Opportunities and Challenges in Peace Programmes Employed In Managing of Student Conflicts in Public Universities in Western Kenya

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Abstract

The final goal of any university is to create a productive, collaborative and smooth environment for positive learning outcomes. However, there are cases where students are engaged in some conflicts that create impediments in their day-to-day educational performances. In order to manage persistent student conflicts in universities, both government and university administration have come up with various peace programmes. Statistics indicate that the number of students conflicts have increased from 0.9% in the 1990s to 7.5% in the last decade. Therefore, this study investigated opportunities and challenges in peace programmes employed in managing of student conflicts in public universities in Western Kenya. The study adopted descriptive survey and evaluation research design and based in selected universities in Western, Kenya. The study targeted students, academic staff and non-academic staff from the four universities within Western Kenya. Data was collected using semi-structured questionnaire and interview guides as well as focus group discussions. Data was analyzed using quantitative and qualitative techniques. Apart from students, other actors in student conflicts are staff, administration, politicians, community and police. The main cause of student conflicts was university policies. The effectiveness of peace programs in managing of student conflicts was at 23.9%. The overall conclusion of the study is that effectiveness of existing peace programmes is not adequate to manage student conflicts in public university in Kenya due to challenges, however, exploiting the opportunities can enhance their effectiveness. The study recommended that early conflict warning signs, often noticeable in their very nature should not be treated laggingly and reactively but proactively to lessen the nature they take in the end.

Key words: Student Conflict, Peace Programmes, Social Cohesions, Counselling.

1.0 Introduction

Peace-promoting activities at universities are essential, but they are insufficient unless they are tied to institutional policy and rooted in a culture that genuinely cherishes peace. All too frequently, this connection is not made, which means that students do not perceive that their institution places priority on conflict management, which can inhibit their motivation to integrate socially. According by Harris and Morrison (2012) in the public institutions of Milwaukee, United States of America, revealed that despite the colleges' commitment to a peace program, its execution was hindered by a number of problems. Findings suggest that lecturers are overburdened, the principal lacks leadership, the school lacks financial resources, additional expectations, the complexity of the model, and lack of training on the peace program are some of the factors that need to be overcome in order to implement the peace program successfully.

Reychler (2006), in his research, uncovered a number of obstacles that impede the success of peace program activities. Coordination and collaboration among Peace program initiators are lacking; aims and objectives are unclear; democratic structural structure cannot be established, especially among internal employees. Women are noticeably absent, and there is a lack of financial resources for administering the programs in West Africa. There is also a shortage of current teaching materials and a language barrier, particularly among the minority groups. The absence of political will to cooperate with the team that's been appointed. Curriculum that is effectively adapted to local requirements (Alsubaie at al., 2016).

Institutions and students' unions can play a part in fostering the social conditions necessary for students to engage in intercultural and contact, but the drive to do so must come from inside the individual student themselves. Many colleges and universities do not use a research-driven strategy to integration that centers on the collaborative triangle of students, researchers and administrators, instead, Students' Unions, Academic Departments and Administrative Services all pursue separate strategies for integrating the same group of students.

The effectiveness of peace programs and policies can be improved in a variety of ways. Assessment, top management positions were not clearly defined at the university level. As a result, important choices affecting students and employees were delayed or avoided altogether. As a result, students had little choice but to approach the Vice Chancellors in order to obtain formal approval. The committee found that the decision-making process at the institution was overly bureaucratic and time-consuming due to the numerous meetings and stages required before a decision could be made and implemented.

Increasingly, universities are engaging in peacemaking through policies and practices, multicultural student populations, diversified academic and non-academic staff, and beliefs and worldviews expressed by many faculties. They're able to handle an increasing number of students from all around the country and the globe. New course units are regularly introduced, broadening the scope of the curriculum as a whole. Universities, in a nutshell, serve as significant, ever-changing mirrors reflecting the complexities and complexity encountered and engaged with at the institutional and individual levels, as well as amongst and among sub-groups within and outside the walls of the institution. They serve as a crucible for the development, propagation, and presentation of social change. Different viewpoints engage, often violently, in these 'free' areas that give students the hitherto unknown freedom of public expression and construction of new identities (Vusia, 2013).

According to Kiyota et al. (2012), more help from professors could improve students' overall peacebuilding. The more support a student needs, the worse their adjustment is; on the other hand, the more support a student receives, the better their adjustment becomes. Students who are part of diverse peer groups benefit in a variety of ways, including improved academic development, personal growth, and a heightened receptivity to difference. Diversity in social groups also appears to have a good effect on university impressions (Pike et al., 2006).

Building a culture of peace begins with cultivating an ethos of respect for diversity. For instance, Estell et al. (2009) found that exposing students to peers from various countries as part of an intervention plan to analyze the use of racism was sufficient to enable students to identify shared experiences. This will allow them to participate in university-wide peace initiatives and programs. Carano and Berson (2007), on the other hand, caution that simply exposing oneself to a wide range of people does not guarantee serenity. Instead, it's critical to maintain open lines of communication with a variety of people and organizations in order to broaden one's perspective on other cultures and gain a better appreciation for diversity. As a result, prejudice and stereotyping against people who are different from ourselves can be eliminated, and a greater regard for variety can be fostered.

The establishment of a "peace building framework" has been a common strategy in various contexts, reflecting the recognition that institutions need to go beyond numbers or structural diversity to proactive means of increasing the benefits of diversity. Students and faculty at Michigan Tech in the United States, for example, have worked together to develop an inclusive framework for promoting peace by fostering an environment where everyone feels welcome, encouraging diversity among the university community, recruiting and retaining a diverse student body, and diversifying the university's top leadership (Vermeulen, 2011).

The United States has developed courses on peace tactics for scientific students in an effort to promote peace and inclusion. Few women and African-Americans take this course, and the non-white students who do attend are mostly internationals from a small number of nations. Students are free to conduct their own study and then report their findings orally. Students from a variety of backgrounds will be able to conduct their own research on peace tactics through this method of learning. As a result, pupils have been more

equipped to find solutions to the conflicts they've encountered. Importantly, students have become (more) conscious of cultural issues and, in some cases, have begun to carefully explore what they can do to bring about good change in their classes, the department, the community, and the profession (Mittelmeier et al., 2018).

In the University of Texas at Austin, a three-tiered method to preparing, recruiting, and retaining academics through peace building is used as part of the Thematic Faculty Initiative Graduate research assistants are recruited and trained by the institution, and they learn the importance of working in a diverse and inclusive setting. As a second step, the university employs faculty members from a wide range of backgrounds, and provides them with funding through the Office of Diversity and Community Engagement. Faculty members at all levels of the university are eligible for fellowships to support their work on diversity and community participation (Dale and Krueger, 2014).

To demonstrate their commitment to international understanding and peacemaking, Uganda's universities have created 'parliament spaces,' complete with garden chairs, where students and faculty from diverse ethnic groups and nations can meet. These organizations are distinct from other university clubs since they focus on the lifestyles of specific student groups, as opposed to course-based organizations. The cultural galas and student clubs that host them each year allow many of the students with the opportunity to connect with others of their ethnicity (Rani etal., 2011).

University administrations in Uganda are also supportive of students' efforts to express their individuality and engage with one another, as evidenced by the assistance and leadership they have provided. There is a thriving student guild with representatives from a wide range of academic disciplines. There are two general assemblies each semester where students are able to express themselves freely, and the Guild government always seeks to incorporate the leaders of the cultural organization. Students at colleges and universities have set up arbitration, advocacy, and participation processes that aren't necessarily focused on dispute resolution.

Although the academic registrar's office organizes workshops on diversity and peace building, there are concerns regarding the lecturers' ability to cope with students from so many different backgrounds, despite the fact that they have been trained to do so. Lectures for the general public are also held, such as a recent presentation on diversity on university (Milem et al., 2005).

It is important for universities to educate their students about the policy environment by hosting public debates and allowing them to ask questions about social phenomena. Students also have the opportunity to meet with policymakers and diplomats from academia and diplomacy on a variety of topics related to national development and international affairs (Patton et al., 2016). There were also cultural, academic, and issue-based organizations that allowed students from different backgrounds to interact. Nationality, ethnicity, and academic interests are just a few of the factors that students can use to organize themselves into groups. The University encourages its students to participate in annual cultural galas, in which they compete against one another in showcasing their talents. Additionally, a Pan-African club was established to serve as a gathering place for all students from around the continent (Vusia, 2013).

2.0 Theoretical Framework
The study considered Peace Theory, Conflict Management Theory and human needs theory relevant in explaining peace strategies and programmes in regard student conflict management in public universities. The study utilized the conflict transformation theory as its foundation. The concept of conflict formation proposed by Johan Galtung in 1999 served as the foundation for this theory. Lederach argues that recognizing and working with conflict's "dialectic nature" is essential to transforming it, rather than focusing on either eliminating or controlling it. This is what he means when he says that social conflict arises organically from individuals interacting with one another, but that it inevitably affects the very events, people, and relationships that gave rise to it. Thus, the chain of causation extends in both directions, from people and relationships to conflict and then back to people and relationships. The phrase "conflict transformation" is used in this context to describe an organic process. Conflicts modify relationships in

predictable ways, including changing communication patterns, social organization, and self- and other-perceptions.

Human Needs Theory also served as a foundation for this investigation. Since its publication in 1915, John Burton's Human Needs Theory has served as a foundation for approaches to conflict resolution, emphasizing that all humans have some basic needs that, if violated, can lead to conflict. If an actor can't meet his or her basic human wants in one method, according to the human needs theorists, he or she will try to do so in other ways. Atkinson (1983) cites Doyal's Human Need Theory, which claims that conflict can be found in any category and can be traced back to six main causes: long-standing feelings of alienation, power imbalances and asymmetries based on gender, religion, race, or ethnicity, as well as economic imbalances and ethnicity as a source of power. Other drivers of conflict are structural, reflecting the effects of institutional and organizational behavior, and fragmentation of interests and authority, which influences the type of governance in place and so explains the existence or absence of conflict. All of the preceding reasons are predicated on the premise that conflict can only be addressed through a democratic process.

Galtung's Peace Theory was used as a framework for the research. Galtung (1999) distinguishes between two dimensions of peace: positive peace and negative peace. Theoretically, a positive peace is one in which disagreements are resolved creatively rather than violently, whereas a negative peace is one in which violence is absent but in which there is no actual peace. Galtung (Harris & Morrison, 2012) and other Galtung proponents believe that peace encompasses more than just the absence of violence; it also includes forgiveness, respect, cooperation, tolerance, and acceptance of the diverse views, skin colors, and ethnic and national identities of others

3.0 Methodology

The study adopted descriptive survey and evaluation research design. (i) Descriptive survey Design, which entails simply describing a variable or phenomenon; the design was instrumental for first, second and third objective. A Descriptive Survey Research is a method of Descriptive Research that combines quantitative and qualitative data to produce accurate and relevant information. Evaluation research design was used to identify challenges and opportunities in the implementation of programmes towards management of conflicts in public universities in Kenya.The evaluation design aided in performing more reactive than active analysis of the research question as well as handling assessments in an objective way.

The study was conducted in western Kenya region comprising of counties of Kakamega, Vihiga, Busia, Bungoma, Kisumu, Siaya, Homabay, Migori, Nyamira, Kisii, Kericho, Nandi, Uasin Gishu and Trans Nzoia. The region has 9 public chartered universities and 4 university colleges. The study was conducted in four public universities in the Western Kenya.The universities include Moi University in Uasin Gishu County, Kibabii University in Bungoma County, Maseno University in Kisumu County and Kisii University in Kisii County. Between the four universities, in the last 7 years, there have been more than 23 students' conflicts and unrest although the region had 42 conflicts involving students. This represents 55% of the total conflicts involving students in the region.

The study targeted 15975 respondents comprising of students and administrative staffs of selected universities in Western Kenya; Officer Commanding Police station in the four counties. The universities were Kibabii University, Maseno University, Kisii University and Moi University. Fourth year students were targeted since they have witnessed several conflicts including the infamous ones in 2019. The choice of fourth year student is guided by K'okul (2010) who indicated that past experience is significant while investigating perceptions of Students on the Status of Guidance and Counselling in Selected Universities in Kenya for Minimizing Student Riots.

Since the total number of students exceeds ten thousand (10,000) using 15863 students as the parameters, the following social science study formulae were utilized to calculate the sample size of 375 students, as stated by Fischer in Mugenda and Mugenda (2003) and Krejcie and Morgan (1970):

S = X2 NP (1-P) / d2 (N-1) + X2 P (1-P)

S= required sample size

X2 = Chi Square Value at 1 degree of freedom (3.841)

N = Population Size

P = Population proportion with desired characteristics (assumed to be 0.5)

d = Degree of accuracy as a proportion (0.50)

Sample Size Calculation

 = 3.841158630.50(1-0.5)/(0.050.05(15863-1)+3.8410.5(1-0.5))

=375.069203

=375

Census, Purposive sampling and random sampling were used to sample 38 key informants from the four universities. They included Deans of Students, Student Governing Council, Student Disciplinary Committee, Peer Educators, Student Counselors, Chief Security Officers, Chaplains, police officers and National Administrators. Therefore, the study sampled 435 respondents comprising of 375 Fourth Year Students using random sampling technique, 4 Deans of Students using census sampling, 20Student Governing Council using census sampling, 4 Student Disciplinary Committee using random sampling, 4 Peer Educators using random sampling, 4 Student Counselors using random sampling, 4 Chief Security Officers using census sampling, 4 Chaplains using random sampling, 4 OCS using census sampling.

The study utilized both primary and secondary data. Primary data was generated from respondents which comprised of students, university staff and National Police service. The study used secondary data especially in the discussions of the findings. The study used secondary data that was obtained from journals and research papers to authenticate the findings. In addition, the study sought documented secondary data on the following, Actual number of conflicts and their causes per year since 2015, Action taken in regard to documented conflicts and any other data that may be useful to the study. The documents to be examined included statistical abstracts, memos, and minutes among other relevant documents.

In accordance with Mugenda and Mugenda (1999), the study developed the instruments that will assist in gathering the essential data for the sort of research being conducted; as a result, this study used the questionnaire, focus group discussions, and interview as trustworthy and practical study tools. An organized list of questions that the researcher asks respondents to gather data for the research is called a questionnaire (Gatara, 2010). It comprises of a number of organized and printed questions, whereas the interview schedule for data collection required oral-verbal exchange and responses between the interviewer and respondents. Both structured and unstructured questionnaires were directly administered to students, who independently filled them out to provide the essential data for the study. Using a questionnaire, the researcher was able to quickly collect data from a broad, wider community, as stated in the target population. It also facilitates the collection of qualitative and quantitative data. Due to their nature, the questionnaires provided very objective data and were, thus, the most effective in terms of their application.

Data collected from both primary and secondary sources was analyzed to get information on the effectiveness of peace programme and strategies used to manage conflicts in selected public universities in Kenya. The data collected was analyzed as follows: All collected data was edited for accuracy, completeness and uniformity. Coding was done by assigning numerical values to categories of questionnaires for statistical representation of data.

The machine fed quantitative data and analyzed it via the SPSS. Qualitative data was structured on the basis of the study problems found and was evaluated using content analysis. The responses were then entered in the summary sheet Data then tabulated to establish the frequencies and percentages of the respondents giving similar responses. The methodology of qualitative data processing was used to evaluate data in groups of questionnaires, interview directions through arranging, categorizing and marking it. For particular

queries, the classified and clustered data was coded with responses. Using descriptive statistics, the researcher replied to the three purposes of this knowledge when promoting the narratives by using bar graphs, tables and pie charts to display data for examples. Inferential statistics, particularly the chi-square and spearman correlation with an aim of determining the relationship among the key study variables influencing conflict management was computed. At the end of data analysis, all data were stored in both soft and hand copies in form of frequency tables, bar graphs, pie charts and quotes of voices from respondents.

4.0 Study Findings And Discussions
4.1.1 Response Rate
In this study, a total of 375 questionnaires were distributed to the sampled respondents, of which 304 were successfully completed by respondents, representing an 81.07 %. According to Nulty (2008), the Australian Vice Chancellors' committee and graduate careers council of Australia (2001) considered a response rate of at least 70% for the course experience questionnaire to be both desired and attainable.

4.1.2 Demographic Characteristics of Respondents
The study presented demographic characteristics which included age and gender of the respondents. This was presented for student in regards to association of student characteristics and management of conflicts as well as student demographic characteristic and peace programmes.
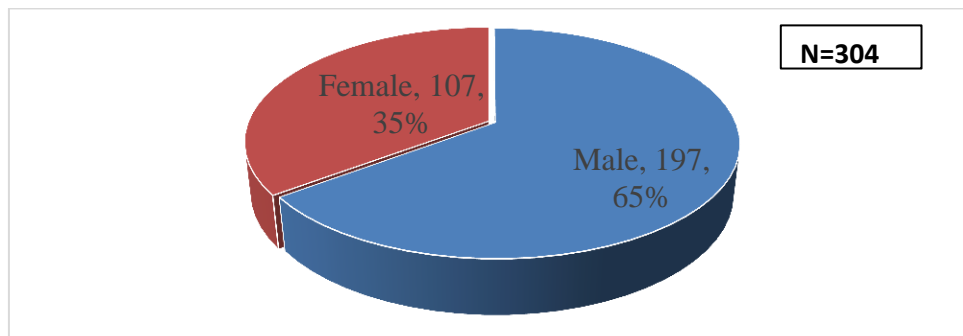
4.1.3 Gender

Figure 4.1: Gender of the Respondents

Source: Field Data (2022)

Figure 4.1 demonstrates that 64.8 percent (197), while 35.2 percent (107) are females. The statistics suggests that majority of the participants are males compared to females according to the study finding. Regarding the handling of student problems, this indicates that there are more male than female students in Kenyan public universities. This could likely be linked to a variety of causes. According to Foreman and Retallick (2013), for example, male college students are more likely than girls to participate in extracurricular activities, clubs, and other social groups. This echoes the findings of Al-Ansari et al. (2016), who propose that females underestimate their engagement because they believe their activities to be non-extracurricular.

4.1.4 Age of Respondents

Table 4.1: Age of respondents

Years	Frequency	Percent
21 and Below	50	16.4
22	115	37.8
23	100	32.9
24 and above	39	12.8
Total	**304**	**100.0**

Source: Field Data (2022)

In table 4.2, Participants who are twenty years and below (19) are 16.4 percent (50) and 22 years 37.8 percent (115). Only 32 percent (32.9) of the respondents were 23 years while those that are 24 and above years are 12.8 percent (39). Additionally, this shows that the majority of the respondents aged between 22 and 23 years while the minorities are 24 and above years. Furthermore, this shows that the response to effectiveness of peace programmes employed in managing student conflicts in selected public universities in Kenya is excellent.

Several conclusions can be drawn from the findings. First, the majority of the sampled respondents were between 21 and 23 years old, and few were older than 24. According to Marwa (2014), the majority of university students around the globe are between the ages of 21 and 30, hence this age range was appropriate for this research. Second, the ages of the students indicate their familiarity with the employment of peace programmes for conflict resolution. With the implied age range, the study determined that the majority of students were in their early adolescent years, when the use of peace program platforms would be of great benefit to them; this is the age where the majority of young people are more influenced to join peace programs for reasons such as identity, belonging, self-discovery, etc., for self-affirmation and support. Scholars in the field of education emphasized that conflict management strategies vary by student age. According to Davis, Kraus, and Capobianco (2009), older adults are less prone to participate in negative responses and are more likely to avoid conflicts.

4.2 Challenges Facing Peace Programmes Employed in Managing of Conflicts
The students were asked to indicate if the existing peace programmes are adequate to manage conflicts, specific challenges hindering effectiveness of peace programmes and how university policies, government policies, political will, financial resources, civil societies, capacity building and training are associated with effectiveness of peace programmes in public universities.

4.2.1 Adequacy of Existing Peace Programmes in Management of Conflicts
The respondents were asked if the existing peace programmes are adequate to manage conflicts in their university. Figure 6.1 below gives the results of the study.
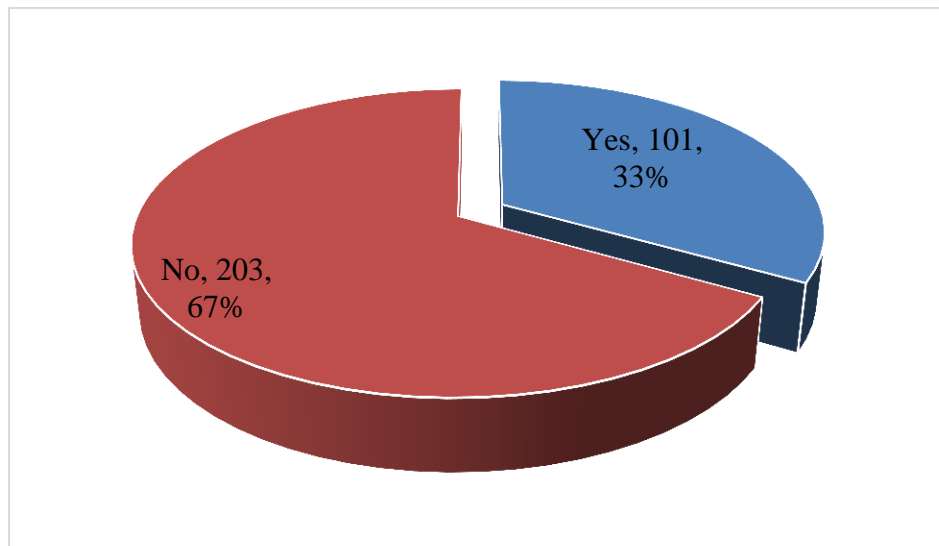

Figure 4.3: Adequacy in of existing peace programmes

Source: Field Data (2022)

From Figure 4.3 above, 33.2 percent (101) of the respondents indicated that the existing peace programmes in their university are adequate to manage conflicts, while 203 percent (203) indicated that the existing peace programmes are not adequate to manage conflicts in their university. This implies that the existing peace programmes in public universities in Kenya are not adequate to manage conflicts because the majority of the respondents indicated that the peace programmes are not adequate.

Further, the study sought to establish some of the challenges that hinder the effectiveness of the peace programmes in their universities. The results are indicated in Table 4.4

Table 4.4 Challenges That Hinder the Effectiveness of Peace Programmes

	Frequency	Percent
University Administration Related	191	62.83
Peace Programme Related	156	51.32
Government Related Challenges	143	47.04
Students Related Challenges	131	43.09
Political Interference	64	21.05

Source: Researcher (2022)

From table 4.4 above, 62,8 percent (191) of the respondents indicated that university administration related challenges hinders the effectiveness of the peace programmes in their universities, 51.32 percent (156) indicated that peace programme related hinders the effectiveness of the existing peace programmes in their universities, 47.04 percent (143) indicated that Government Related challenges hinders the effectiveness of the existing peace programmes, 43.09 percent (131) indicated that student related challenges hinders the effectiveness of the existing peace programmes in their university, while 21.05 percent(64)indicated that political interference related challenges hinders the effectiveness of peace programmes in their university. According to the above findings in table Resources and inadequate coordination hindered the effectiveness of the existing peace programmes in public universities in Kenya due to high percentage of the respondents. Activities that encourage peace in university are vital, but not enough in themselves unless they relate to institutional policy and are embedded in an institutional culture that genuinely values peace. All too often this link is not made, meaning students do not see their institution placing value on conflict management which can stymie the motivation to integrate socially.

4.2.2 Effects of University Related Challenges on Peace Programmes
The respondents were further asked how university related challenges influence effectiveness of peace programming in managing conflicts. The results are as shown in Table 4.5.

Table 4. 5: Effects of University Policies on Peace Programmes

	Frequency	Percent
Inadequate Support	138	45.39
Poor Coordination	123	40.46
Poor approach to Managing of Conflicts	121	39.80
Unpopular Policies	117	38.49

Source: Researcher (2022)

From Table 4.5, 45.4 percent (138) indicated that university policies influence inadequate support which impact peace programmes negatively in managing conflicts in their universities, 40.5 percent (123) indicated university policies influence poor coordination and implementation which impact peace programmes negatively in managing conflicts in their universities, 39.8 percent (121) indicated that university policies influence poor approach which impact peace programmes negatively in managing conflicts in their universities and 38.5 percent (117) indicated that university policies influence unpopular policies which impact peace programmes negatively in managing conflicts in their universities.

In regards to inadequate support, the researcher noted that public universities in Kenya have not provided adequate resources both financially and non-financial resources which make it difficult to implement peace programmes required to manage student conflicts. In this regard, most of the peace programme exists but they are not actively engaged in the management of student's conflicts. In regards to poor coordination, analysis of open ended items in the questionnaire revealed that even though there are several peace programmes with plurality of actors, there is poor coordination from the administration making them to less effective. The deans of students and university student organizations have been adequately and severally

blamed on management of conflict due to poor communication and poor framework that is need to coordinate all actors during management of conflicts. One of the sampled fourth year students stated that "*Poor coordination between the administration on and students make it difficult to manage conflicts using existing peace programmes*" while another student indicated that "*There is no clear communication and some of them are unknown to students*"

The results also indicated that administration has employed poor approach in management of conflicts which interferes with effectiveness of peace programmes. There are cases where the administration has been blamed for sending students home with exhausting possible ways of managing conflicts using existing peace programmes. In regards to unpopular university policies, the researcher noted that fourth students who participated in this study indicated that university policies are made to benefit the administration at the expense of the students. Therefore, policies in regard to peace programmes have habitually favored university administration while they are detrimental to the student body.

4.2.3 Effects of Government Related Challenges on Peace Programmes

The respondents were further asked how government related challenges influence effectiveness of peace programming in managing conflicts. The results are as indicated in Table 4.6.

Table 4.6: Effects of Government Related Challenges on Peace Programmes

	Frequency	Percent
One Sided Policies	174	57.24
Rigid Polices	116	38.16
Poor Implementation	55	18.09
Bureaucracy	34	11.18

Source: Researcher (2022)

From Table 4.6, 56.84percent (174) indicated that government policies are one sided which impacted peace programmes negatively in managing conflicts in their universities, 38.2 percent (116) indicated government policies are rigid which impacted peace programmes negatively in managing conflicts in their universities, 18.1 percent (53) indicated that there is poor implementation of government policies related to peace programmes which impacted peace programmes negatively in managing conflicts in their universities and bureaucracy associated with government offices has made it difficult for peace programmes to have meaningful effect on management of students conflicts in public universities in Kenya.

In regard to one sided policies, majority of the study (52%) were of the opinion that government policies have continuously favored university at the expense of the student and therefore, peace programmes initiated by government have not impacted management of conflict positively. Poor implementation of peace programmes initiated by government has negatively affected management of student conflicts in public universities. One of the sampled students indicated that "*Lack of finances to help in facilitating the programmes*". This implies that even though government through various policies has initiated various peace programmes, lack finance hinder their implementation.

Government policy has to do with the rules and procedures guiding public conduct in the diverse economic, social as well as political spheres. Current government policy in east Africa does promote the use of University sports in promoting peace in the region. These agrees with Chu et al. (2014) who pointed out that the African Union Commission put in place a draft policy framework for sport in Africa with intent to harmonize the strategic development of sport in Africa meant to address challenges with regard to sport for all, economic development, environment, youth and peace among others. Information is power and an informed society is a progressive society. Therefore awareness is important as it informs people of what is happening and what is expected of them as well as understand the goals and objectives that are targeted.

4.2.4. **Effects of Political Will and political interference on Peace Programmes**

The respondents were further asked how political related challenges influence effectiveness of peace programming in managing conflicts. The results are as shown in Table 4.7.

Table 4.7: Effects of Political Will on Peace Programmes

	Frequency	Percent
Undermine Intra Group peace activities	246	80.92
Undermine Inter Group peace activities	165	54.28
Inadequate support	98	32.24

Source: Researcher (2022)

From Table 4.7 above, 80.9 percent (246) indicated that political will influence aggravate which impact peace programmes negatively in managing conflicts in their universities due to undermining intra group activities, 54.3 percent (165) indicated political will influence Inter Group peace activities which impact peace programmes negatively in managing conflicts in their universities and 32.24 percent (98) indicated that lack of political support in the implementation of peace programme influence their effectiveness which impact peace programmes negatively in managing conflicts in their universities.

The researcher noted that, university are full of politics from within and without and therefore, as indicated in Chapter four, politics have contributed to conflicts involving students. To a very great extent, political interference, political affiliation and political differences have affected peace programmes activities.

4.2.5 Effects of Financial Resources on Peace Programmes
The respondents were further asked how financial resources related challenges influence effectiveness of peace programming in managing conflicts. The results are as shown in Table 4.8

Table 4.8: Effects of Financial Resources on Peace Programmes

	Frequency	Percent
Rivalry in the Management of Peace programmes activities	45	14.80
Inadequate Financial Resources	231	75.99
Mismanagement of financial Resources	124	40.79

Source: Researcher (2022)

From Table 4.8, 1.6 percent (5) indicated that financial resources influence rivalry in the management of these resources which impact peace programmes negatively in managing conflicts in their universities, 76.0 percent (231) indicated financial resources influence inadequate which impact peace programmes negatively in managing conflicts in their universities, 40.8 percent (124) indicated that financial resources influence mismanagement which impact peace programmes negatively in managing conflicts in their universities.

It is worth nothing that peace programmes required adequate financial resources to ensure they achieve objective such as registration, training and implementation of project aimed at managing of conflicts. However, the researcher noted that reduced funding from National government has reduced the capacity of government to fully fund peace programmes in public universities. One of the sampled fourth year students indicated that "*It reduces the effectiveness as little funds are channeled to support peace programmes*" while another one indicated that "*Due to limited resources may hinder some peace keeping unions from carrying out their activities effectively*" another one said that *"Finance as a major cause has denied funds to peace programmes this limits them from participating in some important programmes which require financial resources"*. From these statement, it is evident peace programmes earmarked to manage conflicts are facing serious financial problems.

4.2.6 Effects of Capacity Building and Training on Peace Programmes

The respondents were further asked how capacity building and training related challenges influence effectiveness of peace programming in managing conflicts. The results are as shown in Table 4.9.

Table 4.9: Effects of Capacity Building and Training on Peace Programmes

	Frequency	Percent
Inadequate expertise and skills	187	61.51
Poor Management of Peace programmes activities	132	43.42
Inadequate sustainability of Peace programmes activities	113	37.17

Source: Researcher (2022)

From Table 4.9 above, 61.5 percent (187) indicated that inadequate expertise and skill influence inadequate which impact peace programmes negatively in managing conflicts in their universities, 43.42 percent (132) indicated poor management influence non-adherence which impact peace programmes negatively in managing conflicts in their universities, 36.8 percent (113) indicated that lack of capacity for peace programmes to be sustainable influence negative which impact peace programmes negatively in managing conflicts in their universities.

The researcher noted that lack of adequate capacity has negatively affected the influence of peace programmes in management of student conflicts. The leadership of peace programmes lack required capacity to manage and ensure sustainability of peace programmes. This was evident by one of the respondents who stated that *"There are no adequate teams building training due to lack of funds hence lead to corruption"* Further, lack of required expertise was also identified as key challenge in the utilization of peace programmes to effectively manage conflicts.

Developing problem-solving and conflict resolution abilities in students is the primary goal of training, which also aids lecturers and executives in their work, resulting in an improved learning and teaching environment. The informal level of training is purely inadequate in assisting in administration of the management of conflicts adequately. Moreover, the closed cultural practices which hinder the information sharing, offering data over the secrets of the community and discussing the issues of the community in public among the pastoralists has been a major challenge among the communities (Odendaal, 2003). The success of any conflict peace agreements depends on the number and nature of challenges it actually faces (Adan, 2013).

4.27 Effect of Student Related Challenges on effectiveness of Peace Programmes

Table 4.10: Student Related Challenges on effectiveness of Peace Programmes

	Frequency	Percentage
Ignorance	209	68.6
Attitude	163	53.6
Willingness to utilize peace programmes	187	61.5

Source: Researcher (2022)

As indicated in Table 4.10, 68.6 percent (209) indicated that ignorance limited the ability of students to utilize peace programmes which impact their effectiveness negatively. This assertion was also revealed during interview with key informants as well as during focus group discussion with student governing council.

Majority of the students are ignorant on the existence of peace programmes. Further, willingness to participate was also identified by 61.5 percent (187). The researcher noted that majority of students were not

willing to participate and utilize peace programmes in public universities. Lastly, the attitude of students toward peace programmes also negatively affected their effective in the management of student conflicts.

It is unfortunate that despite the fact that university authorities have spent a lot of time and money promoting peace among students, some students still struggle with mental health issues. Only a small percentage of university students who were experiencing psychological distress perceived free counseling services as valuable and utilized them, according to Raunic & Xenos (2008), a review of various studies conducted in British, American, South African, and Indonesian universities. Only 3% of 4,699 first-year students in a similar British university survey (Cooke et al., 2006) reported using peace programs by the conclusion of the second semester. Many of the other students were concerned that they would not take advantage of the free peace programs because they would rather turn to their own families or friends for assistance (Raunic & Xenos, 2008). This shows that, despite the university administration's best efforts, some students may have a poor impression of peace programs and prefer to seek assistance elsewhere.

4.3 Opportunities That Exist To Enhance Effectiveness in Management of Conflicts
The study sought to establish opportunities that exist to enhance effectiveness of management of student conflicts, The study identified opportunities in regards to university administration, government, civil societies and student themselves. The results are as indicated in Table 4.11.

Table 4.11: Opportunities Available To Enhance Effectiveness in Management of Conflicts

	Frequency	Percent
Opportunities Within Administration	246	80.92
Opportunities Within Students themselves	179	58.88
Opportunities Within Government	134	44.08
Opportunities Within Peace Programmes	121	39.80
Opportunities Within student conflicts	93	30.59
Opportunities Within Civil Societies	65	21.38

Source: Researcher (2022)

As indicated in Table 4.11, 80.92 percent (246) of the respondents identified opportunities related to university administration while 58.9 percent (179) identified opportunities within student themselves. Further, 44.1 percent (134) were able to identify opportunities with government and 21.4 percent (65) of the respondents identified opportunities within civil societies.

4.3.1 Opportunities within University Administration
During the study, the participants were asked if they think their university administration has adequately addressed management of student conflicts in their university. Figure 4.12 below show the results of the study.
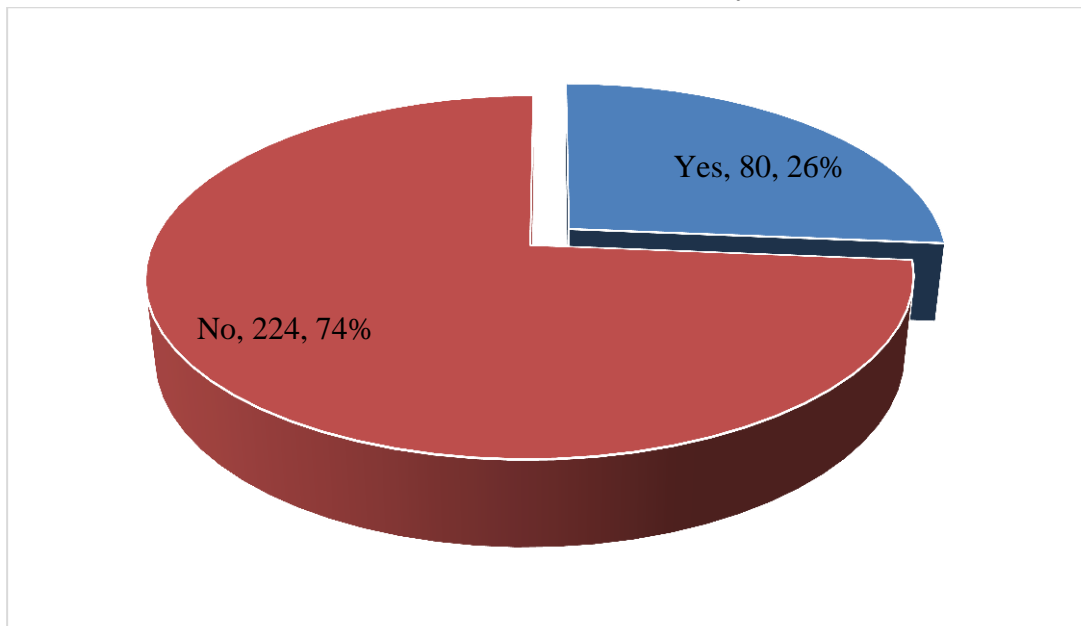
Figure 4.12: Adequacy of University Administration in the managemnt of student conflicts

Source: Field Data (2021)

According to Figure 4.12 above, 26.3 percent (80) indicated that the university administration has adequately addressed management of student conflicts in their university while73.7 percent(224) indicated that the university administration has not adequately addressed management of student conflicts in their university. This indicates that in most public university in Kenya, the administration has not addressed the management of student conflicts according to the finding of the research.

4.3.2 Opportunities within Government Institutions and Agencies
During the research the participants were asked if the government through various institutions has adequately addressed management of student conflicts in their university. Figure 1.13 below depicts the findings of the study.
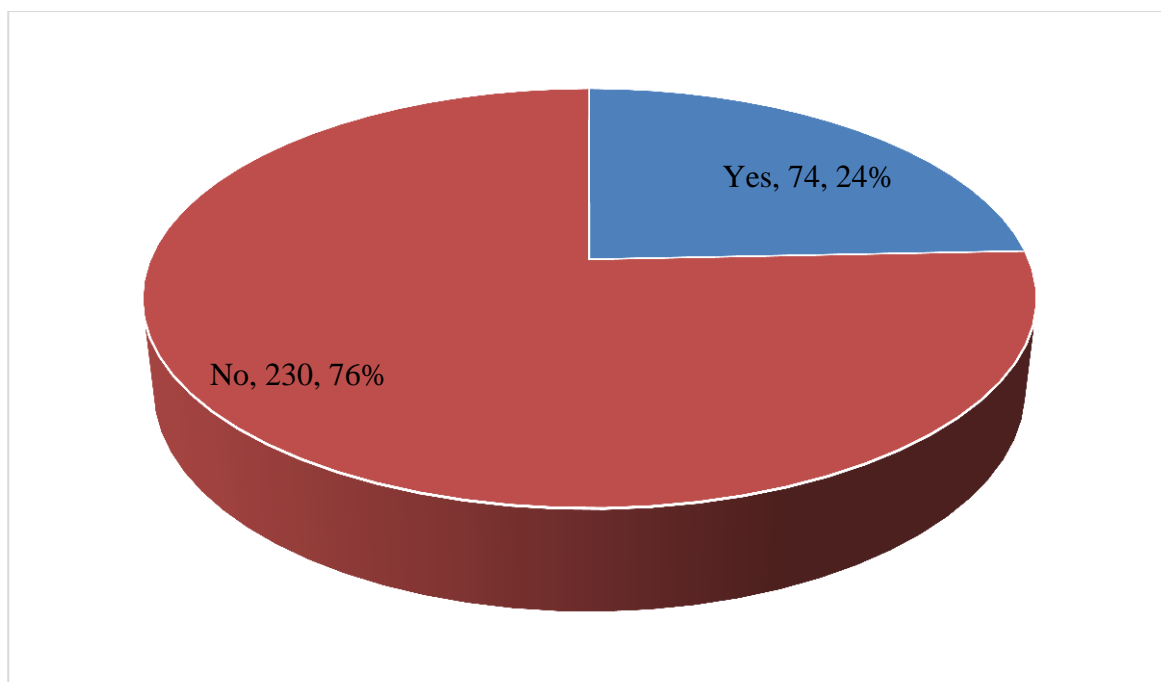

Figure 4.13: Adequacy of Government in the Management of student conflicts

Source: Field Data (2022)

From Figure 4.13, 24.3 percent (74) of the respondents indicated that the government through various institutions has adequately addresses management of student conflicts in their university while 75.7 percent (230) indicated that the government through various institutions has not adequately addressed management of student conflicts in their institution. This implies the government through various institutions has not adequately addressed management of student conflicts in public universities in Kenya according to the study finding from Figure 6.3.

4.3.3 Opportunities within Civil Societies
During the research the participants were asked to indicate opportunities that exist within the civil societies. The results are as shown in Table 4.14

Table 4.14: Opportunities within Civil Societies

	Frequency	Percent
Sensitization and Awareness Creation	244	80.26
Capacity Building	229	75.33
Advocate for Implementation of Peace Programs and policy related to managing of conflicts	174	57.24
Complement University and Government Peace Programmes	108	35.53

Source: Researcher (2022)

From Table 4.14 above, 80.3 percent (244) indicated that civil society can enhance sensitization and awareness creation of which impact peace programmes positively in managing conflicts in their universities.

This was further supported by one of the fourth year students who indicated that" *They are very exposed society hence they help in promoting peace since they know the importance of peace to the society and the university*". Further, 75.3 percent (229) indicated civil society influence effectiveness of peace programmes positively in managing conflicts in universities by undertaking capacity building while 56.8 percent (174) indicated civil society influence effectiveness of peace programmes positively in managing conflicts in universities by advocating for Implementation of Peace Programs and policy related to managing of conflicts. This evident by one of the respondent who stated that *"Enable peace programmes to be more effective by helping the personnel come up with constitution of their own that is in line with Kenyan Constitution"*

Moreover, 35.2 percent (108) indicated that civil society can influence effectiveness of peace programmes positively in managing conflicts in universities by complement university and government peace programmes. This was supported by one of the sampled fourth year respondents who stated that "*Particularly churches through conduction of prayers and other activities has greatly enhanced the effectiveness of peace programmes*" and another respondents indicated that "*Creates platforms for preaching peace among the university community"* while another student stated that "*Arranging for inter-domination prayer days through the academic year may greatly enhance management of conflicts*"

4.3.4 Opportunities within Student
The study sought to establish whether there are opportunities within the students that can be exploited to enhance effectiveness of peace programmes in managing students' conflicts. The results are as shown in Table 4.15.

Table 4.15: Opportunities within Student

	Frequency	**Percentage**
Need For Peaceful Co-existence	263	86.51
Positive Attitude	163	53.62
Willingness to Support Peace programmes	97	31.91

Source: Researcher (2022)

As indicated in Table 4.15, the results indicated that the need for peaceful co-existence in the university have prompted university to participate in peace programmes as indicated by 86.5% of the sampled respondents. These results were adequately supported by peer educators and members of student disciplinary committee who indicated that majority of the study are willing to support peace programmes in their university. Positive attitude of the students was also another opportunities that existed to enhance effectiveness of peace programmes in managing of students conflicts. During interview session, the researcher noted that some students have shown positive attitude toward peace programmes initiated in the public universities.

4.3.5 Opportunities within Peace Programmes

The study sought to establish whether there are opportunities within the peace programmes that can be exploited to enhance effectiveness of peace programmes in managing students' conflicts. The results are as shown in Table 4.16.

Table 4.16: Opportunities within Peace Programmes

	Frequency	Percentage
Introducing more goal oriented Programmes activities	188	61.8
Adoption of technology social media to increase awareness	151	49.7
Introduction of peace ambassadors, peace caravans, peace days	112	36.8
Community Outreach programmes and community service such as planting of trees, cleaning	87	28.6

Source: Field Data (2022)

As indicated in Table 4.16, the results indicated that introducing more goal-oriented Programmes activities would enhance effectiveness of peace programmes as indicated by 61.8% of the respondents. The researcher noted during interview and focus group discussion, there are limited goal oriented peace programmes which reduces their effectiveness. The results further indicated that adoption of modern technology such as use of social media instead of print would enhance sensitization and awareness of peace programmes as indicated by 49.7% of the sample respondents. The researcher noted that social media platform have been used to organize platform and therefore, the same platforms can use to enhance their effectiveness. The findings also revealed the Introduction of peace ambassadors, peace caravans, peace days would enhance effectiveness of peace programmes while at the same time 28.6% of the respondents insisted introduction of Community Outreach programmes and community service planting of trees and cleaning in peace programmes would enhance their effectiveness.

4.3.6 Opportunities within Nature of conflicts

The study sought to establish whether there are opportunities within the nature of student conflicts that can be exploited to enhance effectiveness of peace programmes in managing students' conflicts. The results are as shown in Table 4.16.

Table 4.16: Opportunities within Nature of Conflicts

	Frequency	Percentage
Predictability of the conflicts	184	60.5
Students Involvement in conflicts	155	51.0
Known Causes of conflicts	147	48.4

Source: Field Data (2022)

As indicated in Table 4.16, the results indicated that the predictability and occurrence of conflicts among public university provides perfect opportunities in the effectiveness of peace programmes in managing them as shown by 60.5% of the respondents. Since most conflicts involving university administration and students

occur during exam period, electioneering period for student leader, it offers opportunities to enhance effectiveness of peace programmes relative to these conflicts. Further, the student are the main actor in student conflicts, this in itself, as indicated by 51.0% of the respondents offer opportunities to come up with peace programmes activities and initiatives that would enhance students participation. Lastly, since the causes of student conflicts are well known, 48.4% of the respondents indicated that there are opportunities which can be exploited. This was also supported during interview with peer counsellors and peer educators, chief security officers and one officer commanding station. From these interviews, the researcher noted that the government and the university can tailored their peace programmes relative to the causes of these conflicts.

4.3.7 Strength Weaknesses Opportunities Threats (SWOT) Analysis

In this research, the SWOT analysis was used to investigate the effectiveness of peace programmes in managing of students conflicts. This matrix is a planning tool that is used to analyze strengths, weaknesses, opportunities, and threats (SWOT analysis). Peace programmes were examined in this study for their strengths and weaknesses, as well as for their possibilities and dangers. Strengths and weaknesses taken together are internal characteristics that can be significantly modified, while threats and opportunities are external ones that cannot be affected in any significant way. SWOT analysis is the foundation for analyzing internal strengths and weaknesses, as well as external threats and opportunities posed by external situations. SWOT analysis is used to identify and evaluate internal strengths and weaknesses. Results of the SWOT analysis were utilized to provide recommendations for this research.

Table 4.17:Peace Programmes SWOT analysis

Strengths	Weaknesses
• Willingness of students to participate in peace programmes • Need for peaceful co-existence • Willingness of staff and non-teaching staff to support peace programmes • Administrative support through formation of peace programmes • Willingness of student to form peace programmes (EVOC)	• Negative Student Attitude • Ignorance of existence of peace programmes. • Inadequate of Financial Resources. • Inadequate human capacities • Mismanagement of Resources • Inadequate institutional support • Divide and Rule by administration.
Opportunities	**Threats**
• Supportive civil societies • Collaborations and linkages with other universities (UNESCO) • Supportive immediate university community • Multi-sectoral partnership (Police, community, comrades, administration) • County and National Government Support (amenities, security) • Government support(Training in KSG)	• Unpopular government policies • Political interference. • Lack of Political will. • Hostile immediate community

5.0 Conclusion

The study concluded that there challenges that hindered effectiveness of peace programmes and at the same time there are opportunities which can exploited to effectively manage student conflicts. There was inadequate support of peace programmes with political interference which makes it difficult to manage students' conflicts. Student attitude, ignorance and willingness to participate in peace programmes also hindered their effectiveness. However, with these challenges, opportunities also surfaced. The study established that some students are willing to form and participate in peace programmes while civil society such as civil society organization, Non-Governmental organizational and religious organization are willing to improve capacities of peace programmes in the management of students conflicts.

Following confirmation that there is a direct relationship between universities conflicts management and peace programmes whereby from the findings there is a reverse and generic association between effectiveness of peace programmes and management of peace where the more the peace programmes effectiveness increases the more the management of students conflicts is achieved, therefore, it is imperative for university administration with immediate effect come to terms with reality and manage these conflict as they arise, with understanding that the problem is not whether the conflict exist or not but how do you mitigate the conflict, identifying their patterns, root cause, background and dynamics.

The study recommended that efforts be made to build good relations between students and management of the University and bridge the structural gap between them, improve interactions and ensure peaceful co-existence between them. Also, the practice of democratic leadership style by management of the University is strongly recommended to enable students actively participate in university peace programmes. Management should refrain from using threats and punishment to solicit potential behavioral changes from students and also avoid expressing disagreement in demeaning manner and/or suppressing students' interest with their power and authority.

Capacity building on all stakeholders on conflict management need to be a priority which the best recommendation is training, the first group to trained on conflict management should be the university administrators since they are the apex which provide harmony in the entire university, also train and equip staff with conflict management skills at the very beginning and it should be a continuous process since also conflict are part of any organization like university. Students were also source of major conflict in university can be taught how to manage conflict at manageable level before they escalate out of control. There is a need for universities management to establish a clear guidance on how to handle conflict in university, which can be done by having a university culture which encourage constructive conflict climate. Such guidelines are found in many organizational regulations. Regular meeting and brainstorming can also be encouraged especially to mitigate on the hidden conflict where university management can encourage all stake holders in the university to form a habit of airing their views

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