu West
40. Mtangawanda Pri Sch	Public	Lamu East
41. Mugumoini Pri Sch	Public	Lamu West
42. Muhamarani Pi Sch	Public	Lamu West
43. Muungano Pri Sch	Public	Lamu West
44. Ndau Pri Sch	Public	Lamu East
45. Ndeu Pri Sch	Public	Lamu West
46. Ngoi Pri Sch	Public	Lamu West
47. Pate Pri Sch	Public	Lamu East
48. Rasini Girls Pri Sch	Public	Lamu East
49. Roka Kibiboni Pri Sch	Public	Lamu West
50. Sesse Pri Sch	Public	Lamu West
51. Shanga Pri Sch	Public	Lamu East
52. Shella Pri Sch	Public	Lamu West
53. Kizingitini Girls Pri Sch	Public	Lamu East
54. Witu Pri Sch	Public	Lamu West
55. Wiyoni Pri Sch	Public	Lamu West
56. Ziwani Pri Sch	Public	Lamu West
57. Mpeketoni Pri Sch	Public	Lamu West
58. Myabogi Pri Sch	Public	Lamu East

59. Sikomani Pri Sch	Public	Lamu West
60. Siyu Pri Sch	Public	Lamu East
61. Mhamara Pri Sch	Public	Lamu West
62. Soroko Pri Sch	Public	Lamu West
63. Swabaha Pri Sch	Public	Lamu West
64. Tchundwa Pri Sch	Public	Lamu East
65. Telelani Pri Sch	Public	Lamu West
66. Tewa Pri Sch	Public	Lamu West
67. Umoja Pri Sch	Public	Lamu West
68. Uzida Pri Sch	Public	Lamu West
69. Uziwa Pri Sch	Public	Lamu West
70. Sende Mke Primary	Public	Lamu West
71. Boko Pri. School	Public	Lamu West
72. Dide Waride Pri. School	Public	Lamu West
73. Soroko Pri. School	Public	Lamu West
74. Vipingoni Pri Sch	Public	Lamu West