EFFECTS OF SOCIALIZING STUDENT COUNCIL LEADERS ON CONFLICT MANAGEMENT IN SECONDARY SCHOOLS WITHIN KAKAMEGA COUNTY, KENYA

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July 2014

ABSTRACT

Following high incidences of violence and unrest in secondary schools in Kenya which reached the peak in 2008, the Ministry of Education recommended establishment of an autonomous student council system as the strategy towards realizing a peaceable school. The rationale for this study was thus, to evaluate the effect of socializing the student council leaders on conflict management in secondary schools within Kakamega County. The study established that, the performance of the student leaders was better than that of the other students: a likely effect of secluded socialization of the student leaders. Regression of means showed that 65.1 percent of socialization of the student leaders could be explained by the secondary schools' socialization efforts. The study thus concluded that, while socialization within the school had an overall positive linear relationship with conflict management, other variables also contributed to the efficiency of student leaders in conflict management.

<div align="center">(146 Words)</div>

Key words: socialization, socialization effects, efficiency, student council leaders, secondary schools, conflict management.

INTRODUCTION

1.1 Background to the study

The Kenya Secondary Schools Students Council (KSSSC) – an umbrella body for the Kenya's student councils – was conceived against the background of finding a solution to students' indiscipline in the schools. Following the ban on corporal punishment in 2001 (RoK, 2001) the Ministry of Education (MoE), United Nations Children Education Fund (UNICEF) and Kenya Secondary Schools' Heads Association (KSSHA) mooted the Student Council (SC) concept where an autonomous team of Student Council Leaders (SCLs) would be expected to replace the prefects in ensuring social control in the schools   (KSSHA/UNICEF, 2010).

Article I Section II part (4) of the KSSSC constitution articulates the council's commitment to constructive management of conflicts by undertaking to reduce or do away with cases of student unrests (MoE, 2010). Secondary schools put in place socialization programs aimed at equipping the SCLs with knowledge, skills and appropriate attitudes to manage conflicts constructively (Johnson & Johnson, 2001). Thomas (2008) asserts that, teachers and administrators experience up to a 97 percent reduction in disciplinary incidences as students take responsibility for their own conflicts and arrive at agreements. The efficiency of the SCLs team a school gets is dependent on the adequacy of the socialization programs put in place to empower them for their role.

1.2 Statement of the problem

UNICEF (2011) undertook a study on the adoption and nature of the SCs in Kenyan secondary schools. The study established that adoption figures had improved from one percent at the baseline in 2009 to 38.3 percent in 2011. The popular SCs were however welfare at 78 percent. The percentage of pure (SC only) and hybrid (SC and prefects) systems stood at 78.6 percent, with 40.3 percent of the SCs based on elected councilors and 38.3 percent based on the prefect system. This

state of affairs depicts secondary schools' reluctance to give SCLs full mandate for conflict management. Perhaps, the major cause of this disinclination is the lack of socialization or poor socialization of the SCLs on conflict management in many schools. Socializing the SCLs in conflict management is the only way the disinclination can be surmounted.

To realize this goal, an evaluation study that surveys the effects of socializing SCL for conflict management in their schools was necessary. The information obtained would be utilised to suggest guidelines to design a training manual that would equip the schools in Kenya with key competencies to constructively guide SCLs in conflict management in their schools.

1.3 Research Question
The study was guided by the question: what are the effects of socializing student council leaders for conflict management in their schools?

2.0 Literature review
Use of the SC to mediate in conflict management in secondary schools is a cadre peer mediation initiative (Broekhof, 2000). It involves training of independent groups of students as mediators (Opotow & Deutsch, 2000). Broekhof (2000) views the main objective of peer mediation as to assist pupils to develop knowledge and understanding of conflict in a variety of contexts as well as learn approaches to its resolution by non-violent means. Kapusuzoglu (2009) observes that, peer mediation has repeatedly proven itself by reducing violence in schools.

The effects of mediation on conflict management according to Broekhof (2000) include: reduction in the number of conflicts between pupils, a large majority of conflicts being successfully mediated; and, pupils and parents having a positive perception of the mediation scheme. Johnson and Johnson (2001) observed that, untrained students by and large use conflict strategies that create destructive outcomes by ignoring the importance of ongoing relationships. They further assert that students' success in resolving their conflicts constructively tends to result in reduction of the numbers of student-student conflicts referred to teachers and administrators, which, in turn, tends to reduce suspensions. Assessing the performance of SCLs to that of the other students was a core concern for this study. The assumption of the study was that the outcome in conflict management by the SCLs who had been exposed to intentional socialization would be better than that for those not exposed to this.

The strongest well-documented effects of peer conflict resolution programs according to Bickmore (2012) give evidence that intensive instruction and practice in conflict resolution processes could have a profoundly positive effect on those with the positive liberty to participate directly and for a significant period of time. The mediator helps to build a robust process, which includes: safety-nets to keep the process going in the event of temporary failure of talks; and, mechanisms to overcome and unlock blocked negotiations (Giessmann, Hans and Wils, 2009). Given that, the SCs were established in schools to remove the lethargy associated with the seven deadly sins of mediation that Brahimi and Ahmed (2008) identify as: ignorance, arrogance, partiality, impotence, haste, inflexibility and false promises; this study sought to assess the extent to which socialized SCLs in the secondary schools under study were able to successfully mediate in conflicts among their fellow students in their schools.

2.1 Theoretical framework

Two theories, social change and functionalism guided the study. Social change is defined as a social process whereby the values, attitudes, or institutions of the society become modified because of the belief that a particular group is at risk for a problem with serious consequences unless a suggested behavior is adopted lessen or eliminate the problem (Macionis, 2011). The functionalism theory focuses on the homeostatic nature of social systems: social systems work to maintain equilibrium which is attained through the socialization of members of the society into the basic values and norms of that society (Fish, 2005).

In order for social change to occur, a group of people must have certain characteristics. The study thus argued that, for SCLs to effectively manage conflicts in secondary schools, they must be well socialized with adequate knowledge, skills and relevant attitudes for their role. The desired outcome for using SCLs is to attain a peaceable school where the number of strikes, suspensions and cases reported to teachers is reduced. The function of the SCLs organs in the school is to ensure that the equilibrium of a peaceable school is maintained. Socialization is expected to contribute to the success of this process.

3.0 Methodology
The study used descriptive and correlation designs to understand the outcomes of socializing SCLs on conflict management. Ten questionnaire items were intentionally drawn with a focus on the outcome of using certain strategies following periods of formal and non-formal training sessions in conflict management: both in seclusion during orientation and while integrated with other students in the school through the formal curriculum subjects. The analysed data for this objective focused on responses from 300 SCLs and 100 teachers sampled from 30 secondary schools within Kakamega County, Kenya. The SCLs made a self assessment of their effectiveness in conflict management in their schools while their teachers helped to validate the SCLs data by giving their opinion on the performance of the SCLs and other students.

The differences between individual SCLs' report and the teachers' observations helped the researcher overcome the drawbacks of self-reporting assessment given that, the study was cross-sectional not longitudinal in nature, thus it did not examine whether the individual's conflict handling styles adapted over time (Takeuchi and Takeuchi, 2009). Further corroboration of the gathered data was done by regressing the mean scores of socialization measures against mean scores of conflict management. Data was analysed by use of the exploratory thematic method and the t-test.

3.1   FINDINGS AND DISCUSSION
The study findings are discussed under two sub-headings: first descriptively then using the t-test.

3.1.1   Description of the Effects of Socialization on Conflict Management
The first scenario sought to assess the effects of socializing SCLs on their ability to resolve conflicts between students. The goal was to establish whether socialization had an impact on the SCLs competence in conflict management. Figure 1 shows that the SCLs overwhelmingly opined that

formal training in conflict management had improved their competence in resolving conflicts among fellow students. At least 271 (90.3 percent) posit that their competence was very good/good while only 8 (2.7 percent) rated their performance as poor. Their teachers' comparison of the SCLs and other students concurs with the SCLs self data with 84 (84 percent) teachers rating SCLs as very good/good and 56 (56 percent) giving similar rating to other students. The 8 (2.7 percent) SCLs who rated themselves poorly perhaps were not exposed to adequate formal training in conflict management. The study thus concluded that, socialization had a positive impact on the SCLs' capability in conflict management. The findings concur with Buchere (2011) who posits that training improves competence in resolving conflicts.

The second scenario sought to assess the effects of socialization on the SCLs ability to identify cases with potential for conflicts. The study considered responses to this item an indicator of students' ability to apply theory on conflict management to practice. From Fig. 2, a cumulative 236 (78.7 percent) of the SCLs rated their ability to identify cases with potential for conflict as very good/good. The teachers observations validated this by finding their performance better than that of other students {90 (90 percent) against 56 (56 percent)} respectively. From FGDs, the SCLs identified different incidences where they had been able to forestall conflicts by mediating such issues while still at the latent stage. They reported to use networks of friends to keep them informed. The SCLs identified areas they felt great potential for conflict namely: in the dining hall (poorly prepared meals); classroom (teachers who either missed lessons or failed to give them a chance to be heard); hostels (unresolved theft incidences); and, in the co-curricular activities (favouritism by teachers in going for co-curricular related trips).

The findings of SCLs competence give credibility to the MoE (2010) goal of establishing SCs in schools in Kenya; being able to identify cases with potential for conflict before violence breaks. The researcher however observed that, adequate socialization was necessary to ensure that the SCLs activities in this respect were meticulously thought out and neither malicious nor biased.

The third aspect focused on frequency of referring cases to teachers. The researcher here sought to understand the result of the acquired socialization: whether it had made the SCLs effective in decision making without teacher interference, or, it had resulted in leaders who constantly sought teacher intervention in conflicts. Fig. 3 shows that, 189 (63.0 percent) SCLs reported that they were very good/good while 34 (11.3 percent) said they were very poor. On the other hand, comparison by their teachers indicates that 70 (70 percent) teachers felt that the SCLs demonstrated very good/good use of the strategy against 52 (52 percent) rating for the other students on the same aspect.

From interviews with teachers and SCLs in FGDs, it was established that most SCLs only referred the cases they considered having potential to spiral into violence. Referring to teachers was also done to provide records and in some schools, it was compulsory that SCLs report cases they mediated to either the deputy principal, teacher on duty or the SC liaison teacher. In about 15 (50 percent) of the schools studied, there were laid down guidelines on incidences that could be referred to teachers.

Referring cases to teachers was considered a cause of conflicts in many schools (Wamocha, 2010). Socializing students to report all cases is a strategy geared towards discouraging autonomy by SCLs while promoting exercise of teachers' veto power. The study thus opines that, SCLs require adequate socialization on how to employ the strategy. While failure to report to teachers has the potential of boosting a SCLs self esteem and endearing one to the student constituency, the fear of unreported incidences, resolved by SCLs, recurring and sprawling into violence at a later date is a genuine concern.

The forth item sought to understand whether using SCLs in conflict management in the schools under study had contributed to reduction in the number of suspensions. The rationale for the item was the assumption that, having students intervene in conflicts had led to an increase in the levels of obedience to school rules given that students' inclination to obey each other is motivated by the desire to belong to a peer group. Reduced suspensions would also signal the students' endorsement of their elected leaders as better placed to intervene in conflicts.

The results in Fig. 4 show that the self assessment by SCLs depict that, at least 124 (41.3 percent) felt that their intervention had been very good in reducing the number of suspensions while 18 (6 percent) felt that it was very poor. Among teachers, comparison of the aspect between SCLs and the other students in the school revealed that a cumulative 66 (66 percent) considered the SCLs as very good/good against 52 (52 percent) among other students. During the FGDs, the SCLs were positive that their intervention had significantly reduced the number of suspensions. From interviews, a comparison on the performance of SCLs in this aspect by the principals and G&C coordinators who had been in the schools before the establishment of the SC system reported to have observed a reduction in the number of conflicts following the SCLs intervention. Reduction in the number of suspensions is a positive result and shows that the target for establishing SCs by MoE and UNICEF (MoE, 2010) was being realized. The findings corroborate those of Thomas (2008) that teachers experience reduction in disciplinary incidences as students take responsibility for their own conflicts and arrive at agreements.

The fifth item sought to understand the SCLs' level of boldness in decision making. The item sought to establish the extent to which the SCLs considered themselves confident in decision making. The study took an attestation of confidence in decision making as a positive outcome of socialization. Data from Fig. 5 shows that, a cumulative 254 (84.7 percent) SCLs felt that they were very good/good. Comparison by teachers put the SCLs ahead of the other students at a cumulative 88 (88 percent) and 58 (58 percent) respectively. Though from FGDs, the SCLs admitted to incidences of making the wrong decision from time to time, they said that they exhibited great courage in decision making. The intimidation they had felt at the beginning diminished with time as they acquired more skills in conflict management. Findings from teachers validated this. In some school however, the SCLs felt intimidated by teachers who overruled their decisions and dismissed them as incompetent. The results suggest that socialization in conflict management had given them the relevant skills hence improving their competence. This position corroborates King (1973) in Sifuna (2000) who argued that overhauling the bureaucratic governance practiced in most schools that was manifest through school strikes would reform the decision-making structure and social environment of the schools.

The sixth scenarios sought to assess the ability of SCLs to use specific conflict management strategies when handling conflicts. The inclination in the responses to this item was considered an important indication of the SCLs' ability to apply the acquired content from formal socialization in conflict management. From the summary of the responses in Fig. 6, the study established that majority of the SCLs rated themselves as capable: 116 (38.7 percent) as very good and 133 (44.3 percent) as good. Only 14 (4.7 percent) rated themselves as poor. Validation by teachers showed that 12 (12 percent) teachers felt that the SCLs were very good while 58 (58 percent) rated them as good. The teachers rating of other students revealed lower capabilities in using specific strategies with 8 (8 percent) considering them to be very good and 13 (26 percent) regarding them as good.

Although the findings obviously depict that the SCLs performed better than other students from the teachers' observations; FGDs, interviews with Principals and G&C coordinators negate this position. The researcher observed that, while interviewed teachers could identify specific conflict management skills used by the SCLs, their students depicted a general understanding of the skills. This argument is supported by the Longaretti and Wilson's (2000) study that found that students used a variety of simple rather than more complex methods in handling conflicts.

While arguing for the need to use a specific conflict management strategy to handle conflicts, Deutsch and Coleman (2000) posit that, knowledge of the right strategy safeguards against self-centeredness, selective perception, emotional bias and prejudices; forces that lead one to perceive a situation very differently from the other party. They view selective and distorted perception as a likely justification for competitive and cautious approach as opposed to a trusting and cooperative one. The SCLs require formal training on the strategies in order to build in them capacity to avoid generalizations.

The seventh aspect sought to establish the SCLs' ability to identify the type of conflict in a particular case. The researcher considered the ability make a correct diagnosis a basis for applying the appropriate conflict management strategy hence realizing positive outcomes. Data from Fig. 7 shows that, nearly half of the sampled SCLs 146 (48.7 percent) viewed themselves as very good and 126 (42.0 percent) good on the aspect of identifying the type of conflict in a particular incidence. A paltry 12 (4.0 percent) however rated themselves poor in this respect. Teachers' observations, however, placed the competence by the SCLs much lower. It was however almost the same with the other students in the school at 34 (34 percent) and 30 (30 percent) respectively being rated by teachers as very good and 38 (38 percent) teachers rating both groups as good.

Fisher (2005) while discussing role conflict admits that, misdiagnosing a conflict results in complications and misdirection in the resolution. The emotional intensity could result in personalizing the conflict. Having a cumulative 90.7 percent SCLs rate themselves as very good/good in identifying the type of conflict in a particular case should have been an indication of positive outcome of socialization in conflict management in the schools. The findings from FGDs however contradicted these figures. When, during FGDs, the researcher presented the SCLs with scenarios so that they could identify the type of conflict, about 50 percent were clearly not able to distinguish between role conflicts and the interpersonal level of conflicts; and, interest and value conflicts. This clearly is the basis for misdiagnosis and could lead to poor management. Johnson and Johnson (2001) asserts that, poorly trained or untrained students may use conflict management

strategies that create destructive outcomes. Proper socialization is thus crucial in order to attain constructive outcomes and success in conflict management.

The eighth scenario sought the SCLs opinion on the influence of socialization on efficiency in communication. Listening to both parties in a conflict was used to gauge the this aspect. The data in Fig. 8 indicates that, 198 (66 percent) SCLs considered themselves very good while only 24 (24 percent) of their teachers felt this way: it was only 10 (10 percent) teachers who considered the other students to be this competent. The teachers' observations thus clearly negate the SCLs' self assertion of competence in listening.

This shows that the inadequacy of socialization by the SCLs on effective listening during conflict mediation. Rahim (2002) considers poor listening to be common in power conflicts where each party wishes to maintain or maximize the amount of influence it exerts in the relationship and the social setting. When communication is ineffective, miscommunication and misunderstanding could create a conflict where parties may have different perceptions as to what the facts are in a particular situation, and, until they share information and clarify their perceptions, resolution is impossible (Behfar, *et al.*, 2008).

Allowing each a chance is the only way to avoid affective conflict generated from emotions and frustrations by clearing interpersonal incompatibilities (Bodtker & Jameson, 2001). Without giving each other a chance, substantive conflicts occur where those in a conflict argue over alternatives, (DeChurch & Marks, 2001). The study posits that, secondary schools need to invest more in socializing the SCLs in communication skills to improve on their efficiency. De Dreu and Weingart's (2003), in their meta-analysis of conflicts support this position arguing that, both substantive and affective conflicts are negatively related to team member satisfaction and team performance.

The study then sought to understand the effect of socialization on the aspect of advising the aggrieved party to fight back. The study used the aspect to evaluate the influence of socialization on the SCLs' ability to choose appropriate conflict management tactics given that fighting back is a strategy to promote violence in a conflict. The study hoped that socialized SCLs would not apply this strategy at during their intervention in conflicts. From Fig. 9, the study observed that, most SCLs 233 (77.7 percent) rated themselves as poor on the application of this strategy. Regrettable was the cumulative 59 (19.6 percent) SCLs who rated themselves as either very good, or, good in applying the strategy. Teachers observations comparing the performance of SCLs and other students showed that a cumulative 36 (36 percent) teachers had observed the SCLs advise the parties in conflict to fight back and 46 (46 percent) witnessed other students give similar advise. Comparing the two data sets by the teachers shows that, the prevalence in using the strategy was 10 percent lower among SCLs compared to other students in their schools. This definitely is an indication of having superior skills among SCLs compared to other students: a possible outcome of socialization that contributed to reduction in conflicts in the school.

Advising a party to fight back is ineffective in conflict management though an easy option for poorly trained SCLs, who are likely to employ the strategies learned from other social institutions like family, religion or media. The researcher's assertions agree with those of Renner (2007), who,

after recounting several episodes where managers from developed countries moved to less developed countries to resolve conflicts, warns that it results in little success in conflict management since the foreigner fails to identify with the styles of the local culture. Purposeful socialization to avoid this as well as correct various misconceptions in the acquired socialization from diverse social institutions on the aspect of conflict management is necessary. It would contribute to development of homegrown approaches to conflict management.

Finally, the tenth scenario sought to understand the influence of socialization on the issue of advising one party in a conflict to flee. Fleeing is an avoidance strategy that leaves both parties in a conflict dissatisfied because the conflict is not addressed. The collected data from Fig. 10 shows that the SCLs rarely advised on the use of flight as a strategy in conflict management with 179 (59.7 percent) rating themselves as poor and 44 (14.7 percent) fairly using the strategy giving a cumulative 223 (74.4 percent). With 57 (19 percent) indicating very good use of the strategy, training is definitely needed because flight is a negative conflict management strategy. Advising on flight should not be applied to issues where one has the responsibility to make a decision (Rahim, 2002).

SCLs are appointed to mediate in conflicts because their teachers trivialize students' complaints (Opotow, 2000). Advising on flight is thus a failure on their part. Use of the strategy by students suggests inadequate socialization. Given that flight postpones resolving a conflict, Brahm (2013) while espousing the peacemaking principal advises only on temporary flight as a strategy for cooling off in intense conflicts.

3.1.2 Regression analysis results

The study was based on the premise that socialization influences conflict management. In order to assess the effect of socialization on conflict management, the study set the following research question:

Rq 2: What has been the effect of socializing SCLs on conflict management in   secondary schools?

In order to assess the effect of socialization on conflict management, the researcher regressed the mean scores of the socialization measures against mean scores of conflict management. The results are shown in table 1.

Table 1: Results of regression of socialization against conflict management

Goodness of fit analysis				
Sample size	R	R Square	Adjusted R Square	Std. Error of the Estimate
50	.8068	.651	.018	.74323

a Predictors: (Constant), Socialization of Student

Overall significance – ANOVA (F- test)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	.494	1	.494	.895	.0388(a)
Residual	2.762	5	.552		
Total	3.256	6			

a Predictors: (Constant), Socialization of Student
b Dependent Variable: Conflict Management

Individual significance (t- test)

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.879	1.304		.674	.530
Independent	.789	.834	.390	.946	.003

a Dependent Variable: Dependent

The regression results from table 1, reveal that socialization had an overall positive linear relationship with conflict management (β = .390, p-value .0388). The regression on the other hand shows that 65.1 percent of conflict management can be explained by socialization (R^2 = 0.651). This leaves 34.9 percent of the variability in conflict management in secondary schools to be accounted for by other variables. Form the t-test results, the researcher concluded that socialization of SCLs contributes (p<0.05) significantly to conflict management (Field, 2005).

Arising from the research results, a simple regression equation that may be used to estimate conflict management given the existing level of socialization can be stated as follows:
CM = 1.879 + 0.39 S + ε
Where 1.879 is the Y intercept constant.
0.789 is the slope co-efficient
S is socialization
CM is conflict management
ε is the error term – random variation due to other unmeasured factors.

4.1 Summary of the study findings
The findings show that training has had a positive influence on the performance of the SCLs in conflict management in their schools. The performance of the SCLs was better than that of the other students: a likely effect of secluded socialization of the SCLs. The SCLs self reports clearly exaggerated their competence in conflict management: their self reports depicted the ideal while the teachers' validation depicted the reality.

The SCLs exhibited competence in: resolving conflicts among fellow students; identifying cases with potential for conflict; referring cases to teachers, reducing suspensions in the school; and,

boldness in decision making. They were however wanting in: use of specific strategies in conflict management; identifying specific types of conflict; listening during mediation; and advising aggrieved parities to fight and flee.

The positive effect of socialization portrayed in the performance of SCLs after training, however, cannot be fully attributed to secondary schools' socialization tactics. Just as Berretti (2004) observed that, acculturation to certain values can be interpreted to be a result of the learner's entry behavior, the researcher thus concludes that, besides the formal socialization in the school through both formal and informal curriculum, the other social institutions also played a role in socializing the SCLs for conflict management in their schools. Borrowing from Merton's (1957) theory of anticipatory socialization in Wilcoxson (2008), the researcher could further argue that, just as individuals anticipating a potential change could lead them to start adopting behaviours reflective of their expected status, the SCLs better performance in conflict management than other students could be explained by the anticipation of leadership.

Regression of the mean scores of the socialization measures against mean scores of conflict management revealed that, socialization had an overall positive linear relationship with conflict management. Socialization may not necessarily continuously and cumulatively parallel the maturation process (Simpson, 1967). The confounding effects of aging, personal development and experience contribute to attitude change and thus formal learning and maturation outcomes cannot be separated to view their separate effects. As students continue in school, their advancement in age and diverse experiences develops in them dispositions and changes in outlook. The findings are however significant in demonstrating that, formal socialization of SCLs has a positive impact on their performance in conflict management.

4.2 Conclusion
Given that regression of means showed that 65.1 percent of socialization of SCLs could be explained by schools' socialization (both formal and informal), the remaining 39.1 percent may be interpreted to be as a result of other variables. These include: acculturation to certain values as a result of the learner's entry behavior, (Berretti, 2004) and anticipatory socialization. Other social institutions like family, religion, peers and media could have instilled the values.

With reference to the two theories guiding the study (social change and functionalism), though many schools in Kakamega County have embraced the SC system as the vehicle for maintaining equilibrium on the aspect of conflicts, the expected outcomes of effective socialization namely: effectiveness in conflict management and reduction in the number of cases reported to teachers, strikes and suspensions have not been fully realized. This is because the SCLs socialization has not fully empowered them with specific cognitive, creative and normative skills for efficiency in their roles.

4.3 Recommendations
The study thus recommends that there is need to intensify efforts to socialize all students for conflict management. This is because, comparison results from teachers on the effects of socializing SCLs and other students showed that the SCLs, who had received specialized socialization,

exhibited greater competence than the other students. This way, the goal of a peaceable school would be realized faster.

4.4   Suggestions for Further Research

A longitudinal survey, with the intention of determining whether a conflict handling style is a consequence of time flow, aging, experience or other situational variables should be conducted. Such a survey would clarify the contribution to socialization by other factors. For example, acculturation to certain values could be as a result of the learner's entry behavior or anticipatory socialization or various social institutions.

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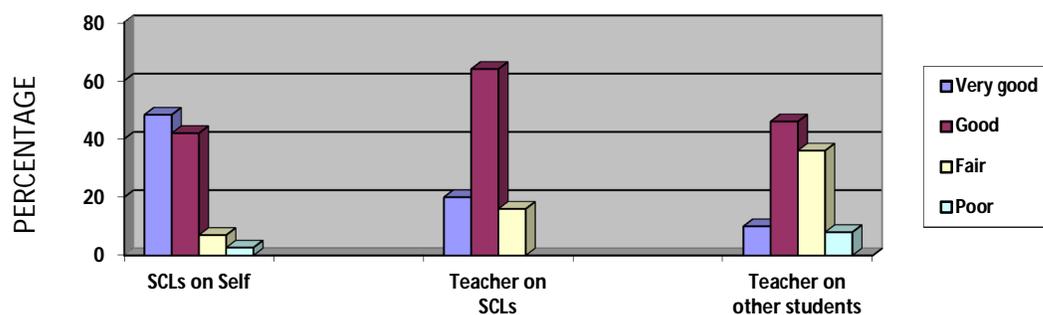
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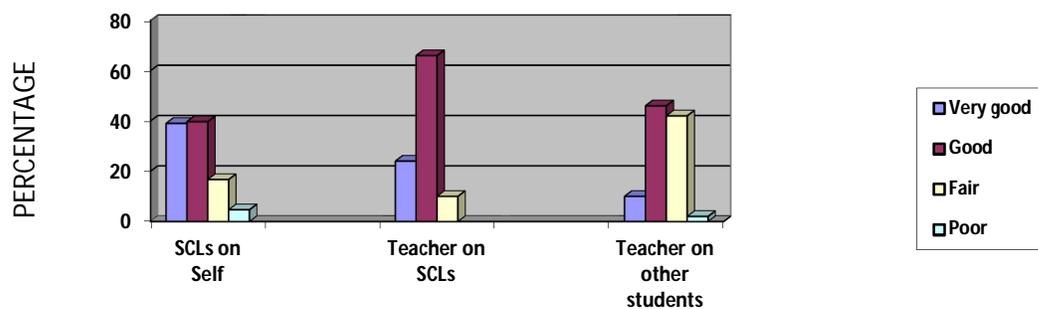
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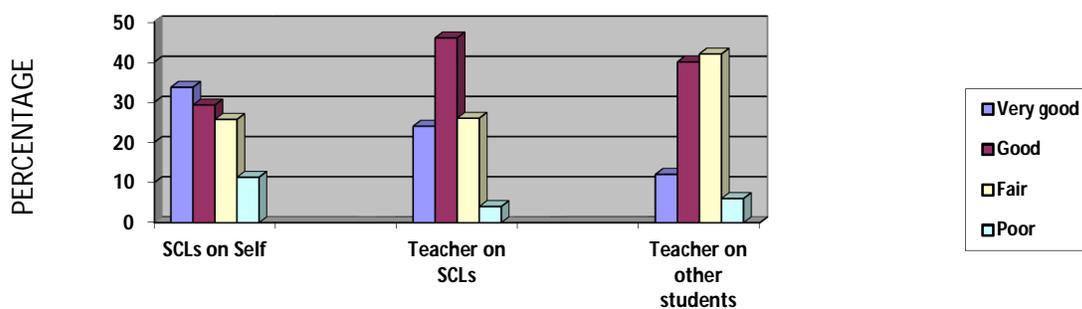
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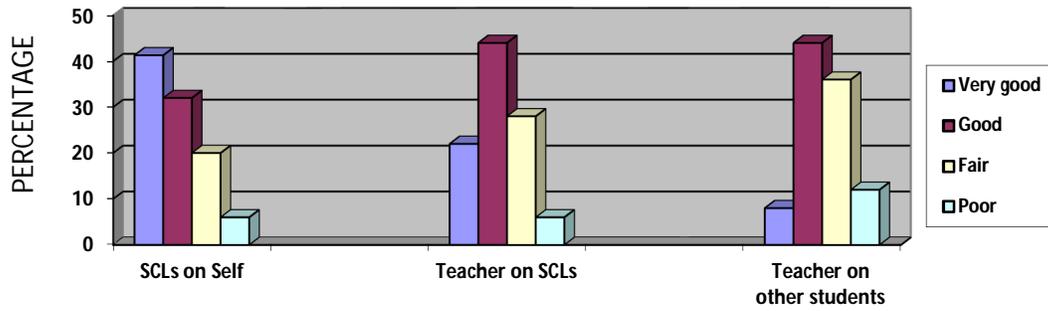
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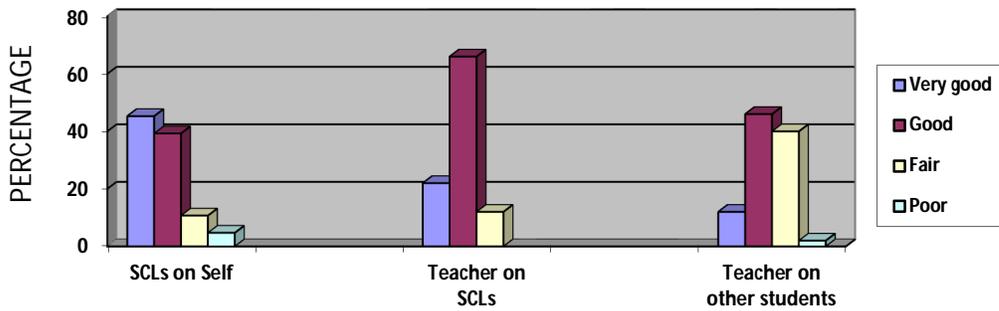

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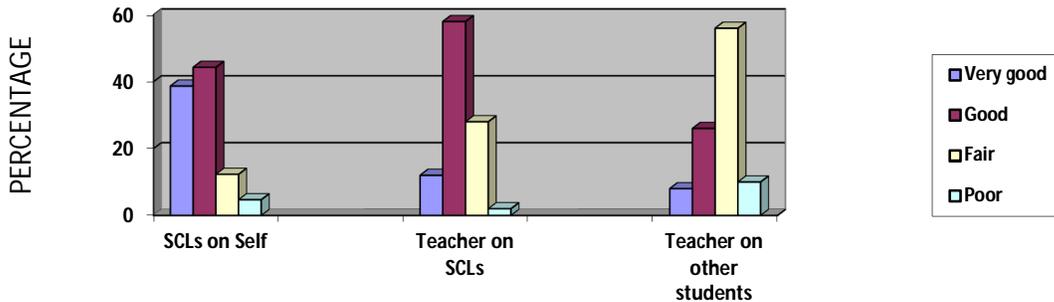
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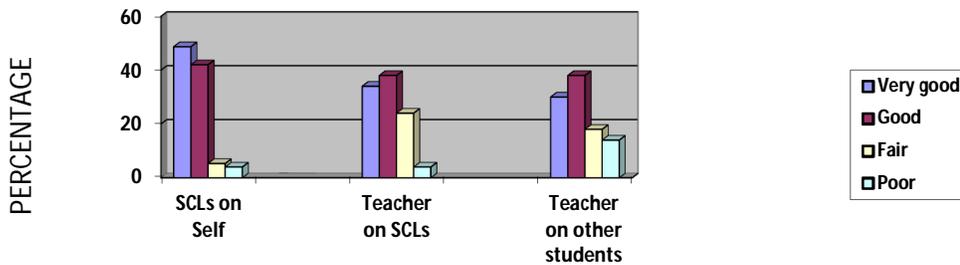
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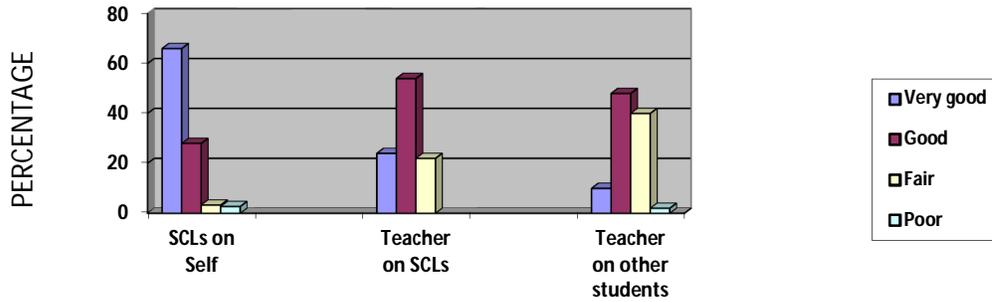
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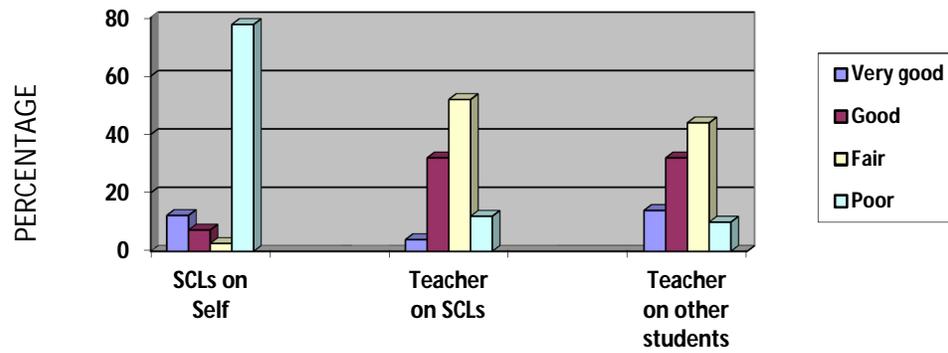

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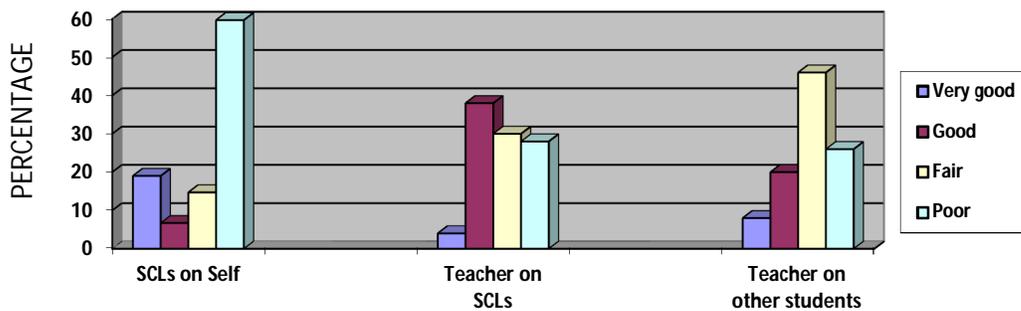
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